

**A CRITICAL EXAMINATION OF THE SUCCESSESS OF CHILD SUPPORT
GRANT: A CASE OF HA-MULIMA, LIMPOPO (SOUTH AFRICA)**

By

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DECLARATION

I, **Baloyi Caiphus**, declare that **A CRITICAL EXAMINATION OF THE SUCCESSES OF CHILD SUPPORT GRANT OF SOUTH AFRICA: A CASE OF HA-MULIMA, LIMPOPO (SOUTH AFRICA)** is own work and that all the sources that I have used or quoted have been indicated and acknowledged by the means of complete references and that this work has not been submitted before for any other degree at any other Institution.

BALOYI C (Mr)

Date

DEDICATION

This study is dedicated to my mother Baloyi Saina Khefumini and Mr Matloga Nicolus (My Guardian)

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ABSTRACT

In most developing countries including South Africa, the anti-poverty programmes aim to enhance and improve the living condition of the helpless people in the society (DSD, SASSA and UNICEF,2012). In addressing children poverty after the apartheid era, the Child Support Grant (CSG) was implemented in 1998 subsequently the State Maintenance Grant (SMG) was abolished after the review in 1997 by the Lund Committee (Grinspun, 2016 and Xaba, 2016). After twenty-two years of CSG existence, this study aimed to examine the successes of CSG in addressing child poverty and vulnerable households at Ha-Mulima. The study was guided by Structural functional theory as a theoretical framework and a qualitative research methodology was applied to examine the ways or mechanisms through which the Child Support Grant has been successful in attending to the problem of child and household poverty.

An exploratory case study approach was used as a research design and the participants were selected through a purposive sampling procedure. In addition, data was collected from participants through semi-structured interviews and focus groups, while thematic content analysis was employed to analyse the findings. The findings of the study show that there are positive outcomes of CSG in relation to the utilisation of grant to eradicate child poverty and household poverty. The study found that the CSG has a positive impact in reducing child poverty since it reduces hunger, children access education and caregivers utilize the money to buy clothes for them. Regardless of caregiver's dietary diversity in the households, the CSG has positive impacts on food insecurity and improved food consumption since families can use the money to buy food. The findings indicated that the CSG promotes self-reliance in communities whereby the caregivers create their own jobs and affiliate to various stokvels with the aim to empower themselves financially to avoid the dependability on the grant. The significance of the study lies in the way it has the potential of unravelling the dynamics of the Child Support Grant in rural communities.

Keywords: Child Support Grant, household poverty, caregiver, poverty and child poverty

Abbreviations & acronym

Child Support Grant - (CSG)

South African Social Security Agency - (SASSA)

Department of Social Development - (DSP)

Early Child Development - (ECD)

Conditional Cash Transfers - (CCTs)

Unconditional Cash Transfers – (UCTs)

United Nations Children's Fund – (UNICEF)

State Maintenance Grant (SMG)

National Development Plan (NDP)

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CHAPTER 1: GENERAL ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This chapter aims to present the background and motivation of the study. This also includes the explanation of the research problem, the purpose of the study, and the significance of the study. Lastly, the definition of concepts are provided.

1.2 BACKGROUND AND MOTIVATION

In most developing countries including South Africa, anti-poverty programmes aim to enhance and improve the living condition of the helpless people in the society (DSD, SASSA and UNICEF,2012). Children, the disabled and old people fall in this category of “helpless people”. Although poverty continues to be a severe problem, the South African government adopted social security programmes to address it as part of its social welfare strategy. The strategy incorporates the following grants; the War Veteran’s Grant, State Old Age Pension, Disability Grant, and Grant in Aid, Foster Care Grant, Care Dependency Grant and the Child Support Grant (Brynard, 2006, Westphal, 2016, and SASSA, 2020). In addressing children poverty after the apartheid era, the Child Support Grant (CSG) was implemented in 1998 and subsequently, the State Maintenance Grant (SMG) was abolished after the review in 1997 by the Lund Committee (Grinspun, 2016 and Xaba, 2016). It was believed the State Maintenance Grant promoted inequality by being biased against Blacks, Indians and Coloureds (Khumalo, 2003, DSD et al. 2012). The CSG was introduced to reduce inequality and it involves unconditional cash transfer to the eligible caregivers of children regardless of their race (Napolitano, Scarlato, and d’ Agostino, 2016). The CSG programme is managed by the Department of Social Development (DSP) and the South African Social Security Agency (SASSA). While the eligible applicants are supposed to pass a means test and, for a child to qualify, he or she is supposed to be less than eighteen (18) years old (Ngcongo, 2016, SASSA, 2020 and Holscher and Kasiram, 2014).

In 1998, the primary caregiver of children received R100 per month, therefore since inception, the grant is increased every year. At the beginning of April 2018, each recipient of the grant was receiving R400 and R420 April 2019 then extended to R430 in October 2019 (Feketha, 2018, Gabrielle and GroundUp Staff, 2017).

Black Sash (2020) and Chothia (2020) state that a budget speech announced that the CSG will be increased to R445 per month in October 2020 while currently, the caregivers receive R440 per month. Despite the increase of the grant every year, in 2019 the government criticised for not considering Statistics South Africa's food poverty line set at R561 and which is believed to be the minimum amount of money looked for to deliver basic needs (Chothia, 2020).

The main focus of this study was on the success of the child support grant as a measure to address child poverty at Ha-Mulima; a village in the Makhado local municipality in Limpopo Province, South Africa. The CSG aims to address poverty by supporting and enhancing the income of the households receiving the grant to empower them to take care of their children and to accommodate their fundamental needs (Guthrie, 2002 and Beukes, Jansen, and Moses, 2017). The focus of the study was to critically examine CSG as social welfare programme at Ha-Mulima, analysing the positiveness of the programme in performing what is intended to do in the household. This means that the study critically examined the success of CSG in addressing children poverty through caregivers.

1.3 RESEARCH PROBLEM

Conditional and unconditional cash transfers (social grants) have been lauded for their contribution in addressing poverty in recipient households and families in South Africa and other countries (Hochfeld, 2015 and Kgawane – Swathe, 2017). South Africa manages a more comprehensive and robust social protection system compared to most of its neighbours, and its model of providing for poor children, the aged and other vulnerable groups are considered exemplary (Hochfeld, 2015, Delany, Jehoma and Lake 2016). Currently, the CSG is supporting over 12 million or 63 % of poor children under the age of 18 (Patel, Knijn, and Gorman-Smith, 2017). Since the attainment of democracy, the redistributive policies and mechanisms of addressing poverty continue to be well articulated and their effects widely debated (Seekings and Nattrass, 2008). Van Der Merwe (2017) argues that child support grants are aimed at improving children's nutrition, but they are not hitting the spot as hoped. The reason behind this criticism is that South Africa was positioned 70th out

of 132 nations for hindered development rates by the third Global Nutrition Report by the end of 2016 (Van Der Merwe, 2017). As a result, the report also reflects that South African children were more vulnerable than other children in more unfortunate nations such as the likes of Haiti, Senegal, Thailand, Libya and Mauritania (Van Der Merwe, 2017).

Various studies found that the value of the CSG is unsatisfactory to manage the cost of childcare (PACSA, 2014, Mdluli, 2015, Byukusenge, 2016). Vaaltein (2016) conducted a study on investigating the utility of the CSG focusing on the perceptions of beneficiaries. He found that the majority of beneficiaries regard the value of the grant as insufficient to meet children's needs such as paying school-related fees and buying medicine (Vaaltein, 2016). With regards to the utilisation of the CSG by beneficiaries, it can be articulated that the money is utilized differently depending on households and children's needs (Khoza, 2013). While in that case, many researchers found that beneficiaries mainly utilise the grant for food and clothes (Guthrie, 2002, Mutshaeni, 2009, Matuku, 2015). The reason why children's needs are not met with the grant is due to fact that food is not only bought for the child but also for the household as a whole especially on families that rely on the grant (Khoza, 2013, Guthrie, 2002, Mutshaeni, 2009, Matuku, 2015).

As for education, most of the rural area children attend public schools which they attend for free (Guthrie, 2002). Coetzee and Delany (2011), Ismail and Graham (2008) discover additional proof of expanded school enrolment for children receiving the CSG contrasted with other children who are not receiving the CSG. On child's nutrition, not only does the grant plays a crucial role, but also the school feeding schemes give roughly 70% of children between the age of seven to thirteen years access to free food and the plan gives a motivation to children to attend school regularly (Khoza, 2013, Matuku, 2015, Zimmerman et al., 2022).

In existing discussions and debates on child poverty and social welfare in South Africa, what appears to be missing are the ways or means through which existing programmes (especially social welfare) attend to the problem of child poverty. Westphal (2016) reported that out of 23 million children in South Africa under the age of 18, which is about 60 per cent lives in poverty while social protection for children is delivered through the Child Support Grant, Foster Care Grant (FGC), and Care

Dependency Grant (CDG). With special reference to the Child Support Grant, therefore the question is; how and in what ways can the provision of monthly non-contributory grants be considered a success? This is so because existing literature is incoherent in this regard and there seems to be a lack of empirical case studies that have looked at this dimension (successes) in South Africa. This success could be measured or seen through the various ways the CSG can address child poverty and other economic vulnerabilities.

1.4 PURPOSE OF THE STUDY

1.4.1 Purpose of the study

The purpose of this study is to critical examine Child Support Grant in addressing household and child poverty in Ha-Mulima, Limpopo Province.

1.4.1 Objectives of the study:

- To examine the successes of the CSG in addressing child poverty.
- To assess the mechanisms through which the Child Support Grant attend to household vulnerability and poverty in Ha-Mulima.
- To investigate, if any, the unintended consequences of the Child Support Grant.

1.5 OPERATIONAL DEFINITIONS

1.5.1 Child Support Grant

The Child Support Grant (CSG) is non-contributory money intended to eradicate child poverty and is offered to the caregiver after means-tested so that they can care of the child after birth until he\she reaches eighteen (18) in South Africa (Du Toit and Lues, 2014). This study will adopt this definition.

1.5.2 Poverty

Poverty is defined as the inability to afford a defined basket of consumption items such as food and non-food which are necessary to sustain life (Castro & Murray, 2010). This study adopts the same definition of poverty.

1.5.3 Child poverty

UNICEF (2009) defined child poverty as poverty experienced by children during childhood and is a result of lack of household's income which affects the needs and standard of living of the child. Child poverty in this study refers to any child under the age of eighteen unable to access key essential needs such as food, clothes and education regardless of household income.

1.5.5 Caregiver

Kgawane – Swathe (2017) refers to a caregiver as an individual who takes the main responsibility for looking after the daily needs of the child. In that sense, it can be a relative, guardian of the child or someone given consent to look after the child. This study adopts the same definition.

1.5.6 Social policy (security)

Woolard, Harttgen and Klasen (2010) view social security as an intervention that aims to eradicate poverty by improving the health, nutrition and education of poor people. Vargas-Hernandez, Norunzi and Irani (2011) defined social policy as a guideline intervention that changes and preserves the living conditions that are favourable to human welfare. They mean that conditions are supposed to be conducive referring to housing, health, education, employment and food. The study adopted both definitions mentioned by the cited authors.

1.5.6 Success

Hornby (2005) refers to an individual or thing that has achieved a good result and been successful. In this study, success is defined as the accomplishment of the purpose or aims of CSG in addressing child poverty. In addition, success in this study is measured or seen through the various ways the CSG can address child poverty and other economic vulnerabilities.

1.6 SIGNIFICANCE OF THE STUDY

The significance of the study lies in the way it has the potential of unravelling the dynamics of the Child Support Grant in rural communities. By taking a case that has never been looked into before (Ha-Mulima), the study brought to the fore details on

how South Africa's CSG has been able to attend to issues of household wellbeing and therefore address the problem of child and household poverty. This is crucial as there still lacks a coherent and systematic understanding of how the Child Support Grant and other social protection schemes have been able to address a household vulnerability (including poverty).

The study will be important to the Department of Social Development as it looked at issues relating to the social welfare of children and households. Furthermore, the evidence of the study will be fundamental to the Department of Social Development since measures and strategies will be put into place to improve factors that hinder the success of the grant and enhance more were the grant fulfilling its goals. The study will also add knowledge to people on how to empower themselves to mitigate poverty and other social problems related to children and management of CSG monthly cash allowance.

1.7 OUTLINE OF CHAPTERS

This dissertation comprises of five chapters:

Chapter 1: This chapter intends to present the background and motivation of the study. This also includes the explanation of the research problem, the purpose of the study, and the significance of the study.

Chapter 2: The purpose of this chapter is to provide the literature review that the researcher reviewed when conducting the research. It provides a literature review that focuses on the effectiveness, impact and success of Child Support Grant on the well-being of the child. It further discusses Structural Functional Theory as a theoretical framework that guides study and reviews studies on social protection, and social policy.

Chapter 3: This part briefly explains how the research was conducted. It looks at the methodological aspects relating to the study such as the research methodology design applied in correspondence with the technique used to collect data and analysed it.

Chapter 4: This chapter focuses on analysing and interpreting data gathered from the caregivers of the Child Support Grant at Ha-Mulima area. The chapter outlines and discusses how the number of years as grant receipt contributes to utilisation CSG and how the grant entrusts caregivers with a form of responsibility. The chapter further provides empirical data that explains the role played by child support grant in school enrolment, health capabilities and reduction of child poverty. In addition, it stretches how the grant help to build social capital in communities, supplement other income useful to the grant and highlights more children you have as grant receipt.

Chapter 5: This chapter discusses the limitation of the study, recommendations and conclusion of the study.

1.8 Chapter summary

The purpose of this chapter was to provide general orientation and background to the study. It highlighted the research problem and why this study needed to be conducted. The chapter also discussed how this study is important.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The preceding chapter offered an overview of the general orientation and background of the study. This chapter provides a literature review that focuses on the effectiveness, impact and success of the Child Support Grant. It reviewed studies on social protection and social policy focusing on aspects such as; child poverty, South African constitution, cash transfers, household poverty, Child Support Grant legislation, the Lund committee and challenges of the beneficiaries in accessing the child support grant. The review also focused on the impact of child grants on education and health at Ha-Mulima area in Limpopo. Lastly, the chapter discussed how structural functionalism was used as a theoretical framework that guides the study. The theory is used to assist in examining and offering a better understanding of the contribution of the Child Support Grant.

2.2 The evolution of Social Protection in South Africa: From Apartheid to Post-Apartheid Social Policy

Braehmer and Kanyane (2000) emphasised that the history of social protection policy in South Africa can be traced back from the origins of apartheid government legislations. This section discussed this history.

2.2.1 Pre-apartheid social policy

In 1910, the South African social protection policy system was implemented under the Children's Protection Act of 1913 and the Act discriminated against Black, Indian and Coloured children while providing maintenance grants for White children (Kola et al. 2000, Kanyane, 2015). Before the State Maintenance Grant was introduced in the 1930s, white children were called "poor whites" according to Carnegie report (1933). Based on the same report, this was because white children experienced high mortality suffering from malaria which had a negative impact on their academic performance since they did score low intelligence tests than similar children from other races (Carnegie Commission, 1933). This means that white children

experienced severe illness of which required agent attention because it resulted in bad academic performance. It is important to acknowledge that the Carnegie Commission was designed to address the “poor white problem” in South Africa and it formed the basis for the need for social protection (Carnegie Commission,1933).

The same investigation by the commission also indicated that poverty and unsatisfactory diet generally had a more detrimental effect on nutrition than malaria or other diseases (Carnegie Commission,1933). In this sense, white children were not called poor because of the infection of malaria but experienced child poverty since they could not afford a satisfactory diet (Carnegie Commission,1933).

