

**THE IMPACT OF CHILD SUPPORT GRANT ON BENEFICIARIES' LIVELIHOOD:  
A CASE STUDY OF MOLETJIE MOSHATE VILLAGE, LIMPOPO PROVINCE**

**BY**

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## **DECLARATION**

I declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Master's in Developmental Studies on "The Impact of Child Support Grant on Beneficiaries Livelihood: a Case Study of Moletjie Moshate Village, Limpopo Province" has not previously been submitted by me for a degree at this or any other university; that it is my own work in design and execution and all material contained therein has been duly acknowledged.

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M. F. Mashala

## **DEDICATION**

This work is dedicated to my family.

## **ACKNOWLEDGEMENTS**

I would like to express my gratitude to the following people who gave me encouragement and support in this study. I wish to thank my supervisor Professor G. Makombe, who is also Head of Department for Developmental studies; to Dr Lukas Mkuti who edited my work and to Victor Netshidzivhani who helped me with data interpretation.

I also would like to thank my respondents for being available for me; without them this study would not have been a success. I am equally grateful to the recipients of the Child Support Grant. Last but not least, I wish to thank God for giving me the strength to start, carry on and complete this work.

## **ABSTRACT**

This study seeks to investigate the impact of Child Support Grant with special reference to Moletjie Moshate Village. The government in its efforts to alleviate poverty to the previously disadvantaged and vulnerable segments of our communities, introduced several poverty alleviation strategies such as the Child Support Grant which replaced the Maintenance Grant.

The Child Support Grant has proven to be successful as it was able, according to the Minister of Social Development, Ms Bathabile Dlamini, to help millions of poor children. However, as successful as it may be, the Child Support Grant as a social welfare strategy is inadequate. People are still facing poverty due to lack of job opportunities. The findings of the present study show that a lack of family planning that unprotected sex, moral degeneration and absent fathers are challenges which derail any positive impact. The study further reveals that the majority of the respondents experience hardships in terms of property ownership, employment, and education, training and skills development, emotional and financial support.

The main aim of this study was to investigate if the grant was used properly and to make recommendations towards a solution. The study also sought to answer the question whether there was any alternative to Child Support Grant. It also asks if it is important to get support of grant even after the child has reached 18 years.

Quantitative methods were used. Questionnaires were used as Interview schedules. The research was focusing on two phases being the impact on recipients and on the beneficiary himself/herself.

The government helps through other poverty alleviating mechanisms like food parcels, school nutrition systems and free health services, which are complementary to poverty alleviation. This is a challenge for the government and the community at large; if the situation is not changed it will cost government huge amounts which could be used for other projects.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
ANC	African National Congress
CCA	Child Care Act
CDG	Care Dependency Grant
CSG	Child Support Grant
DoCF	Department of Constitutional Development and Justice
DoE	Department of Education
FCA	Foster Care Grant
FS	Free State
GP	Gauteng
HoD	Head of Department
HIV	Human Immunodeficiency Virus
KZN	Kwa Zulu Natal
LIM	Limpopo
MEC	Member of the Executive Council
MP	Mpumalanga
NC	Northern Cape
NW	North West
PhD	Doctor of Philosophy
SASSA	South African Social Security Agency
SMG	State Maintenance Grant

WC

Western Cape

## **CHAPTER 1: GENERAL ORIENTATION TO THE STUDY**

### **1.1 Background and context**

The South African social welfare system dates back to 1928 for Whites and 1944 for Blacks, with differing grant amounts and eligibility until the government began to close the gap in 1980 (Martin, 2007:12). Despite its demonstrated role in poverty reduction, Sampson (2004) views the social protection, which includes Child Support Grant, with a degree of scepticism. This critique falls into the category of arguments about “welfare dependency”. In its strongest form, the welfare dependency argument holds that child grant support discourages employment, supports lazy and immoral behaviour and provides only a short term solution at best.

The pre-democratic laws regulating social security benefits favoured White children. When the democratic government came into power in 1994 it was concerned about the racial disparities evident in the distribution of social security benefits and the large-scale nature of poverty, particularly amongst Black children. The government’s response was to entrench social security and social assistance provisions in the Constitution. Further, the government introduced various social assistance measures to accommodate the diverse needs of South African children irrespective of race.

The magnitude of the right of access to social security, including social assistance, is apparent in the way it reduces poverty (Government of South Africa, 2011/2012). This is largely a result of Section 27(1) of the South African Constitution which provides that everyone has the