The Children Protection Act of 1913 provided the basis for the introduction of the State Maintenance Grant and means-tested grant paid to women who did not receive support from their partner or the child’s father or who were in situations such as widowhood or desertion (Westphal, 2016). Various studies reflect that pre apartheid social security legislation was characterised by inequalities (Govender, 2011, and Westphal,2016). As they stipulated that even though all children were legally eligible to receive SMG, but the grant only covered a limited number of children excluding mostly African children (Govender, 2011, and Westphal, 2016). In the same line, the SMG covered 1.5% of white children, 4.0% of Indian children and 4.8% of coloured while for African children only 0.2% received the grant benefits in 1990 (Aguero, Carter, and Woolard, 2006, SASSA, 2012, and Byukusenge, 2016).

2.2.2 The Lund Committee

According to Woolard and Leibbrandt (2013), the 1992 Social Assistance Act was a biased social provision act intended to protect the white population over other races. As a result, the social pensions and grants were implemented to secure the white population but slowly extended the eligibility procedures to include all the citizens of South Africa. In the same line, Patel (2008) asserts that after 1994, gaps and needs for social policy were recognized through a review of policies by the Lund Committee which contributed to the policy amendment process on children and family support. This committee was appointed by the new democratic government in 1995 to make recommendations on social policy by redesigning and reforming the social welfare

system (Kola et al. 2000, Xaba, 2016). It means that the aim of the committee was to re-evaluate the pre-apartheid social policies while exploring various anti-poverty alternative policies that can target and improve all South African children and families. Although the committee was given six months to complete its work, it recommended that the SMG must be replaced by Child Support Grant (Delany, Ismail, and Graham, 2008). Woolard and Leibbrandt (2013) stressed that the new recommendation targeted a wide group of grant recipients with a less monetary value compared to that of SMG. The aim of the investigation was to review how the children and families' social protection can be improved. After the investigation, the Child Support Grant was implemented to replace the State Maintenance Grant (SMG) (Gomersall, 2013).

There is a contrast between the pre-apartheid and post-apartheid racial segregation social policy legislation implementation in South Africa. Seekings and Natrass (2008) believed that the pre-apartheid social policy system entailed that Black African people, including children, were disposed of or denied access to property simply because of their race. The above-mentioned authors also pointed out that during the apartheid period, the distribution of social welfare income was unequal for instance, during the 1920s the social welfare distribution focused on white and coloured race but in the 1940s Africans and Indians were part of the programme. In this sense, it means that for decades from the 1920s to 1990s, Black and Indian people were excluded from benefiting from government social welfare (Seekings and Natrass, 2008).

Similar to the above observation, Guthrie (2002) asserts that South African social security legislation during apartheid intended to assist children and pensioners who were racially defined. This then means that the legislation, promoted segregation and discrimination between races and the protected race benefited from the social welfare compared to other races. For instance, white and coloured children were considered and benefited more from social provision such as SMG compared to other races. Therefore, for a change, the post-apartheid government's social protection (security) policies aimed at eradicating poverty and improving societies that were previously deprived of accessing basic social services (Dinbabo,2011). Dinbabo (2011) also pointed out that the rapid increase of orphans, unemployment, crime, poor education and health systems required agent attention of the

implementation of proper social policies. Patel (2008) articulated that the Lund Committee improved and amended the White Paper for Social Welfare in April 1997. The Department of Social Development's White Paper (2007) also offered all spheres of government guidelines, proposals, principles and policies that will improve development and social welfare.

2.2.3 The South African Constitution and children

The post-apartheid social protection policy is guided by the Constitution of the Republic of South Africa (Brynard, 2006). This means that since 1994, the social protection policy or any social welfare policy is constituted by the constitution in South Africa. Brynard (2006) highlighted that the new constitution that was adopted in 1996 aims at improving children's rights like the right to have a decent life. In this sense, the right to a decent life for a child refers to essential needs of a child such as nutrition, health and education. Proudlock, Dutschke, and Jamieson (2011) articulated that children's rights under the umbrella of Section 28(1)(c) of the Bill of Rights are regularly overlooked or misjudged. In other words, this means that children's rights are misunderstood and forgotten. In contrast to the pre-apartheid social protection policy, the 1996 constitution guarantees the rights of all children despite their ethnicity (South Africa Presidency, 2014).

The motivation behind the study that was conducted by Lock, Dutschke and Jamieson (2008) was how well South Africa is doing in protecting and fulfilling the needs of children? They argued that for the constitution to fulfil the demands of children's needs it depends on what type of social welfare is implemented by the government-aligned constitutional mandate. The rights of children are exercised through parents, guardians and caregivers of the child (Jacobs, 2008). This means that it is a parent's responsibility to take care of the child despite the existence of any governmental support or social welfare programme such as the child support grant. Again, this means that parents or primary caregivers are given responsibility in the eyes of the law or constitution to take care of the child(ren).

UNICEF (2009) stated that when parents violate the child's right by not supporting children, it is the government's duty to intervene despite the fact that the government is not solely accountable for the development of the child. Hall, Richter and Mokomane (2018) focused on the link between caregivers' maintenance and the Maintenance Amendment Act of 2015. They stipulated that the Children Act establish parental rights and duties that a parent need to contribute to the support and maintenance of the child. In the event that the parents are separated, child maintenance can be claimed as provided in the law. The Maintenance Amendment Act of 2015 aims at exposing a parent who fails to pay maintenance of the child by blacklisting and preventing them from obtaining further loans or credit (Hall. et al. 2018). In short, this means caregivers must know their responsibility as parents and the government should only intervene where possible. It is for this reason that the CSG is meant to assist with some form of household income rather than to take full responsibility for a child. This means the constitution regulations are more effective when parents take responsibility for being a parent as various acts are put into place to protect the child(ren).

2.2.4 Child support grant legislation.

Dinbabo (2011) asserts that both the Social Assistance Act 13 of 2004 and the South African Social Security Agency Act 9 of 2004 are the fundamental legislations that offer social grants in South Africa. In the same line, Government Gazette (2004), Mthethwa (2017) and Khosa (2013) demonstrated that the Social Assistance Act tends to manage and control access to government social grants in particular; the Child Support Grant (CSG), Foster Child Grant (FGC) and Care Reliance Grant (CDG), State Old Age Pension (SOAP), Disability Grant (DG), Grant-in-aid, and the War Veteran Grant. Therefore, building on this statutory requirement, the Social Assistance Act 13 of 2004 was promulgated and enacted by the government to oversee the provision of social grants (Dinbabo, 2011). The act provides guidelines on how social grants (such as the child support grant) should be provided under the supervision of the Department of Social Development (DSD) and the South African Social Security Agency (SASSA).

The SASSA Act No. 9 of 2004, indicate that the DSD is responsible for policymaking while SASSA is accountable for administration and payment of social security. This means that SASSA is responsible for administrative duties such as CSG applications and the processing of payments every month. When the grant initially commenced in 1998, the caregivers received R100 per month for each child younger than seven years of age (Woolard and Leibbrandt, 2013, Hölscher, Kasiram, and Sathiparsad, 2014).

2.2.5 The Child support grant in Post-Apartheid South Africa.

The Child support grant (CSG) was launched in 1998 to redress racial inequity after recommendations made by the Lund committee on the reform of the child maintenance system (Eyal and Woolard 2011, Plagerson and 2015, Beukel et al. 2017). Kola et al. (2000) highlighted that the CSG was implemented under the following principles:

- The CSG would contribute to the costs of rearing children in very poor households
- The CSG would be linked to an objective measure of need, determined through a means test
- The operation of the CSG would acknowledge the State's fiscal constraints and limitations
- The focus of the grant would be on children, not on the family, thus ensuring that the grant would follow the child regardless of the identity of the caregiver
- The CSG would form part of general poverty relief efforts (Kola et al. 2000). Since its inception, the CSG as a social welfare programme has been in existence for more than twenty-two years. Hölscher et al. (2014), Woolard and Leibbrandt (2013) applauded the CSG as one of the government's successful initiatives to address poverty targeting children. Every citizen child despite their race and ethnicity qualifies to have a grant after the CSG means test (SASSA, 2020). Eyal and Woolard (2011) argue that the objective of introducing the CSG was to eliminate gender and racial inequality in the social welfare system with the aim to target poor

children regardless of their household status. Du Toit and Lues (2014), Gabrielle and GroundUp Staff (2017) observe that the grant is offered to caregivers that take care of children until the child turns eighteen years. The caregivers are not allowed to apply for the grant for more than six non-biological or legally adopted children (Gabrielle and GroundUp Staff, 2017, SASSA, 2020). This means that the caregivers are only allowed to apply for less than six children, and it is the maximum that the government can offer the grant.

2.2.6 The conditions and eligibility of CSG.

Coetzee (2011) articulated that the child support grant as an unconditional cash transfer (CT) programme is administered by SASSA and nothing is required from the beneficiaries. In other words, the caregivers do not have to pay anything to receive the grant for the child rather than to apply for free to use the funds. The Social Assistance Act (2004) which directs the rendering and instruments for the rendering of social help administrations stipulates that the CSG can be accessed by essential caregivers of the children who meet the eligibility criteria. SASSA (2015) annual performance plan indicated that the Social Assistance Act (2004) requires the organization to play out specific exercises in connection to the administration of grants, for example, assessing the status of grant beneficiaries to decide their eligibility status. In the same line, Hochfeld (2015) asserts that the grant is dispensed to poor children younger than 18 years by means of their significant parental figures who must be 16 years or above and are unemployed. According to Garcia and Moore (2012) those in employment or having ensured business projects are prohibited from accessing social cash transfer programmes like the Child Support Grant.

Patel (2012) and Woolard & Leibbrandt (2013) respectively, indicated that the government intended to attach conditions to beneficiaries whereby children were obliged to attend school. The conditions required the beneficiaries to also participate in development programmes, but these conditions were dropped because development programmes did not exist in many areas, especially rural areas. This means the government wanted to attach the conditions aimed at making the CSG programme effective by making the beneficiaries not misuse the funds and

participate in development programmes. Govender (2011) reasoned that the CSG was supposed to be conditional to the beneficiaries because it can lead to the effectiveness and success of the programme. He further argued that conditional transfers will force caregivers to ensure that the children utilize health services and attend school.

The means test criterion has been amended over time, and not all households with a child in the eligible age range receive the grant (SASSA, 2020). It is important to note that the CSG is paid only to caregivers with earnings below a certain level (Santana, 2008, McEwen and Woolard, 2014, Napolitano et al. 2016, SASSA, 2020). Currently, according to SASSA (2020) regulations, the criteria for a single person to qualify for the CSG with reference to the asset and income threshold is supposed to be R52 000 per annum as from the beginning of April 2020 and not supposed to exceed R54 000 on the 1st of October 2020. While as for married persons or couples, the asset and threshold are not supposed to be more than R105 600 per annum and again a household is not expected to earn more than R108 000 at the beginning of October 2020.

Other requirements for a caregiver to qualify for the grant is that the primary caregiver must be a South African citizen, permanent resident or refugee. This means that the caregiver ought to provide both a birth certificate and a 13-digit barcoded identity document or smart ID card for the applicant and the child (SASSA, 2020). In this sense, it means that without the mentioned documents, the applicant will not qualify for the grant.

2.2.7 Challenges of the beneficiaries in accessing the child support grant.

The child support grant is a poverty alleviation programme targeting children but not every child is eligible to receive the grant (Gomersal, 2013, Napolitano et al., 2016). DSD, SASSA and UNICEF (2012) with regard to improvements in grant access found that there has been a generous upgrade in grant application procedures in the course of recent years. An enhancement in terms of the administration of the grant was also noted. DSD et al. (2012) also pointed out that as a result of the challenges experienced in administration SASSA communicated and advertised information about enrolment procedures and the documents required such as Identity

documents of the caregiver and child. Matuku (2015) found that beneficiaries complain about poor service by the officials at SASSA when initiating an application and this application process takes longer due to the long queues which make the entire process unpleasant. He further postulated that even though there is an improvement in the application process, but the applicants still experience a lack of clarity by the officials on the documentation required. McEwen and Woolard (2014); DSD, SASSA and UNICEF (2016) consider the lack of documentation as one of the main social exclusion drivers that exclude children from the CSG because caregivers think they provide all the necessary possible documents required but omit to provide the significant required information. The failure to provide all necessary documentation has often been attributed to a problem of miscommunication between SASSA officials and the applicants. Apart from this, research has also established that some eligible caregivers do not have knowledge regarding the application process of the grant or how the grant can be accessed (McEwen and Woolard, 2014). For this reason, McEwen and Woolard (2014) note that it is not necessarily the issue of lack of documents why some of the beneficiaries do not apply. Through their study, they found that most of the beneficiaries admitted that they have not attempted to apply, and this means that some of the beneficiaries are either ignorant or have resources to maintain their children.

In complementing the above, DSD, SASSA and UNICEF (2016) also found other reasons why most of the beneficiaries do not apply for the CSG. One of such reasons is that some prospective beneficiaries imagine their salary as excessively high and expect that their children do not qualify for support. Yet, the income of these beneficiaries is below the means test threshold and this results in confusion about the grant's means test requirements whereby some of these beneficiaries do qualify but end up not applying. Zembe-Mkabile, Surrender, and Sanders (2015) found that administrative factors keep on being the best boundary to CSG beneficiaries. To address this barrier, they pointed out a need to address long queues at SASSA offices, streamlining the process of submitting applications, and reducing the turnaround time between the process of submitting and eventually receiving the grant payment. This means that their administrative barriers that affect the progress or success of the CSG programme. These barriers will negatively impact the delivery of the programme. Such administrative barriers are likely to result in the CSG

programme failing to reach its own targeted recipients (children). To address some of the notable administrative barriers in 2014 the SASSA Plan of Action was adopted with the purpose of removing hindering factors that excluded caregivers and children from receiving the CSG (DSD et al.2016). According to DSD, SASSA and UNICEF (2016) the Plan of Action was instrumental in reducing the exclusion of children from receiving the CSG. This means that some caregivers who were initially confused and excluded by the system were able to attain clarity owing to the measures adopted in the SASSA Plan of Action. As result, there was a sense of improvement of the administrative system to cater for the applicants than before.

According to DSD, SASSA and UNICEF (2016), SASSA also made use of door-to-door campaigns to facilitate grant use. However, the campaigns focused on Gauteng, Eastern Cape and Western Cape Provinces. In this regard, the campaigns excluded Limpopo and other provinces (DSD, SASSA and UNICEF, 2016). In addition, the door-to-door programme did not expressly register qualifying children and their families for other grants, however, it played a role in different communities by spreading information that can result in successful grant enrolment and moderate exclusion among non-beneficiaries (DSD et al., 2016). It means that the door-to-door staff members assisted by gathering information directly from caregivers and non-caregivers by enquiring caregivers about the challenges they experience regard to SASSA services and grant application procedures. As result, this offered the caregivers and non-caregivers an opportunity to comprehend the nature of SASSA service delivery and the competency of staff with regard to fraud and corruption (DSD, SASSA and UNICEF, 2016, Mthethwa, 2019). Corruption as a result of incompetent public and private individuals have decreased because SASSA launched a mechanism to punish anyone who flaunts their processes and regulations (Klaaren,2020 and Motsapi, 2021).

2.3 Conditional and Unconditional Cash Transfers in the global context.

Miller (2009) argues that conditional and unconditional cash transfers as a social protection strategy are now present in over 30 countries and are often the foundation of eradicating poverty and social protection efforts. However, these programmes differ in terms of the distribution of cash transfers targeted towards poor households including children.

2.3.1 South America's Child Social Grant Systems Revisited

(i) Mexico

The Mexican conditional cash transfer for children has been lauded by various studies for its successes in reducing the poverty levels among poor households (Mokomane, 2012). Benderly (2010) also argued that the successes of the transfer programme in Mexico are attributed to the way the programme is managed to raise income levels and change people's behaviours. According to Miller (2009), Mexico's CCT known as '*Progresa*' is one of the forerunners, introduced in the 1990s and since then CCTs have developed gradually popularity. This programme is also known as '*Oportunidades*', it was the first on the national level pioneered by Mexico in 1997 and it is regarded as the most inclusive programme since it is offered to children with basic needs such as education, health and nutrition. Kakwani et al. (2005), Mokomane (2012), Barrientos, Niño-Zarazúa and Maitrot (2010) reason that the purpose of the programme is to improve schooling, health, and nutrition of poor families, predominantly children and their mothers. The programme requires children to obtain regular medical checkups (Kakwani et al., 2005, Fernald, Gertler and Neufeld, 2008). The Progresa programme's purpose was to ensure that households are given adequate resources so that their children can complete basic education and the children must attend schools to receive the benefit (Kakwani et al., 2005; Fernald et al., 2008).

(ii) Brazil

Glewwe and Kassouf, (2008), Kakwani et al. (2005) argue that in 1995, Brazil was the first country to initiate a conditional cash transfer programme known as '*Bolsa Escola*' with a purpose to send children to school and decrease the number of children drop-outs. Kakwani et al. (2005) and Shei (2013) found that for children to continue to use the grant every year they are supposed to have at least attended 85 per cent of their classes, especially those who are enrolled between grade one to eighty. In other words, children who fail to attend classes forfeit the grant and this will affect the family. In 2003, Brazil initiated another conditional transfer like *Progresa* of

Mexico known as *Bolsia Familia* which also required the beneficiaries to be committed to take their children more often for medical consultation and send their children to school (Shei, 2013). For Pais, Silva, and Teixeira (2017), the aim of the programme was not only to send children to schools and medical check-ups but also to forbid children to enter the job market early. On child's nutrition according to Shei (2013), the *Bolsa Familia* programme does not offer a nutritional supplement unlike some of other conditional cash transfer programmes. The *Bolsa Familia* in Brazil is the largest cash transfer programme worldwide (Kakwani et al., 2005, Shei, 2013).

2.3.2 The Child support grant in Europe

D'Addato (2015) stipulated that in Europe, conditional cash transfers (CCTs) aim to eradicate poverty by raising income with the purpose of improving beneficiaries' future potential to earn a living. The following European countries Bulgaria, Romania and Wales adopt cash transfers in response to the Eurochild laws which protect children's rights (D'Addato, 2015).

Education for children is a priority in most European countries. For instance, D'Addato (2015) EU reveals that in Bulgaria, for a child to benefit from CCTs, it is compulsory for him or her to attend pre-schools until high school before exceeding the age of twenty while in Romania the OvidiuRo's programme aims that every child in rural areas attends pre-school while offering caregivers with resources such money and food to meet their basic needs. On the other hand, the Wales government uses Education Maintenance Allowance (EMA) to assist children with education. It also offers post-compulsory school even though the exceeded the age of eighteen. Moreover, one of the main purposes of European CCTs programmes was to eradicate poverty while improving household status with similar goals practised by South American and African countries either through cash conditional or unconditional transfer (D'Addato, 2015, Medgyesi, 2016).

2.3.3 Cash Transfers in Asia

The World Bank (2013) reports that the Philippines Social development introduced Pantawid Pamilya as a conditional cash transfer (CCT) programme. The programme targets children with the purpose to disrupt the poverty cycle by devoting effort to the health and education of poor children. The conditions of the programme are that

health check-ups and school attendance for children are compulsory. According to the United Nations Development Programme (UNDP) (2009), the Indian government introduced the Dhanalakshmi conditional cash transfer scheme and the focus of the programme was on girls. The scheme offers families cash transfers per girl child to enroll for school with assistance from the Life Insurance Corporation of India and the scheme forbid girls to be married before the age of eighteen (UNDP, 2009). Mokomane (2012) argued that the purpose of the scheme and insurance is to delay marriage for girls, increase school attendance, and encourage women to give birth in health facilities. In China, Child allowance payment aimed to alleviate the child poverty gap by providing financial support to families. Koyama, Fujiwara, and Isumi (2020) found that the programme is capable of reducing child overweight and decreasing behavior problems.

2.4 Comparison of Conditional Cash Transfers and Child Poverty in sub-Saharan Africa.

Many countries and development agencies have an interest in ensuring that children grow up in nurturing and safe communities, free from violence. Several grant programs to support multidisciplinary, community-level efforts to prevent child abuse and neglect have been initiated. Hochfeld (2015) argued that the unconditional cash transfers (UCTs) as social assistance continues to increase in sub-Saharan Africa with South Africa's system being the biggest social protection programme. Despite this increase, Dinbabo (2011) asserted that African countries continue to experience child poverty. Owing to this, countries such as South Africa have implemented conditional transfers intending to alleviate children's poverty. The success of the conditional and non-conditional programme is determined by how the programme is implemented, for instance, the conditional nor unconditional regulations of child support grant programme in Kenya cannot be guaranteed to be effective and reproduce the same results as Ghana (International Poverty Centre, 2005, Kakwani, Soares, Son, 2005). This means that countries design and adopt their cash transfers to cater for people who are in need with different objectives on how to eradicate child poverty and poverty. International Poverty Centre (2005) contends that it is not

surprising that South Africa's social protection system especially for needy children appears to be most sophisticated and developed as compared to other countries in Southern Africa. In countries where cash transfers are being provided for children, the results have been different and largely influenced by the political and social context (International Poverty Centre, 2005).

Chibanda (2019) and Cummins (2021) observed that in Africa, since the 2000s, social cash transfers have been implemented across the continent to improve education, health and reduce poverty. Most of the African countries are developing countries categorized as middle and low-class countries but have been progressing in implementing the use of cash transfers (Davis, Handa, Hypher, 2016). Cash transfer programmes have become a key means of social protection in developing countries and have expanded dramatically, at least in part due to the convincing evidence of their effectiveness. In Ghana, Livelihood Empowerment against Poverty (LEAP) Programme was implemented while Kenya established the Cash Transfer for Orphans and Vulnerable Children (CT-OVC) and the Hunger Safety Net Programme (HSNP), both with similar objectives of eradicating poverty by assisting vulnerable children, people with disability and families living with orphans (Kenya CT-OVC Evaluation Team, 2012, UNICEF-ESARO, 2015, Niyuni, 2016, Davis et al., 2016). In addition, the programmes also aimed at enhancing the human capital of the household and the eligibility of both mentioned cash transfers require the child to be under the age of 18 to qualify (UNICEF-ESARO, 2015, Davis et al., 2016, Niyuni, 2016).

The Southern African Development Community (SADC) countries also established cash transfers, the likes of Lesotho introduced Child Grant Programme (CGP), the Community Based Conditional Cash Transfer (CB-CCT) Programme of Tanzania, and in Zambia, the Social Cash Transfer (SCT) Programme (Oxford Policy Management, 2014, Davis et al., 2016, Chibanda, 2019). As for Barca, Brook, Holland (2014), Davis, Daidone (2014), UNICEF-ESARO (2015) also reported that the successful outcomes of education LEAP of Ghana, Tanzania TASAF and Zambia SCT reduced absenteeism from primary school and increased school children enrolment. While this is the case, it clearly shows that the programmes did not only increase school enrolment for children but also encouraged children to pass

since children are completing their grades (Davis, Daidone 2014, Nesbitt-Ahmed, Pozarny, 2018).

There is evidence that social cash transfers have an impact on food security (Cummins, 2021), for instance, Oxford Policy Management (2014), Davis et al. (2016), Nesbitt-Ahmed, Pozarny (2018) Daidone, Davis, and Handa (2019) discovered that the cash transfers of Lesotho have increased the household's human capital to access food since children had fewer meals per day before the introduction of the scheme. The percentage of adults sleeping hungry also dropped. Evidence also shows that the Zambian programme of SCT and child support grant improved weight and height for children between the ages 3 to 5 (Handa, Natali and Seidenfeld, 2016, Bonilla, Zarzur, and Handa, 2017). This explicitly shows that cash transfers play a crucial role and has an impact on children's health.

Davis and Daidone (2014) revealed that Ghana's LEAP increased the number of beneficiaries in quest of preventive care and all the beneficiaries of LEAP were included automatically in the National Health Insurance Scheme. While in Kenya, the CT-OVC increased the number of beneficiaries by 13 per cent in accessing health care. Children were offered health cards and the caregivers were able to preserve their money rather than using it for health purposes such as buying medication at the pharmacy while they can use health cards to access treatment for the children for free (Kenya CT-OVC Evaluation Team, 2012, UNICEF-ESARO, 2015, Davis et al., 2016).

2.5 Contribution of the Child Support Grant in addressing Household poverty and child poverty in South Africa.

Children are disproportionately represented among the income-poor in South Africa. Many children suffer from severe deprivation, and their poverty and vulnerability have cumulative and long-term consequences. Using the 2006 General Household Survey (GHS) Proudlock et al. (2008) estimated that about 68% of children live in households with an income of less than R1200 per month and Barnes et al. (2009) find that 81% of children experience income and material deprivation. Child poverty perceived as a multi-sectoral and majority of children between zero to seventeen years are suffering from multiple deprivations simultaneously (STATS SA, 2020).

It is estimated that 63% of black children live in ultra-poor households with only 1% living in the most affluent households with earnings of more than R16 000 per month (Monson et al., 2006). Leibbrandt et al. (2010) observed that poverty rates in rural areas (77%) are about twice as high as those in urban areas (39%). According to Statistics South Africa (2020) report on child poverty, more than six out of ten children (62,1%) are identified as multidimensionally poor while as for those living in rural areas (88,4%) face multidimensional poverty compared to children in urban areas (41,3%). The high rate of HIV/AIDS has led to a rapid increase in the number of child-headed households (Richter & Desmond, 2008).

The above resulted in the introduction of the State Maintenance Grant (SMG) as the main source of social assistance for children. The implementation of the SMG was an important step in embedding a social assistance transfer aimed at reducing child poverty in modern South Africa. Lung (2008) states that the SMG is child-based rather than a household-based grant so that the funds can (in theory) follow the child even if the child moves to another household or as the parental situation changes due to the death of a parent because of HIV/AIDS or any other cause.

Cash provided to the vulnerable in many developing countries including in South Africa has been found to have marked redistributive and developmental effects. In the poor households of Soweto, Patel (2012) reveals that the grant has been effective in attending to poverty. Besides the CSG being used to pay for school-related expenses, the money is used for food expenditure in the household and to pay expenses such as electricity and buy clothes for children (DSD, 2008 & Guthrie, 2002). The United Nations Children's Emergency Fund (2008) considers cash transfers, for example, the CSG as assuming a necessary job in empowering caregivers to get nourishment with adequate healthy food and money to address children's needs such as clothes. The Pietermaritzburg Agency for Community Social Action (PACSA, 2014) indicated that "the CSG is well-targeted and is being used for its intended purpose but it is not enough to sufficiently break the poverty cycle or to improve people's economic, social, education and health outcomes". This means that, although caregivers receive the grant money every month it is not

enough to break the cycle of child poverty. In other words, the money is not adequate to improve a child either socially, educationally or healthy wise (PACSA, 2014). Napolitano, Scarlato, and d' Agostino (2016) due to the amount the beneficiaries receive also found that the CSG has failed to improve the food security of the most vulnerable groups when contrasted with other grants, for example, the Old Age Grant or the Disability Grant.

Hall (2010) articulated that child poverty in South Africa is high but decreased between the years 2002 and 2008 in all provinces as a result of an enormous increase of beneficiaries of CSG but except the Northern Cape. Gomersall (2013) argued that South Africa continue to experience a high rate of child poverty and it remains a severe concern despite young children being prioritised in the roll-out of the CSG. Stats SA (2019) reported that child hunger is still a challenge in South Africa since more than half a million households with children aged five years or younger experiencing hunger in 2017. The reason for children to experience child poverty is that those children live in unemployed households. For instance, Hall (2010) compared child poverty rates and found that in Gauteng and Western Cape Provinces, 20% of children live in unemployed households while in the Eastern Cape and Limpopo Provinces, 50% of children live in unemployed households. Mdluli (2015) also indicates that the majority of the households in Gauteng Jabulani Soweto have the lowest income even with the least assets. According to the Department of Welfare (1997), historically women unemployment is lower than male unemployment but unemployed female-headed are negatively impacted by poverty as a result of lack of money to maintain the household. This is supported by Ngubane and Maharaj (2018) who generalized that rural areas are characterized by a high unemployment rate, limited access to basic services and female-headed households. Even though women are not working, the CSG contributes to the household by empowering women financially and promoting positive social features such as social care for children, for instance, assisting children with schoolwork (Hochfeld, 2015).

Patel, Hochfeld, Moodley (2012) found that fathers do not support their children financially if the child receives a CSG. In other words, fathers do not understand the purpose of the grant because the grant seeks to supplement the household's income

rather than replacing it. As a result, household poverty is not easy to break since people do not understand the purpose of the grant. For a parent who is not taking responsibility, this might be an indirect cause of child poverty since children will not be having a parental figure to look after them.

2.6 Addressing child poverty and household poverty through social protection.

Du Toit and Lues (2014) stipulated that the CSG was implemented as a social welfare strategy aimed at reducing households and child poverty in South Africa. Vaaltein (2016) believes that child poverty can be traced back to the history of the country because is caused by socio-political and economic factors. This means children poverty can be traced from the apartheid era whereby black children were historically excluded from the State Maintenance Grant (Vaaltein, 2016). UNICEF (2009) view child poverty as poverty experienced by children during childhood and is a result of lack of household income which affects the needs and standard of living of the child. This means that when the family lacks any source of income, it is unable to buy goods that will meet children's basic needs.

The social development the White Paper (1997), reported that the well-being of the child relies upon the capacity of families to function successfully. The White Paper (1997) further states that since children are viewed as helpless, they should be supported and secured in the family that can ensure their endurance, advancement, insurance and cooperation in the family. In this sense, it means that it is important to understand children's experience from an early age in reference to the scope of family structures and structures, with various needs, job divisions, capacities and qualities. However, with such structures, it can be said that the family as an institution can be either play a significant role or a barrier to CSG success and the improvement of the child's wellbeing. Govender (2011) stated that in some cases, the parents cannot take care of their children and they do not have adequate assets to accommodate their children. This is supported by Mdluli (2015) who stipulated that child poverty is experienced by children residing in a household with a low level of income. Seekings (2013) also asserts that poverty primarily results from unemployment and low-income jobs. Xaba (2016), Kgawane-Swathe (2014),

Moodley and Slijper (2016) found that families tend to be large, yet wages are low and depend on grants to sustain their living. In addition, the majority of households rely on the CSG as a source of income due to the high level of unemployment (Kgawane-Swathe, 2014, Xaba, 2016, Moodley and Slijper, 2016).

Holscher et al. (2014) believed that the CSG purpose is to supplement the family income, to improve care for children and to contribute to alleviating poverty. Mthethwa (2017) argued it is important to understand that once the CSG payment is made it becomes part of the family budget plan and supports every member of the family. This means the CSG cash does not focus only on the child's needs but family needs including the child. This is supported by Xaba (2016) who stated that grants are always shared amongst the whole household. For instance, in cases where children go to free government schools, the money that is saved in the CSG is used to buy groceries (Statistics South Africa. 2017; Xaba, 2016, Kgawane-Swathe, 2014, Mthethwa, 2017).

Roelen, Delap and Jones (2017) argue that due to insufficient money, poverty and low-income jobs undermine the fulfilment of basic needs for children and their development. They also emphasised that poverty can be stressful for parents to such an extent that it undermines parenting practices and leads to harsh parental treatment, which also causes parents to be separated from their children.

Patel et al. (2017) argued that though there is a positive impact of the CSG, but yet the grant on its own cannot break the inter-generational cycle of poverty, solve complex, interlocking structural, psychosocial, and inequality in South Africa. This means that there is a need for collaboration of various departments that must work together to enhance the provision of child well-being. The Department of Welfare (1997) White paper postulates that families are faced with new challenges and many demands as they attempt to meet the needs of their members, and it is significant that children's needs should be addressed in the context of the family life-cycle approach. In addition, the policies and programmes need to be strengthened to support families and must be developed by Government and civil society.

2.7 Child Support Grant and Malnutrition

Koch (2011) asserts that South Africa in 2016 was ranked as one of the countries that children under the age of six were stunted by malnutrition. Agüero, Carter, Woolard (2006) postulate that stunting is associated with growth failure which is resulted in chronic insufficient protein due to poverty. As for Hall, Sambu, and Berry (2016), stunting cause children not to grow as expected because they are chronically undernourished. They further emphasised that stunting likely results in poor health and educational outcomes. Seekings (2013) articulated that food security is a major challenge because ensuring food for the household and everyone in the family is not an easy task. Napolitano et al. (2016) in their study evaluated food consumption and dietary diversity in the households and found that CSG has improved food expenditure of the beneficiary households even though the amount of the grant is not enough. They further argued that the dietary habits of beneficiaries cannot be changed since the grant amount is not adequate.

Zembe-Mkabile, Surender, Sanders (2018) explored caregivers experience in supporting their children's nutrition and found that good nutrition is a crucial determinant of child well-being. They argued that it is undistinguishable how CSG functions to impact a child's nutrition, but it has the potential to assist caregivers by offering them income in the households to address malnutrition and food insecurity. They reasoned further that proper nutrition is vital for a child's development either physical, emotional and cognitive. When a child's diet is poor, it negatively impacts the development of the child (Aguero et al., 2006). Aguero et al. (2006) found that CSG has improved the development growth of children especially their height after examining the impact of the grant on children's nutrition. This means that CSG plays a role in improving childhood nutrition and growth. Coetzee (2011) found that the CSG had a positive impact on nutrition, child health and education while using the 2008 NIDS data.

Tyabashe (2019) stipulated that one of the major causes of food insecurity is the rise in food prices and lack of nutritious food which promote development and growth for children. As a result, the rise in food prices has caused low-income households to suffer since they cannot afford proper nutritional food. This is supported by Van der

Merwe (2011), who found that poor households practice various strategies to utilize the little money they have to acquire food.

2.8 The Child Support Grant and Food Security: Opposing views

There opposing views and ongoing debate concerning the Child Support Grant on improving food security. Devereux and Waidler (2019) stressed that the reason the CSG failed to improve food security is that the amount the caregivers receive is insufficient to have a sizeable impact on the household. The reason for the CSG not have an impact and be effective in the household is because the money is not adequate. With regard to that, the problem is not the insufficient amount that the caregivers receive to improve food insecurity but the number of people living in the household that affects the status of food insecurity (Tyabashe, 2019). Zembe-Mkabile, Surrender and Sanders (2018) emphasised that the CSG failed to improve childhood nutrition and food security not because the caregivers misuse the money but rather because it is used for different purposes to meet the needs of the in the household.

Various studies show that the lack of accessibility to food by caregivers results in depression (Tyabashe, 2019, Christiane, Lyn and Rachael, 2021). In this context, lack of accessibility means lack of food or money to buy food by the caregivers. According to Christiane et. al. (2021), depression is connected with challenges of life such as anxiety about food access and poor health. In this case, food insecurity and depression regularly happen together, meaning they are inseparable unless caregivers have access to food and stable income.

2.9. Child Support Grant and school attendance.

The utilisation of CSG by beneficiaries can be different depending on households and children's needs. Jacobs (2008), Khosa (2013), Matuku (2015), Eyal and Woolard (2011) found that beneficiaries utilise the grant for food, school uniforms and paying school fees. The CSG is utilised to pay pre-school fees as part of childhood development service and school stationaries (Khosa, 2013). Jacobs (2008) found that child beneficiaries of the CSG were bound to go to a crèche or

preschool than offspring of a similar age who were not receiving the grant. An increasing number of studies found that alternative programmes such as school food schemes play a vital role and indirect input on the effectiveness of CSG (UNICEF, 2009, Khosa, 2013 and Matuku,2015). Khosa (2013) and Matuku (2015) found that the National School Nutrition Programme and the Child Support Grant support encourage children to complete their schooling by removing financial barriers that will lead them to leave school. Although caregivers complain about the inadequacy of CSG money, the school feeding schemes offer them relief from being anxious about providing food for their children when they are supposed to attend school regularly (Khosa, 2013 and Matuku, 2015). In this sense, the food schemes play an indirect vital role.

2.10 Grant Misuse in South Africa

Matuku (2015) found out that caregivers have a tendency to use the grant for personal benefits, not only for children. In this regard, the personal benefits mean that the caregivers use the grant for things that are not meant for the grant. For instance, the caregiver using the grant to buy her clothes. Khosa (2013) and Zembe-Mkabile. et al. (2015) found that the CSG is used to pay for burial society subscriptions, *stokvel's*, and other social and financial schemes.

Devereux and Waidler (2017), Zembe-Mkabile. et al. (2018) explored that the CSG caregivers are able to lend money and exchange food items (borrow a bag of maize meal, sugar and vegetables) in times of need with knowledge that they will repay the money at the beginning of the next payment. The swapping of items and money is between the caregiver and neighbours, and relatives.

Khoza (2013) and Matuku (2015) found that some CSG beneficiaries abuse the grant by gambling, purchase alcohol and clothes for their benefit. Mutshaeni (2009) found that most caregivers know the reason for the CSG, yet they are simply unmindful, careless and egotistical in their utilization of grants in betting. This was supported by Khosa (2013) who argued that the parental figures abuse the grant and they do not use it to the greatest advantage of children, for example, they purchase clothes for themselves as opposed to purchasing food for children.

Jacobs (2008) asserted that it is not enough for the state to initiate social security programmes without having monitoring mechanisms in place. In other words, it is risky to implement a social programme without monitoring measures taking place. However, the social programmes have goals, missions and conditions that people need to abide by and for the programme to function effectively, conditions of the programme need to a review for the programmes does achieve aims. In relation to CSG, the monitoring mechanisms need to ensure that children benefit from the grant (Jacobs, 2008). Khosa (2013) found that CSG beneficiaries do not use the grant in the best interest of the children and recommended that the monitoring mechanisms need to be initiated so that the grant benefits the child.

2.11 Child Support Grant and the Development of a Dependency Syndrome

There has been debate in South Africa on the utility of social grants, particularly the child support grant. Some scholars have pointed out the negative aspects associated with the grant (Khoza, 2013, Zembe-Mkabile. et al., 2018, Devereux and Waidler, (2017). Xaba (2016) argued that the CSG does not change the state of the lives of poor people because it traps them in poverty and removes encouragements and opportunities for self-improvement. The CSG and other state welfare programmes promote welfare dependency and abuse, including teenage pregnancy, inappropriate grant use and less responsibility towards children on the part of family members with jobs (Xaba,2016). Xaba (2016) further argued that the idea is that people deliberately act in ways that allow them to secure grants, but that actually trap them in poverty. For instance, Xaba (2016) established that the CSG encourages teenage pregnancy in that some youngsters intentionally get pregnant to receive the grant. Such a finding is however disputed by other scholars who see no evidence associating the CSG with teenage pregnancy (Makiwane, 2010, Neves, Samson and van Niekerk, 2009). Ngubane and Maharaj (2018) found that the caregivers disagree with the notion or perception that teenagers intentionally fall pregnant to access CSG

since different factors contributed to teenage pregnancy, for instance, limited sexual education which results in an unplanned pregnancy. Wright, Noble, and Ntshongwana (2014) consider the grant as useful in accordance with women dignity. While, Hochfeld (2015) concluded that the CSG contributes to women's empowerment and has some positive socially transformative features, namely that women who receive the CSG appear to spend more time than those not getting a grant on the 'social care' of children, such as helping with homework, playing with their children, and watching TV with children. Granlund and Hochfeld (2020) conducted a study that explored the social and relational aspects of cash transfers in times of livelihood changes in South Africa. In their study, they found that the CSG has empowered and increased the feeling of dignity on caregivers especially women in the household. In this case, the grant offers women a sense of empowerment and a feeling of respect since they have a source of income to depend on. Besides the fact that the CSG monthly monetary value is less compared to other social grants such as foster grant and old-age pension, it has a positive impact on women as they experience the feeling of respect due to CSG (Granlund and Hochfeld, 2020).

2.12. Child Support Grant and access to health care.

Section 28 of the South African Constitution explains that children have the right to basic healthcare (Gazza, 2004). The National Development Plan (NDP) of South Africa aims to improve children health care before 2030 according to the National development plan (National Planning Commission, 2013). The purpose behind NDP is because it is very critical that children access proper health care, especially in rural areas.

Various researchers found that the relationship between the Child Support Grant and health care among children has improved (Matuku, 2015, Grinspun, 2016, Zembe-Mkabile, Surrender, and Sanders, 2015). There is the availability of preventive health care measures which include free health care for pregnant women and free primary health care for children under the age of six years (Xaba, 2017, Delany, Ismail and Graham, 2008). In comparing early versus late enrolment in the CSG, Grinspun (2016) explained that accessing CSG in the first two years of life increases

children's growth as they are monitored at the clinic. Matuku (2015) investigated perceptions from beneficiaries on the effectiveness of the child-support grant and found that CSG assists the caregivers to access health care facilities for the children. Caregivers are also able to buy medication at the pharmacies in cases whereby the medication is unavailable at the hospitals for free. The CSG empower caregivers to access health care facilities by offering transport money to cover costs in situations where the hospitals are in distance to reach (Matuku,2015). This means that the grant assists the beneficiaries with transport fees especially those who reside far from the health care facilities. Zembe-Mkabile at. al. (2015) also discovered that caregivers who stay far from health facilities utilize grant money for transport and attempt to save money every month in case the child needs money to visit the clinic or hospital. However, Xaba (2017) found that the CSG caregivers rely on state hospital services but when they do not get help from a public hospital, they have no option rather than to stay home.

2.13. THE ROLE OF THEORY IN THE STUDY

2.13.1 The Structural functional Theory

This study is anchored by the structural functional theory. Brinkerhoff, White and Ortega (2007) stipulated that the theory aims to identify and determine how various structures function in society. This means that the purpose of theory is to offer an overview role of structures in shaping people's lives in society. The researcher applied the theory because this theory helps to analyse and give a better understanding of the contribution of the Child Support Grant. For the CSG to be successful, it has to depend on the role played by other agents of society such as family, civil society, religious groups or community-based organisations. These agents (agencies) need to complement governmental efforts designed to reduce household poverty, especially the social grant system. Central here, is the idea of complementarity.

2.13.2 Background of Structural functional theory

The Structural functional theory also is known as a functionalist perspective or functionalism and is one of the major theoretical frameworks in the history of sociology.

According to Delany (2015), the functionalist perspective was promoted by the earliest sociologists, including Auguste Comte Herbert Spencer, Emile Durkheim, and Max Weber. The likes of Robert K. Merton, Talcott Parsons, Radcliffe-Brown and Malinowski are other noticeable theorists who contributed to the theory of functionalism. Comte and Spencer used an organic analogy to describe society emphasizing that society is an organism because it consists of many parts and there all functioning for the survival of the whole entity (Dunn, 2016). Crossman (2019) argued that the centre institutions defined by sociology and which are essential to comprehension for this theory incorporate family, government, economy, media, education, and religion. In this study, structural functionalism offers ways in which the government and families collaborate effectively in nurturing the development of children.

2.13.3The components of Structural functional theory.

Brinkerhoff, White and Ortega (2007) referred to stability or equilibrium as an evaluation criterion for any social pattern whether it contributes to the maintenance of the society. Delany (2015:2) emphasised that “Durkheim viewed society as a social system with its parts (social institutions) contributing to the functioning stability of the whole (society)”. More importantly, when all parts reach stability, the system is stable and therefore functional. Supported by Brinkerhoff et al (2007) argue that the parts of an organism work together for the good in society to promote harmony. Robertson (1997), Marcus and Ducklin (1998) elaborated that functionalists view society as a living organism comprising of various structures that are interrelated. This means that a society has many parts that complement each other. Green and Johns (2013) argue that Radcliffe-Brown view on structures such as CSG can be analysed in terms of the contributions they make to the maintenance of the society. Therefore, it entails that regardless of how big or small the institution is, it is analysed in terms of contribution and maintenance that it offers to society. For instance, the

CSG is estimated to cover more than 10 million children in South Africa to eradicate poverty. This theory helps to determine the contributions and functions of CSG as a government social welfare programme and how this programme interrelate with other structures within the society to achieve its purpose.

Green and Johns (2013) pointed out that Malinowski extended Radcliffe-Brown's idea of functionalism by underscoring the useful connections between the different institutional areas of the society and by taking the natural needs and mental welfare of people as the focus of functional aspect. Crossman (2019) stipulated that if structures interconnect and the process goes well, therefore, this produces stability and productivity in the society. However, if the process does not go well, the parts of society then must adapt to produce new forms of order, stability, and productivity. More importantly, an institution only exists in the society because it serves an essential role in the functioning of society and if it no longer serves a role that institution the establishment will fade away (Crossman, 2019).

According to Brinkerhoff et al. (2007), the functional theory is categorized by two questions, what is the nature of this social structure and what are the consequences of the structure? The contribution of a structure in the society can have positive and consequences. In terms of functionalism, the consequence of the structure is regarded as manifest, latent functions and dysfunctional (Brinkerhoff et al., 2007). Tischer (2011) and Robertson (1977) manifest functions are regarded as intended and obvious consequences while latent are those unrecognized and unintended. Therefore, the factors that hinder the success of the CSG can be labelled as unrecognized and unintended consequences such as the abuse of the grant whereby the caregivers intend to use the money, not in the best of the children nor the household.

2.13.4 The functions of family and the state

Robertson (1977) emphasised that functional theory view family as an agency that infant need warmth, food, shelter and affection. In addition, the family provides an influent atmosphere and an economic unit in which these needs can be provided.

Hall, Richter, Mokomane (2018) stressed that the role of the family is to support and take care of the children while the government offers the necessary infrastructure and safe environment for them. In this case, the government offers parents who are regarded as caregivers cash allowance through CSG to take care of the children. Patel, Knijn., Gorman-Smith, (2017) stipulated that the wellbeing of the child is influenced by social and economic factors this includes income, education and employment. In addition, the social and economic factors can weaken the family function, and this will result in a negative impact on the wellbeing of a child.

Functionalism focuses on the impact of the family on society as a whole while analysing the contribution family offers to the maintenance of the social system (Jacobsen, Fursman, Bryant, 2004). Parsons (1951), Bales and Parsons (2014), Jacobsen et al. (2004) stipulated that one of the major primary functions of the family is through the socialization of children into appropriate values and norms of society. This role of socialization is played by any caregiver who is responsible for the child together with the members of the family. Family members such as grandparents, aunts and uncles offer a parental role in socialization by teaching children a set of values, beliefs, skills and language (Anastasiu, 2012, Hall et al., 2018).

Hall et al. (2018) stipulated that the government carry an obligation to. intervene when families cannot fulfil their responsibilities to take care of children and ensure that children's basic needs are met. The government plays a role in society, but this requires the families and members of the society to be involved for the sake of the development of the child. For instance, the state is accountable for ensuring children deprived of family care are supported by community organisations such as NGOs, and religious structures (Hall et al., 2018). This means that the government is placing children under alternative care with the purpose to offer children a family environment and a sense of belonging. Anastasiu (2012) view social status as one of the significant functions of the family because it offers children can define themselves from the family they belong and also grant a sense of belonging.

2.14. Chapter Summary

This chapter presented the literature review relevant to the study. The literature review reflected on previous studies conducted in South Africa and other parts of the world on the phenomenon that this study investigates (social grants). The literature offered an overview of the global picture on conditional and unconditional cash transfers that target vulnerable individuals, especially children. In addition, the chapter also discussed Structural Functionalism as a relevant theoretical framework for the study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

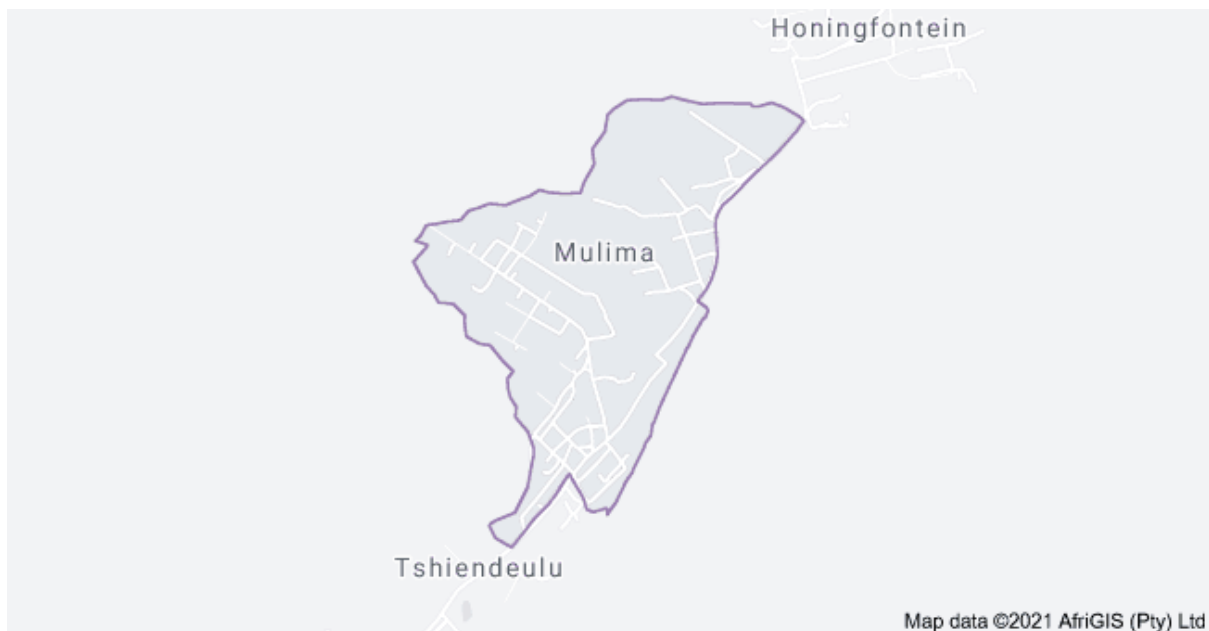
This chapter outlines how the research was conducted. The aim of this chapter is to highlight the research methodology and design applied in this study together with the technique used to collect data and analysed it. In this sense, the chapter explains how the research population was sampled and where data was collected. More importantly, the chapter also reflects on key ethical considerations observed during and after the process of data collection.

3.2 Study area

This study was conducted in Ha-Mulima. This is an area positioned in the northern parts of the Limpopo Province. The area falls under Makhado Municipality in the Vhembe District. The Makhado Municipality includes the areas such as Louis Trichardt (Makhado), Nzhelele, Tshipise, Elim, Mulima, Hlanganani, Levubu, Vuwani, Alldays, Buysdorp and Bandelierkop. According to the Makhado government website (2017), the population of the municipality is 416 728. The majority of the population is the younger generation with 35,9% of people aged 15–34 years, followed by people aged 5–14 years (22,2%) and adults aged 36–64 years (22,2%) (STATS,2011).

The area of Ha-Mulima is rural, consisting of more than nine (9) villages but the study was conducted on the following villages: Donkerhoek (Tshitale), Lambani, Mulima Vuka, and Mulima. These villages share Tshitale Police Station and the Magistrate Court, SASSA and the Department of Home Affairs offices. These offices are located in Donkerhoek Village. All the villages have primary schools, but they share three (3) secondary schools. People in these villages also share Mulima and Nthabalala clinics. Ha-Mulima is a highly fertile area rapidly growing agricultural area and fruits such as bananas, mangoes and nuts are produced.

Ha-Mulima area map



StatsSA (2011) reported that unemployment rate is 36,7% within the district of Makhado and there is a great dependency on pension and social grants. there is a great dependency on pension and social grants. This means that area of Ha-Mulima are part of the unemployment rate and dependency on the social grants. The Ha-Mulima area, was selected because there are no documented studies that have been conducted on the access of CSG. The researcher as a resident of one of the villages under Ha-Mulima observed that people have perceptions and criticism towards the CSG. Besides the introduction of electronic banking, Tshitale Police Station and Magistrate have been one of the main SASSA paying points for years and there are beneficiaries of the CSG for whom they receive money every month. As result, this has led the researcher to critically examine the CSG within the area of Ha-Mulima.

3.3 Research approach and design

In this study, a qualitative methodology was used to examine the ways or mechanisms through which the Child Support Grant has been successful in

attending to the problem of poverty in Ha-Mulima village in Limpopo. A qualitative methodology allowed for a prolonged interaction between the researcher and the participants. In other words, the researcher was able to have a conversation through interviews while probing questions during the sessions. The adoption of a qualitative methodology for this study was informed by the way qualitative research permits for an in-depth inspection of a social problem (Babbie and Mouton, 2001).

3.3.1 Research design

In this study, an exploratory research design was adopted. Babbie and Mouton (2001) articulate that an exploratory design aims to fulfil the researcher's curiosity, desire for a better understanding of the phenomenon and to develop the methods to be employed in any subsequent study. The purpose of the exploratory design is to explore the most persistent phenomenon. A qualitative exploratory research approach was selected as it fits the aim of the research which is to have an in-depth and rich understanding of the success of CSG as an additional and primary source of income to the caregivers.

3.3.2 Sampling

For this study, the researcher employed a purposive sampling procedure to select study participants. The targeted population was the caregivers of the children receiving the grant. This non-probability sampling selects a sample of the study on the basis of the researcher's knowledge about the population, its elements and the nature of research aims, and objectives (Neuman, 2011, Babbie and Mouton, 2001). A sample of forty participants was drawn from four villages namely Tshitale (Donkerhoek), Mulima, Vuka and Lambani. From each village, 10 participants were selected. From the sample, thirty-two were interviewed.

Table 1: Semi-structured interviews

Participant	Age	Number of children	Area of Residence	Number of Years being a grant recipient	Economic Status	Sex	Race
P1	19	1	Vuka	2	Unemployed	Female	African
P2	22	1	Vuka	3	Unemployed	Female	African
P3	40	3	Vuka	11	Unemployed	Female	African
P4	33	1	Vuka	3	Unemployed	Female	African
P5	45	2	Vuka	19	Unemployed	Female	African
P6	38	2	Vuka	13	Unemployed	Female	African
P7	52	2	Vuka	5	Unemployed	Female	African
P8	25	3	Vuka	8	Unemployed	Female	African
P9	39	1	Vuka	7	Unemployed	Female	African
P10	43	2	Vuka	15	Unemployed	Female	African
P11	33	3	Mulima	15	Unemployed	Female	African
P12	40	3	Mulima	7	Unemployed	Female	African
P13	28	1	Tshitale	8	Unemployed	Female	African
P14	27	4	Tshitale	6	Unemployed	Female	African
P15	30	2	Tshitale	17	Unemployed	Female	African
P16	30	2	Tshitale	9	Unemployed	Female	African
P17	28	1	Tshitale	3	Unemployed	Female	African
P18	35	2	Tshitale	5	Unemployed	Female	African
P19	20	3	Tshitale	6	Unemployed	Female	African
P20	30	1	Tshitale	7	Unemployed	Female	African
P21	35	3	Tshitale	13	Unemployed	Female	African
P22	34	3	Tshitale	14	Unemployed	Female	African
P23	27	3	Lambani	6	Employed	Female	African
P24	25	2	Lambani	7	Unemployed	female	African

P25	39	2	Lambani	15	Employed	Female	African
P26	36	2	Lambani	16	Unemployed	Female	African
P27	35	1	Lambani	13	Self-employed	Female	African
P28	31	3	Lambani	6	Unemployed	Female	African
P29	35	1	Lambani	8	Employed	Female	African
P30	43	2	Lambani	12	Unemployed	Female	African
P31	46	1	Lambani	19	Unemployed	Female	African
P32	24	2	Lambani	6	Unemployed	Female	African

(Source: Primary data)

The table above presents the economic background of the participants. It shows their income status and the number of participants. Furthermore, it shows that twenty-nine of the participants are unemployed followed by three participants who are employed and lastly preceded by 1 self-employed participants. The participants that are employed perform the following types of jobs: domestic worker, farmworker and local shops workers of which they consider it as employment. On the other hand, those who are unemployed can be occasionally employed, it is once off, which mean an individual perform such job after a while, which is informal for instance to volunteer, or do laundry for people. The self-employed creates their own jobs to make money and employ others were possible.

TABLE 2: Focus group

Participant	Age	Area of Residence	Number of children	Economic Status	Sex	Race
FG P-1	36	Mulima	1	Employed	Female	African
FG P-2	45	Mulima	3	Unemployed	Female	African
FG P-3	25	Mulima	2	Unemployed	Female	African
FG P-4	30	Mulima	3	Self-employed	Female	African
FG P-5	20	Mulima	1	Unemployed	Female	African
FG P-6	40	Mulima	3	Self-employed	Female	African

FG P-7	28	Mulima	3	Unemployed	Female	African
FG P-8	26	Mulima	2	Self-employed	Female	African

(Source: Primary data)

The remaining eight participants out of forty were part of the focus group. All the focus group participants were from the same village and they were selected according to their age, economic status and being a caregiver of the child.

3.3.3 Data collection

The following methods were used to gather data for this research:

(i) Semi-structured interviews

Semi-structured interviews were applied to caregivers looking after children. These were used to collect data (Appendix B and D). According to Matuku (2015:34), “face-to-face semi-structured interviews have flexibility, they allow the researcher to incorporate more open-ended questions, to probe, seek clarity and also allow the participants to openly share their views”. The semi-structured interviews were appropriate for the study because they allowed the researcher to probe and seek clarity on the contributions and successes of the Child Support Grant (CSG) programme. The aim was to gather information about the contemporary issues and experiences about CSG and that will help comprehend the successes of CSG towards child and household poverty. Interviews were held at their respective homes of selected participants and took approximately 15 to 30 minutes. The interviews were conducted in Tshivenda and English languages depending on the participant's preference. In addition, with the participants' consent, the interviews were audio-recorded before being transcribed and translated (for non-English transcripts) into English before the data could be analysed.

The study interviews were conducted in April 2019 during the national elections and most of the participants thought the researcher is campaigning and aims to persuade them to vote for a certain party.

(ii) Focus Groups

Kitzinger (1995:300) stipulated that “focus groups is a form of group interview that allows communication between researcher and participants to generate data”. He further indicates that the focus group method can help members to investigate, explore and explain their perspectives in manners that would be less effectively available in interviewing one person. More importantly, the use of the focus group was to explore group input and knowledge concerning child support grant from the caregivers. Kitzinger (1995) view a focus group as a type of discussion where the interviewer has an open-ended question and inspire research participants to explore the issues of importance to them, in their own vocabulary, generating their own questions and pursuing their own priorities. The method was appropriate for the study because the caregivers of CSG provided inputs that are perceived as a group rather than from an individual point of view. The focus group discussion lasted 40 minutes and the group was comprised of eight participants. It is important to note that the group was not only selected to share knowledge about CSG but also to share their experience about their expertise on livelihood activities as well as the major roles played by CSG in society.

3.3.4 Data analysis

This study used thematic content analysis to analyse data. Merriam and Tisdell (2016:192) stipulated that thematic content analysis is a “critical process of inductively deriving meaning from the data, especially with regard to the development of categories or themes that cut across the data”. Neuman (2011) articulated that thematic analysis refers to the coding of words that seem to appear more frequently in the responses from the participants. The researcher after the collection of data from participants constructed themes then identified the theme in correspondence with the findings. Vanderstoep and Johnston (2009) argued that this type of analysis allows the researcher to explore how themes are alike and

different. As a result, the organisation and the naming of themes eventually resulted in a more complex analysis of the success of CSG. The inductive thematic content analysis was used since coding of themes were developed from the content of the data.

3.4 Ethical considerations

The researcher received an ethical clearance certificate and permission to conduct the study from the Turfloop Research Ethics Committee (TREC) (Appendix F). During the study period, the researcher abided by the code of ethics guiding scientific research with human beings. The researcher comprehends the fact that social research deals more with peoples' feelings and how they perceive things. During the collection of data, the study ensured that the rights of the participants were not violated in any way. Bless, Higson-Smith and Kagee (2006) state that data collected from participants ought to be ensured consistently be held under secure conditions at all times. The following was observed to ensure that the research is conducted in ethical means:

3.4.1 Informed consent and voluntary participant

In this study, the participants were given a consent form and a consent letter that they had to sign before engaging in interviews with the researcher (Appendix A, Appendix B and Appendix C). The researcher did this to ensure that the participants to be aware that their participation is voluntary, and that no coercion was to be used in order for them to take part. The researcher also advised the participants that they can withdraw whenever they feel uncomfortable and no punishment will be given.

3.4.2 Confidentiality and privacy

Denscombe (2014) believes that to ensure confidentiality and privacy between the researcher and the participants, there must be clear understanding of privacy and

confidentiality. In this sense, the researcher ensured that all participant's information and reactions shared during the research were kept private. Only the researcher and the supervisor had access to audiotapes.

3.4.3 Anonymity

In achieving anonymity throughout the study, the researcher kept the identity of participants anonymous. Thus, the findings of the study and the names of each participants were presented confidentially with the aim of protecting the identity of the participants.

3.4.4 Protection from harm

The Child Support Grant is a very emotive issue. It is expected that some participants may shed tears, particularly as a result of their experiences of poverty and other social issues such as their interactions with actors such as the Department of Home Affairs and SASSA. In quite a number of instances, the Child Support Grant causes conflict between fathers and mothers of children as well as caregivers and identified beneficiaries because caregivers are not necessarily beneficiaries of the cash transfers. However, to minimise the emotional or psychological burden to the participants, the researcher made an arrangement with a professional social worker at the Department of Social Development, Donkerhoek village (Appendix G).

3.5 Chapter summary

This chapter outlined the research methodology of the study. The study applied a qualitative and explorative research design wherein the intention was to probe and understand the participants' experience with the Child Support Grant. Data was analysed through the use of inductive thematic content analysis whereby the themes were generated from the data.

Chapter 4: A Critical Examination of the Child Support Grant: Narratives from Ha-Mulima.

4.1 Introduction

This chapter presents the findings on how Child Support Grant addressed household poverty and child poverty in Ha-Mulima. The chapter highlight the mechanisms through which the Child Support Grant attended to the household vulnerability. The following themes emerged:

- Child Support Grant and poverty
- The value of the grant is noticeable over time: the number of years receiving the grant contributes to its effectiveness.
- The child Support Grant, Dignity and Women Empowerment
- The Child Support Grant builds social capital within communities.
- The grant and school attendance/enrolment
- The perception of the number of children: The more children you have, the more useful the grant becomes.
- The Grant is more useful when it is supplemented with additional sources of income.

4.2 Child Support Grant and poverty

Child support grant as disposable income reduces poverty in the households. This means regardless of the conditions of the CSG the caregiver have the freedom to purchase items of their choice to assist in the household. The majority of the participants reported that the grant makes a difference since it assists the children and household.

P-3. "... We talk about essential food such as maize meals, cooking oil, tea bags and sugar. ... as for meat, I buy 5 kg of chicken feet chicken at Roots... Cabbage and spinach, I buy at the local market. The remaining amount, I use it to buy bread and fruits, but I will not buy them every day".

P-11. "There is a difference since I can buy maize meal, and I can buy relish in the house".

P-17. "I can buy mealie meals, slight vegetables, meat, cooking oil and a basket of achaar to cover me until the next payment of the grant".

The evidence above shows that there is a sense of accessibility and affordability of food items by the caregivers while using the grant. In this way, participants 3, 11 and 17 reported that they use the money to buy essential items such as maize meals, relish and vegetables. In this case, the children together with the family are not limited to access to food hence the grant can assist to buy food in the household. This means that children are not exposed to malnutrition while adults in the household are not starving. One of the main objectives of the study was to critically examine the CSG in addressing child poverty. The findings show that the CSG can help the caregivers to sustain their families with food. As result, the grant is improving food security and reducing child poverty since children are not sleeping with empty stomachs. The caregivers did not mention that children ever went to bed without eating rather than to have everyday meal

The children receive the grant until the age of 18 and this means that every month caregivers receive money to attend to children's needs. Regardless of which food item the caregivers buy to sustain their families, food is one of the most common items the grant is utilised for. The focus group participants view CSG meet children's needs because with the grant they can afford food.

FG(P-2)" It is hard just to point out one by one what the grant has done... the grant plays its role in taking care of the child since is meant for the child. The children can have food to eat and clothes to wear. They are growing like any other child in the community".

FG (P-3)" We can talk bad about the grant by complaining that the money is too little. As for food, the grant is number one! Since I started to receive the grant I know that the family will have food. Children will have something to eat. I would say the grant have been helping us to raise our children".

FG (P-5) "I think the grant meet the children's needs because food is essential than other needs. Children can get food every month because of the grant. As they mentioned before as for clothes, we do not buy them every month".

The comments above show that the participants show gratitude towards the grant because even though it is not inadequate but the grant assists in the development, and growth of the child. For instance, participant 3 from the focus group stated that the grant has been helping her to raise the children while participant 5 said, with the grant children are growing like any other child in the community. In this case, if children are growing, they are likely not to experience chronic disorders that are caused by a lack of food in the immune system. Furthermore, with growth, that means children are fed with nutritional food which help them to grow health.

The second item that the caregivers utilise the money is buying clothes for the children. According to focus group participants 2 and 5, besides food, they also use the grant to buy clothes for children and the fortunate part is that clothes cannot be bought every time compared to food. The CSG play a role to help the caregivers to afford to buy clothes for the children. On one on one interview, some of the participants indicated that:

P-10 My view is that the grant is assisting tremendously because I can afford to buy my children winter clothes but before I save and draw the budget so that I can utilize the plan. I buy my children winter and Christmas clothes when it is December but first, I have to draft a budget and at the same time saving a little by little.

P-20. "Yes, there is an improvement. When I was pregnant, I did not know what to do because by then I was still in high school even my boyfriend. We were broke, it was depressing but the grant assisted me, added value since I could get cheap clothes and food".

P-28. "Yes, children were able to get school uniforms, in fact, what was happening ever since I started to receive the grant it seems like a routine because every year, I buy clothes for the children, groceries. I would say the grant has been assisting me ever since I started to receive it.

The evidence above shows that the caregivers are aware of the weather seasons before they buy clothes for the children hence, they buy clothes in winter and summer. This shows that children have clothes to wear regardless of the age of the child, for instance, participant 20, the CSG relieved her stress since she was able to afford clothes and food for the child while she was still a high school learner. As for participant 5, her statement explains that the grant is not used only to buy casual clothes but also to buy school uniform for child and she does that every year. For this matter, it means that the participant cannot buy clothes every month, but they can afford to buy clothes for their children with the grant.

The participants were interviewed on whether the CSG makes a difference in children lives and the household. The researcher wanted to understand whether grant makes improvement in the household. In response to the question the participants made the following comments concerning CSG attending to the household vulnerability:

P-18. "The grant money helps the child and the family every month. We buy food with it; I buy water and electricity every month. Ever since we are promised free water by the government even today, we still suffer. A 20-litre bucket of water cost R5 and that is too much since we are many in the family. The grant is helping in the household".

P-28. "I was able to buy nappies and milk for children. Other things, I play a crucial role in the household. When there is no electricity, I use it for electricity. We struggle with water in the community, so I use it to buy water as well. Children must bathe, do homework, and study. How will they study without electricity? It is my responsibility to make sure there is electricity".

P-31. "I will not say yes or no because sometimes in life during the good and tough times ... it makes an improvement in such a way that family people do not sleep without having dinner".

According to the above participants, the CSG improves the lives of the children and the household. Most importantly, the word "improvement" in this case refers to the situation of (poverty) within the household that has changed for the better. Before the findings of this study showed that the grant plays a vital role in food affordability in

the household for both the child and the family. The study also found that the grant helps the household with access to water and electricity every month. To illustrate, according to participants 18 and 28 comments, there is a shortage of water in the village and as result, it forces them to buy water on a certain amount. The water is used by family including the child and the grant also assist the vulnerable households with electricity bill money.

Some of the participants expressed that the amount of grant they receive is inadequate but helpful:

P-10. Yes, we can get food even though it is not enough and clothes even though it is not enough, I hope you understand? Yes, what I am saying is that it is not adequate to that extent but a little is available.

P-17. "Child Support Grant reduces the crime rate. it can make a difference, if it was not because of the children's grant or other SASSA grant, I do not know what was going to happen in the communities. It helps so that people not to be mugged by thieves, it reduces poverty".

According to the above comments to some of the participants, the grant is not enough but helpful. This means that the grant has a positive impact on the communities regardless of the amount they receive of which they believe is not sufficient. For instance, participant 17 and 32, they spoke of the role that the grant play in the village and communities. According to participant 17, the CSG and other social grants are effective in reducing poverty and crime while participant 32, stipulated that most people depend on the grant.

The aim of the CSG is to focus on the wellbeing of a child through the guidance of a caregiver. The findings demonstrate that the participants indicated that the grant is not enough but has the capability of making a difference in families. In this case, the CSG have a positive contribution to the quality of life of children and it also reduces child poverty since children can access food and clothes (Raniga, 2017; Luthuli, Haskins and Mapumulo, 2022). The grant plays a significant role in providing the key essential needs of the child which is food, clothes and education. In other words, the grant does what it is intended to perform even though the money is not enough.

On the other hand, the CSG has been recommended as a mechanism that reduces poverty by various studies. For instance, a study conducted by Guthrie (2002), Patel (2012) reveals that the grant has been effective in attending to poverty because is used to pay for school-related expenses and to pay household expenses such as electricity and buy clothes for children. In addition, Kgawane–swathe (2017) and Kanyane (2015) also found that caregivers use the grant to buy groceries, water fee and buy electricity. In accordance with that, the CSG plays a vital role in reducing poverty in households since it is enabling the caregivers to be able to afford the basic service mentioned.

4.3 The value of the grant is noticeable over time: the number of years receiving the grant contributes to its effectiveness.

The researcher’s focal point was to understand the duration which helps to determine the effectiveness of the child support grant. For one to be able to comprehend the effectiveness of a grant, it is inevitable that one has to know the number of years that the participant has been the beneficiary of CSG up to date.

TABLE 3: NUMBER OF YEARS AS A CSG CAREGIVER.

NUMBER OF PARTICIPANTS	NUMBER OF YEARS AS A CSG CAREGIVER
6	1-5 years
13	6-10 years
5	11-15 years
7	16-20 years

(Source: Primary data)

The above table reflects the number of participants and number of years as child support grant receipt since inception in 1998. The table shows that a high number of percipients firstly range from age 6-10 years (13), secondly 16-15 years (7), thirdly 1-5 years (6), fourthly 11-15 years (5) and finally 21 greater or less than in years (1).

The majority of the participants received the grant for 10 years while one participant received the grant for more than 20 years. On the other hand, seven (7) participants received the grant for more than 16 years while thirteen (13) received the grant for more than 5 years. In the same line, the other six (6) participants received a grant for less than 5 years. The number of years helps to determine the use or misuse of the grant.

The caregiver who has been receiving the grant for a year and someone who has been receiving the grant for more than five years are totally different, thus, these people's utilisation of the grant cannot be perceived and measured with the same scale. In other words, this means that the grant played a role to certain individuals for a long period while to others it has a short period. The number of years as a caregiver of CSG helps to identify noticeable and successful effects that the grant has done to assist the caregivers over the years. One of the participants was able to utilize the grants to build the house while children were attending school.

P-5. "I started to receive a grant in 1999 till today. Mine was received by hands at Vuwani (village), a certain person came back with payment of grant received through hands at Vuwani. Now I receive a grant for two children because the other two children have already turned eighteen. It assisted me extremely so because I was not going to have a house even though it is one room just like this it is a house. It is an apartment because I can reside with my children you know!"

The above quotation confirms that she has been a CSG caregiver for many years and it benefited her because she managed to build a shelter for children. This evidence shows that caregivers utilise the grant in extraordinarily different ways while understanding the purpose of the grant and role as a parent to the children. For this matter, there is a form of safety and protection for the children since the caregiver sacrifice and strive to build a house. As for participant 5, she has been part of the transition of CSG ever since it was launched, and the use of the grant contributed to the effectiveness and successes of the grant.

One of the interview questions was whether the participants recall what they have managed to do with the CSG money from the time they started receiving it until the present moment. The participant indicated this:

P-12. "Do I have to mention everything one by one? (she laughed) What did with the money besides to buy clothes and food for the child, I was able to buy the bed with this grant money".

The above participant pointed out the bed as one of the materials she managed to buy besides food and clothes ever since she started to receive the grant. This shows that the grant empowers women to build houses to accommodate their families. One can ask how possible grant money can buy a bed or to what extend R420 can manage to buy a bed also food and clothes? It is important to comprehend that the grant is a fixed monthly income to caregivers, and others are involved in community stokvels that supplement as another source of income. The caregivers can afford some of the items such as food, clothes, and building house under the theme that stipulate that grant build social capital within communities and other theme indicate the grant is more useful when it is supplemented with other sources of income.

All the things they can afford with the grant money revolve around decision making. There is a huge difference between a teenager and an adult person when it comes to decision making before or after receiving the grant money. This can be supported by the comment below:

P-17. "I do not have a house, myself after receiving grant payment I just go to town and buy then come back and eat ... if there is the change that remains of the money then I will use it as school cash allowance because I cannot buy maize meal at someone's place (parents)".

One of the participants empowered by the grant reported that age contributes to the success of the grant.

P-10. "People are different just that one potato can spoil other potatoes just because we receive the same grant. I am forty years old and my capacity of mind cannot be compared to someone who is eighteen years old mother. Yes, I know it took me time to have children."

According to participant 10, the effectiveness of using the grant has to do with the capacity of mind, that is decision making which helps the caregiver to make rational decisions for the best of the children and the family. In this case, the caregiver must

be well equipped with financial skills in order to handle money better because once the financial skills are lacking the grant will be misused, for instance, participants labelled caregivers as potatoes and emphasized that one potato can spoil other potatoes just because they receive the same grant, this means that one can misuse the grant and this might result to the overgeneralize that everyone who uses grant misuse it while forgetting that their inexperienced people who lack financial skills. The decision making of a teenager cannot be compared to that of an adult but that does not mean all teenagers are not certainly responsibly with money towards the child.

The success of the grant is noticeable to the individuals who have been utilizing the CSG for while contrasted with caregivers who started to use the grant for a couple of years. The CSG is utilized for family reasons since the findings show caregivers utilize the grant to build shelter while others buy a bed for children to have a place to sleep. The effectiveness and success of the CSG are dictated by the number of years grant received and mirror the present moment and long-haul achievement of the CSG.

4.4 The child Support Grant, Dignity and Women Empowerment

The Child Support Grant plays a vital role in empowering the women of Ha-Mulima. The grant empowers women by entrusting caregivers with a certain form of accountability, involvement in social networking and self-reliance.

4.4.1 The CSG teaches (entrusts) caregivers with a certain form of responsibility.

According to the participants, the grant has reduced the number of children not being forsaken by their parents.

P-21. "They must increase the money. The grant money is helping because people no longer forsake their children".

P-30. "Poverty has been reduced and now children are longer discarded like before. People can take care of their children after birth and there would be a crime if grant did not do the impact".

The above responses are a reflection on the grant is promoting responsibility to the parent to take care of their children. With regard to parental responsibility, with reference to participants 21 and 30, the CSG reduced the lack of accountability by children of children since it encouraged parents to take care of their children. The findings also show that the grant can reduce the number of children without parents since children are no longer forsaken by their parents. In other words, the grant promotes responsibility on the part of the parents and when they are responsible, they look after their families.

The grant plays a crucial role to some parents who are single mothers. In other words, some of the participants take full accountability as parents and take of children in the absence of the father. The participants said:

P-13. "Yes, most of the things we bought using this money. When I was pregnant, I did not know what to do because by then I was still in high school even my boyfriend. We broke up, it was depressing but the grant assisted me, added value since I could get cheap clothes and food. Sometimes, I get them toys and I play with them. I have a strong bond with my children even though they do not have a male figure beside my brother all this time".

P-32. "Yes, it makes a difference. When the baby is born, the phase from age zero to two it was very challenging, as a person as a parent you must be prepared financially. As a single parent, I was able to perform duties as a parent not waiting for my mom or anyone in the family. Ill was not ashamed to say that the grant played a crucial role in raising my children even though it was hectic, but I grow as a person and as a parent".

FG(P-3) "Can you blame them? Someone promise you heaven and earth then the next thing his nowhere to be found. At least, the grant assists us who are single mothers even though I had pride at first that my child cannot receive a grant but when reality hit you hard you will understand that money can help you as a parent to raise the child".

The above participant further indicated that for one to value the amount of grant while taking care of children must sacrifice.

“It is not income salary I worked for, but I make the best use out of it. If you do not sacrifice, then you will not see the money really add value. Yes, R420 is nothing to other people but the money does something regardless of the amount”.

It was supported by some participants who indicated that while taking accountability as a parent one learns to sacrifice and discipline as well. This is what they said:

FG P-1 “I reckon most of the children their father as Mandela, but the grant is making a difference in the father’s absence. With my job and grant, I can take care of my child. I am surviving, I take full accountability as a mother and I do not care his father contributes or not. I make sure I sacrifice so that my child can have the best better from mine was I was still young”.

P-9. “Yes, it depends on the months. You must understand that you will not always buy clothes every month. Of course, I will always buy food but as for other things, it is not a necessity to buy every month. As a parent, I avoid luxury things and buy things that will last us for a month. You must be disciplined as a parent then when you sacrifice, you will see that you can afford food that can sustain you”.

The above comments emphasise that as CSG offers parents a sense of responsibility they also learn to sacrifice and to be disciplined. While according to these participants of this study, one needs to adjust to the amount received even though is not enough instead of complaining they believe that one must be disciplined and able to sacrifice. Therefore, one will see the value of the grant. This means that for one to sustain and afford items with the grant, a sacrifice is therefore required, together with discipline. According to participant 9, it is important to be disciplined as a parent since you will not always buy the same items all the time. In other words, for one to use the grant effectively it requires an element of self-control with the grant money.

P-18. “We buy food with it; I buy water and electricity every month. Ever since we are promised free water by the government even today, we still suffer. A 20-litre bucket of water cost R5 and that is too much since we are many in the family”.

P-28. "I was able to buy nappies and milk for children. Other things, I play a crucial role in the household. When there is no electricity, I use it for electricity. We struggle with water in the community, so I use it to buy water as well. Children must bathe, do homework's, study. How will they study without electricity? It is my responsibility to make sure there is electricity".

The comments from the above participants show that children's health is compromised as a result of inadequate government service delivery of water in the village. Since there is lack of water, participant 18 and 28, they utilise the grant to buy water and electricity in the household. The evidence also shows that the caregivers prioritize the education of the children. For example, in participant 28, her responsibility is to assure that that the electricity is available so that her children can do school homework and study. The findings showed that CSG that encourage the caregivers to take care of their children.

4.4.2 The Child Support Grant builds social capital within communities.

The usefulness of the Child Support Grant is noticed when CSG builds social capital within communities. In this content, social capital refers to social networking created by members of the society with an objective to empower one another financially to support their families.

The CSG caregivers participate in clubs known as stokvels and the grant becomes a source of women empowerment since they use the money to the affiliate for the clubs. The participants reported that Stokvel is one of the strategies they use to make extra cash, sustain their families and participation in community obligations.

P-8. "Yes, I do (Stokvel) within the village. We used to contribute thirty Rands (R30) every month but now we contribute forty Rands (R40)".

Participant 8 further stated that:

"The stokvel also functions as burial society after someone passes away. With the stokvel before the end of the year, I have five hundred (R500) of which I can cover for December".

P-10. "The child does not have a bed, as ladies, we contribute a hundred rand each, per month. It is just like saving it on the account. That means I can organize and buy the child the bed so that he can sleep".

The researcher found that child support grant promotes social networking in communities and establishes a relationship between people. Yet, their relationship promotes a common goal to which is to take care of the children, as a result, it makes the programme to be effective and successful. Contrary to the popular view that the grant has got a monetary benefit, the study shows that the grant has got a social value. By this, it means it helps beneficiaries to associate themselves with other people within society through stokvel (clubs). The stokvel supplements family income and makes the caregiver afford items that they cannot afford with the grant. The focus group participants also view stokvel through CSG as source of income to afford items in bulk

FG(P-1) For now, after I received a grant for the child I can contribute to stokvel so that I can buy whatnot. You know, even though is not enough on numerous things. I went to Pep and bought sneakers that cost sixty Rands (R60) and again I grabbed a per of tracksuits top, and bottom also cost sixty Rands so that next time I do not get back while I am on a budget because I can perceive things do not go as we wish them to.

FG(P-5) It also helped me to join various stokvels in the community but what is important is that it helped to raise my children. When you see them grow every year I am grateful. They have food to eat, a uniform to go to school and in December ... I can buy them Christmas clothes and they celebrate like any child.

The above comments show that children have access to food, clothes and educational support from their parents who are part of stokvels. These findings reveal that when beneficiaries associate amongst themselves it means that the CSG creates community solidarity in the area of Ha-Mulima. In the sense that it brings women together who share the same interests and standards. This means that CSG is capable of creating a sense of unity for caregivers who aim to raise children using the grant.

The participant affiliate with the CSG money on different stokvels. For instance, participant 8, affiliates with village stokvels whereby the benefits cover the funeral cost and receive cash back (Money rotation scheme) at the end of the year. While as for participants 5 and 10, they pay separately for the funeral cover and village stokvel. The CSG protect woman's dignity while empowering women financially and one of the focus group commented this

(P-7) "The grant have to protect my dignity as a woman since I do not work. I participate in village stokvels with the grant money like the rest of the women in the village. When you contribute no one says it grants money. Children have food to eat and clothes to wear... again I receive the money for free. The grant is assisting, someone will say it is not because they misuse the money and they are lazy to think".

It is unavoidable that how caregivers utilize the grant money determines the success of the grant even though the caregivers do not use the grant in the same manner. As such, the CSG encourages caregivers to budget the money individually and to be involved in clubs as a form of social networking strategy. Social networking contributes to the functionality of the society since members of the society strive to assist each other with an aim to take care of their families.

The involvement of caregivers in stokvels is not a new phenomenon. Based on the literature Khosa (2013), Zembe-Mkabile. et al. (2015) and Matuku (2015) found that caregivers are involved in society's rotation schemes, stokvels membership with a belief that there contributes to social empowerment and alternative source of income. The current study also found that the caregivers are involved in stokvel as a way to empower themselves financially. Patel et al. (2017) study indicated that social networks help CSG caregivers in times of need.

This is similar to the study findings of Vaaltein (2016) who concluded that the caregivers who are involved in savings clubs are mostly aimed to use the money to purchase clothes because they cannot afford with the grant alone. The findings of the study can be also be related with what has been researched by other scholars pertaining fact that the CSG empowered and protected woman's dignity. Wright, Noble, and Ntshongwana (2014), they found that the CSG is experienced by many caregivers as protective to woman dignity by assisting them to accomplish the

portion of taking care of their children and reduces poverty in the household. Hence, Hochfeld (2015) asserted that the CSG contributes to women empowerment and it has positive socially transformative features, for instance, beneficiaries who receive the CSG give the impression to dedicate more time to spend with than those who do not get a grant on the 'social care' of children. Regarding that, it is related to the study, the evidence indicates that the CSG offered financial empowerment and protected woman's dignity over the years while caregivers dedicate their time by taking care of their children and the household.

4.4.3 Self-reliance and Child Support Grant.

The Child Support Grant promotes self-reliance to the caregivers in the communities of Ha-Mulima. With self-reliance, it means that the caregivers apply their ideas and skills to the resources at their disposal while using the grant in society. The findings show that the CSG promotes self-reliance to the caregivers hence the participants stated this:

P-27. "Yes, I sell chicken and eggs at home. I also travel during the grant payment day and sell chicken and eggs. I used to bake fat kook and sell at Vhaluvhu school before children were offered food at schools. You cannot seat with your hands and wait for grant money. As an adult, I must try other means of making money. What if they say the grant stops, what will I do? I will be stranded"

FG P-8 "I work as a tailor it has been a while now. I think it is probably 5 years or so since I started. Since I was unemployed while receiving the grant, I had to do something rather than sit and wait for the month-end. Most of the people know me, I sew everything starting from school and church uniform. We try, nothing comes easy as a parent especially when you have many birds (children) to feed and the grant is helping us.

The above comments show that the grant money is used as a mechanism to start the business. This means that the grant encourages and assist the caregivers with start-up capital to commence the business. According to participant 8 and 27, both statements shows that there is a sense of resistance and courage from the

caregivers not to rely only on the grant as a source of income but figure out the plan to make more money while using the grant. To illustrate, participant 27, sells chicken and eggs while participant 8, a tailor. This shows that CSG promotes self-reliance which results in self-employment to the caregivers. In this sense, the CSG encourage caregivers not to depend on the grant hence participant 8 and 27 indicated that they could not afford to wait for month end to receive. There is a sense of creativity from the participants and this also highlights that they empower themselves instead of being dependent on the grant. Most importantly, these findings show that CSG promotes caregivers to take action themselves instead of being inactive and helpless to eradicate poverty. Some of the focus group participants practise and rely on farming to generate income and this is what they said:

FG(P-6) “Last year, there was a lack of rain but in previous years the business of selling vegetables has been doing well. We sell cabbage, tomatoes, carrots and spinach. The seeds are cheap, very cheap since they cost less than R20 per packet ... but you must be someone who is interested in farming not lazy. I work with the father of my children and we make a good profit out of our small farm in our yard”.

She also said that:

(P-6) “I have my small farm in my yard (she laughs) ... It feels like a joke, but I used the grant money to buy seeds to plant. If I can recall very well, I used R200 to buy 13 packets of seeds and by then there were costing R15 each. The business has been doing well just the challenge is water sometimes and lack of rain. I started to sell cabbage and spinach at first then as years go by, I added carrots, beetroot and chilli seeds”.

The comments above show that through the CSG the participants saw the opportunity of generating money through agriculture. As for participant 6, she used the grant money to initiate her business of selling vegetables. This kind of business reduces food insecurity and poverty in the household since they generate income through CSG and rely on the food they produced. In this case, the CSG empower women to be self-reliant.

4.5 The perception of the number of children: The more children you have, the more useful the grant becomes.

Most of the participants reported that they receive a grant for two children while others receive a grant for three children. Only one participant reported that she is receiving a grant for four children. There is a form of perception by the participants that the grant makes a difference in the household more especially if the caregiver receives a grant for many children. In other words, those with more children can meet most of the fundamental needs of the children compared to those with less children recipients. This is what the participants said:

P-17. "It does not make a difference. It makes a difference if you receive a grant of many children".

P-25. "They must increase the money. It is making a difference. Even those who have many children are able to support their children with the grant".

FG (P2)" Yes, it can cover, we are saying this you know for the right reason ... you find that a caregiver who receives money for many children in South Africa receive more money than those who receive pensioner's grant. Do you know that there is one person who receives a grant for six (6) children alone? Yes, she uses the money ... what about the person who receives a grant for one child ... one?"

Participants 1 and 2 on the focus group further reported that

(P1) "what about us who have one child ... how are we classified? You can comprehend the fact that this person is snatching away the money, yes ... that money exceeds pensioners grant"

(P2) "How many times can I be compared to someone who has six children? Yes, she is the one grasping the government's money then the money must be equal rather than everyone receiving their own amount".

The comments above show the strength of CSG on funding the caregivers with many children regardless of been criticised by the participants. In this study, all the participants take care of three children and below, which means the CSG can pay for more than children per caregiver. According to participant 25, the CSG is making a

difference and even the caregivers who have many children can support their children with the grant. In that case, it means the grant does not forbid caregivers to give birth to more than three children. On this matter, according to SASSA (2020), the caregivers are only not allowed to apply for the grant for a maximum of six (6) biological or legally adopted children. There is a lack of Knowledge by the participants concerning the required number of children per caregiver to receive the grant. For instance, participants 1 and 2, from the focus group suggested that the CSG must be distributed equally regardless of how many children a caregiver has. In this case, the caregivers forget that every child receives an equal amount not different to other children per caregiver. It is a perception the more children you have, the more useful the grant becomes. Again, the participants believe that the caregivers who receive a grant for many children can sustain their lives with the grant.

4.6 The grant and school attendance/enrolment

The caregivers were interviewed on whether managed to send their children to school. The researcher wanted to find out whether children a limited to access education and receive any form of assistance. All the participants reported that children attend school and crèche.

P-3. "I can take him to school I cannot save. "...to save you can but a child is a child I must buy the uniform"

P-7. "Yes, they can attend school ..."

P-24. "Children can attend school and creche, but it cannot be saved because I do not work".

Some of participants can manage to offer their children allowance while for others it is unnecessary because children are offered food at their schools.

P-15. "it helps children with cash allowances, clothes, and food. That means it can assist the children".

P-5. "I can say it extremely assisted me; it is not the same as you not receiving the grant while you do not work but the child gets cash allowance".

P-10 “In my opinion, the grant is helping since we can buy them stationary and offer them pocket money sometimes of which is not really necessary because children are offered free food at school but they will not eat all day long at school. At least we no longer pay for school fees”.

Few of the caregivers in the households with the grant offer their children pocket money so that they can buy food at school. With regard to pocket money, it is offered to children so that they can buy items that are not offered by school feeding scheme. For instance, school stationery and fruits. In this sense, caregivers understand the significance of food while their children attend school.

P-5... “you know when it is like this, I have given my child the card (grant) the child who is at the university, I hope you understand. Yes, when he receives the grant payment of two children then he pays for accommodation, but he uses bursary, but the grant pays where he resides, he buys food”.

On the other hand, the CSG plays a crucial role in assisting caregiver’s children who attend university. The former CSG beneficiary is still assisted by grant while he's studying at the tertiary level. This shows that the grant does not only play a role for children who are still in crèche, primary and high school level. For other participants the grant does not only assist children with cash allowance but also have an impact on children’s education through assisting beneficiaries with school transport fee, creche fee and buys uniform:

P-6. “I can pay the creche transport, and even for school transport so that they can be able to ... attend at Thwalima (High school)”.

P-8. “They attend school, I can give the child a cash allowance, I can pay the transport fee just like that”.

P-17. “I was able to pay the creche fee, the car to take the child to creche, graduations, and also to buy the uniform”

P-20. “The grant can make a difference because we can buy a uniform”

P-27. The money is finished before end month, but I used to pay creche and buy clothes as said before. Now I even pay transport for child since now the bicycles they were offered by government is damaged. I think it has been two

years, but I had rumours that they will be offered school bus. If it is true that will be so helpful.

According to Jacobs (2008), Khosa (2013), Matuku (2015), Eyal and Woolard (2011) the caregivers utilise the grant for food, school uniforms and paying school fees. In addition, the CSG is also used to pay for creche. This finding is also supported by Zembe-Mkabile et al. (2015) because, in their study, they found that caregivers use the CSG to pay for school transport, outside school activities and trips.

This study has similar findings with above literature on the contribution that child support grant has on children's education. The CSG contribute to children's education since it encourages children to attend school and while they attend school. Moreover, the caregivers can buy uniforms, offer cash allowance, pay transport and crèche fee.

4.7 The Grant is more useful when it is supplemented with additional sources of income.

The child support grant is more useful with support of family, support from the fathers of child recipients and income from employment. The caregivers before they qualify to be CSG receipts, SASSA run the means test to check their economic backgrounds such as assets and household income. According to SASSA (2020) regulations, the criteria for married couples, the asset and threshold are not supposed to exceed more than R105 600 per annum, and a household is not expected to earn more than R108 000 annum. While as for a single person to qualify for the CSG with reference to the asset and income threshold is supposed to be R52 000 per annum and not supposed to exceed R54 000. In this case, it means that it is possible to receive CSG while working as long the salary income of the caregiver does not surpass the required SASSA means test salary income. After the money is received month-end, caregivers utilise money in different ways due to the household economic status together with other means source of income.

During interviews, the participants were asked whether they have other sources of income besides CSG. The findings show that others are employed and self-employed. The CSG beneficiaries can receive the grant while employed as stipend

salary he/she received does not exceed asserts and household income prescribed by SASSA means test. In this sense, it does not mean that the caregivers are supposed to be employed first but for those who are formal or informal employed the grant becomes an additional income compared to unemployed caregivers who do not have any source of income. This is what the participants reported:

P-23. "Yes, I work at the garage (Mulima Royal Garage) to sell (petrol attendant)".

P-29. "Yes. I work here at the Indian shop. I think now it has been 3 years working at this place and they do not really give me a problem. The salary I receive is better than nothing or seating at home".

FG (P-1) "I work at a butternut farm (Kwaaidrai village) and today are going to work. The salary is not that much but you will not depend only on the grant. What will children eat? With the grant, the government is doing us a favour. It is a balance; I receive my salary at forty nights and that is before month-end. Then, I use my salary before month-end and grant money performs other duties in the house".

The above responses show that the caregivers of CSG except for the grant them have other sources of income. Therefore, not all caregivers solely rely on the grant but the CSG and other sources of income play a vital role in the sustainability of children and the family. As a result, the CSG is an additional income and aid to those who are already working and that makes the families also meet the needs of the child and the family.

Some of the interviewed participants indicated that other sources of income besides the CSG they receive assistance from members of the family such as their parents, grandfather\mother, and father of the children. Based on family support this is what the participants said:

P-7. "Yes, old man (pensioner) assists with a thousand rand (R1000). I can buy children's food but there is a shortage of things when it comes to things that concern school".

P-8. "I am lucky because my grandmother (pensioner), she is there for us and supports us. When it comes to children, she does not really involve herself and all that, but my role is to buy children clothes".

P-26. "Yes, I do not have except assistance that comes from Rhino's father".

The alternative income makes the grant to be effective because it covers other expenses in the family. As result, the household income collaborates with the grant to meet the needs of the child and the family. For instance, participant 8 expressed that her role is to buy clothes for children with the CSG money while the rest such as food is taken care of by the grandmother. These findings also show that family alternative income contributes to the effectiveness of grants hence family members offer financial support to the caregivers of the children to afford basic needs such as food. As indicated by participant 7, she receives additional money for children's food as support from the husband.

Devereux and Waidler (2017) and Luthuli *et al.* (2020) found that the CSG targets children and for it to function properly it requires other sources of income in the household to meet the needs in the household. The current findings agree with what has been found before hence the findings of the current study stipulate that the successes of CSG income are noticeable in cases where the grant is an alternative source of income.

4.8 CSG and health capabilities

The Child Support Grant has some form of health capabilities in assisting children. At Ha-Mulima area there is one public clinic and the service is offered free. In spite of the public sector, the caregivers use the grant money for purpose of medication to help their children when they are sick. The participants commented below:

P-18." No, I can say it helps as I can afford to buy groceries every month. It is a challenge when I have to buy clothes but since I joined the women money rotation stokvel I can afford it. Healthwise, when children are sick, I take them to the clinic since is free but sometimes I use the grant money to grab medication at the pharmacy".

P-9. "children are not always sick whereby I can say I use the money to consult a doctor. Anyway, there is a clinic and it is free to consult. If I want to see a doctor the nurses can write me a letter for consultation".

The above comments highlight the importance of children's health to the caregivers. For example, participants 8, prefer to consult in the public sector and buy medication sometimes at the pharmacy while participant 2, choose traditional doctors because she believes they are competitive and effective in treating certain children's disorders. The findings show how significant is the well-being of the child to the caregivers and the capabilities of CSG as the caregivers utilize the money for health purposes.

The link between child support grants and health is not a new phenomenon. Hence, Zembe-Mkabile et. al. (2015) found that caregivers who stay far from health facilities utilize grant money for transport and attempt to save money every month in case the child needs money to visit the clinic or hospital. On the other hand, Xaba (2017) discovered that the CSG caregivers rely on state hospital services but when they do not get help from a public hospital, they have no option rather than to stay home. Various researchers also found that the relationship between the Child Support Grant and health care among children has improved (Grinspun, 2016, Zembe-Mkabile, Surrender, and Sanders, 2015).

4.9 Chapter summary

In conclusion, the chapter mentioned and discussed findings on how Child Support Grant addressed household poverty and child poverty in Ha-Mulima. The findings showed that Child Support Grant value is noticeable over time, builds social capital within communities, assist children's school attendance, protect and empower woman dignity. The findings also highlighted that the grant is more useful when it is supplemented with additional sources of income.

Chapter 5: Conclusion, Study Limitations and Recommendation.

5.1 Introduction

This chapter present conclusions, limitations of the study and makes recommendations. The chapter further explains the limitations of study experienced by the researcher while conducting the study at Ha-Mulima area. The recommendations and conclusion will be based on the analysis presented from chapter four.

5.2 Recommendations

Based on the findings of this study, the Department of Social Development must provide structure in place to provide support services to caregivers. The researcher recommends the following:

Funding of self-improvement programmes

The government needs to fund self-improvement programmes such as stokvels as they have the potential to promote financial literacy and social cohesion in communities. Community services structures that could help caregivers to fight child poverty must be implemented. Structures like non-government organizations are required to help and encourage caregivers to rely on the abilities to create business hence some of the caregivers of the study were able to use money and other additional incomes to create business. When people are offered skills through development training then they can realise their potential. Educating caregivers about how best to manage the CSG on strengthening financial capabilities.

Initiate food security programmes

The Makhado municipality can collaborate with SASSA to initiate food security programmes enhance food accessibility since the some of the caregivers depend on farming.

5.3 Limitations

It was easy to find the participants who receive the child support grant, but the problem was that most of them were not open enough because they were afraid that the grant will be taken away from them. Furthermore, they felt as if they are bad-mouthing SASSA. The study interviews were conducted in April 2019 during the national elections. However, most of the participants thought the researcher is campaigning as a candidate for the Economic Freedom Party (EFF), the African National Congress (ANC) and Democratic Alliance (DA). The idea was that the researcher aims to manipulate them so that they vote for a certain party. Some of the participants did not answer all the questions while others withdrew from the study especially those who participated in the focus group. Besides the fact that people offered the researcher a chance to reschedule the dates and time, they were nowhere to be found.

5.4 Conclusion

The research critically examined child support grant at Ha-Mulima in Limpopo under Makhado Municipality. From the findings of the study, there are more positive outcomes of CSG in relation the utilisation of grant to eradicate child poverty and household poverty. The findings of the study show most the caregivers use the grant in the best interest of the children and their families hence they can buy essentials such as food, and clothes. Again, some of the caregivers were able to invest money through stokvels and build houses with the help of CSG money and support from family. The study found that the CSG have the strength in reducing child poverty since it reduces hunger, children access education and the caregiver utilize the money to buy clothes for them. Food is one of the most important basic needs for a person including the child. Most of the participants utilise the grant to buy groceries, but the challenge is that certain items are expensive. Whereas it is important that children receive food for nutritional purposes and also for a family household. As a result, it is unfortunate that the child's grant money becomes part of the family budget.

The findings showed that Child Support Grant value is noticeable over time, builds social capital within communities, assist children's school attendance, protect and empower woman dignity. The findings also highlighted that the Grant is more useful when it is supplemented with additional sources of income.

The CSG promoted a sense of responsibility for the caregivers to take care of the children. The findings indicated that the CSG promoted self-reliance in communities whereby the caregivers create their own jobs and affiliate to various stokvels with the aim to empower themselves financially to avoid the dependability of the grant. Evidence of the study does support the idea that most caregivers are completely dependable on grants hence they join various stokvels and it encourages people to work while others create jobs for themselves. Not all participants solely depended on the grant since others were informally employed. The grant is disposable income, this means that the caregivers have freedom of choice to utilise the grant money since the caregivers were able to buy basic needs such as food, electricity and other necessities in the house.

The study findings on other hand highlighted the effectiveness of CSG leans on supplement of other income and family support. This clearly showed that the grant on its own could not sustain some of the families that is why factors such as additional incomes were involved in the process. The grant income becomes family income when is received at month-end, therefore, the grant income is added to household income to buy the basic needs of the family.

The caregivers after receiving the grant are expected by community members to afford items like clothes and food at once because they receive the grant. In spite of this, the majority of caregivers utilise the money in the best interest of the families hence they buy items like clothes for children and food for the family. this can be viewed as the way the society perceives how the CSG money can be used after being received by the caregiver. This result in people setting high expectations to be performed by the caregivers, that is to buy things they cannot afford with the grant at once. There are so many unrealistic expectations that surround the child support grant. The caregivers, family and community members have different expectations of the grant. For instance, some will want the money to buy uniforms for children while

others want to buy food with the money. As a result of these differences, the grant might end up doing what is not supposed to be doing.

The child support grant plays crucial a role in health care and school. The findings of the study show that the grant is capable of buying medication as well as paying transport fees for the child to consult health care facilities. As for education, the grant encourages caregivers to buy electricity so children can do their school homework and study. The findings showed that Child Support Grant value is noticeable over time, builds social capital within communities, assist children's school attendance, protect and empower woman dignity. The findings also highlighted that the Grant is more useful when it is supplemented with additional sources of income.

5.5 Chapter summary

This chapter presented recommendations, limitations of the study and conclusion. It highlighted the limitations of the study experienced by the researcher while conducting the study in the Ha-Mulima area. It further reflected on how the objective of the study were achieved.

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APPENDIX A: CONSENT FORM

I _____ hereby voluntarily consent to participate in the following project: **A critical examination of the successes of the Child Support Grant of South Africa: The case of Ha-Mulima, Limpopo (South Africa)**. Please read the information below and sign if you would like to participate.

PARTICIPANT

I have been fully informed of the project where the procedures to be followed for taking part in the project have been clearly explained to me. I will be required to answer questions relating to the successes of the Child Support Grant. I am fully aware that participation is voluntary, and I may withdraw at any stage.

SIGNATURES

Signature of participant date

Signature of witness date

Signature of project leaderdate

APPENDIX B: SEMI-STRUCTURED INTERVIEW (INTERVIEW GUIDE)

1. How long have you been a CSG beneficiary?
2. Does the grant meet your children needs?
3. How many children do you receive the CSG for?
4. How does the grant make a difference in children's lives and the household?
5. Can you say you lives have improved owing to the CSG?
6. What impact did CSG made for your household?
7. Can you recall what you have managed to successfully do with the CSG money from the time you started receiving it until the present moment?
8. Beside the CSG, do you have any source of income?
9. Have you managed to send your children to school or made any savings from the money you receive monthly?
10. What can you say has been the positive contribution of the CSG to your household?
11. Is there any information that you would want to share on the CSG?

APPENDIX C: TSHIVENDA SEMI-STRUCTURED INTERVIEW (INTERVIEW GUIDE)

1. Vha na tshikala tshingafhani vha tshi khou wana masheleni aya a magavhelo a vhana?
2. Masheleni aya a gavhelo ili a khou kona na u swikelela thodea dzothe za nwana?
3. Vha na vhana vhangana vha no khou wana masheleni aya a magavhelo?
4. Magavhelo aya a khou disa hani tshanduko kha matshilo a vhana na nzulele ya afha mutani?
5. Vha nga amba uri kutshilele kwavho kwo khwinisea na nga nthani ha masheleni aya a gavhelo la muvhuso?
6. Ndi ndeme ifhio yeya diswa nga gavhelo ili lamuvhuso mutani wavho?
7. Vha kha di kona u zwi humbula na zwothe zwe vha kona u zwibvelezisa nga masheleni aya u bva tshe ha thoma u a wana u swika zwino?
8. Nga nda ha masheleni aya a magavhelo hu na inwe nila na in vha kona u wana manwe masheleni?
9. Vha khou kona na u isa vhana tshikoloni na u vhulunga masheleni nwedzi nga nwedzi musi vha tshi wana magavhelo aya?
10. Vha nga kona u amba uri ndi zwivhuya zwifhio na zwe vha kona u ita nga masheleni aya?
11. Hu na zwinwe zwine vha nga tama u amba nga ha magavhelo a vhana?

APPENDIX D: FOCUS GROUP SEMI-STRUCTURED INTERVIEW (INTERVIEW GUIDE)

The session may last from one to two hours. Differences inside the individuals from the gathering could be utilized to urge the members to explain the perspective, and to explain what they think.

Ground rules:

Recommended guidelines ground rules which will be used by the researcher to help to establish the group norms:

- The researcher will listen to all sides of an issue, both the positive and the negative.
- Participants allowed to use language whereby by all participants will understand

Research questions:

1. How many children do you receive the CSG for?
2. Does the grant meet your children needs?
3. Have you managed to send your children to school or made any savings from the money you receive monthly?
4. Is there any information that you would want to share on the CSG?
5. Can you recall what you have managed to successfully do with the CSG money from the time you started receiving it until the present moment?
6. Beside the CSG, do you have any source of income?

APPENDIX E: MBUDZISA VHATHU DZA INTHAVIYU (TSHIVENDA)

Sesheni iyi i nga fhedza awara nthihi uya mbili. Phambano ubva kha mihumbulo ya vhatu vho fhambanaho kha guvhangano zwi nga shumiswa u tanganisa mirado ya vhatu u itela u kona u talutshedza mihumbulo yavho na ku pfesesele kwavho kwa zwithu.

Milayo yo tiwaho:

Milayo yo themendeliwaho ine ya do shumiswa nga mutodisisi i do thusa u bveledza vhuimo (norms) ha tshigwada.

- Mutodisisi u do thetshelesa mafhungo a masia othe, a vhudi na a sivhe a vhudi.
The researcher will listen to all sides of an issue, both the positive and the negative.
- Vhasheli vha mulenzhe vha do shumisa luambo lune vhasheli vhanwe vha mulenzhe vha do kona u vha pfesesa ngalwo.

Mbudziso:

1. Masheleni aya a gavhelo ili a khou kona na u swikelela thodea dzothe za nwana?
2. Vha khou kona na u isa vhana tshikoloni na u vhulunga masheleni nwedzi nga nwedzi musi vha tshi wana magavhelo aya?
3. Hu na zwinwe zwine vha nga tama u amba nga ha magavhelo a vhana?
4. Vha nga kona u amba uri ndi zwivhuya zwifhio na zwe vha kona u ita nga masheleni aya?
5. Vha khou kona na u isa vhana tshikoloni na u vhulunga masheleni nwedzi nga nwedzi musi vha tshi wana magavhelo aya?
6. Vha na vhana vhangana vha no khou wana masheleni aya a magavhelo?

APPENDIX F: ETHICS CLEARANCE CERTIFICATE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 06 February 2019

PROJECT NUMBER: TREC/09/2019: PG

PROJECT:

Title: A critical examination of the successes of the Child Support Grant of South Africa: The case of Ha-Mulima, Limpopo (South Africa).
Researcher: C Baloyi
Supervisor: Dr TS Nyawasha
Co-Supervisor/s: N/A
School: Social Sciences
Degree: Masters of Arts in Sociology

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX G: SOCIAL WORK LETTER



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF SOCIAL DEVELOPMENT
VHEMBE DISTRICT
MAKHADO MUNICIPALITY

Enq: Mulima N.A
Tell: 087 0861 880

The coordinator/supervisor
University of Limpopo (Turfloop Campus)
Private Bag x 116
SOVENGA
0727



Sir/Madam

**CONFIRMATION FOR CONDUCTING RESEARCH DATA COLLECTION IN
RESPECT OF BALOYI CAIPHUS STUDENT NO: 201209736 ID NO: 910607 5625
083**

1. The above matter attended to as requested.
2. That the above –mentioned student is from donkerhoek village under the Chieftainship of Mulima F at Makhado Municipality.
3. He is studying **Masters of Arts in Sociology** at University of Limpopo.
4. His research topic enquire him to interview the candidates for child support grant around Mulima area

5. The Social worker felt obliged to recommend that afore said student conduct his study around Mulima area and therefore if the need arise for participants to be assisted with social work services the office will intervene on the matter.

6. Hope that you will find this in order.

7. Truly



Mulima N.A (Social Worker)

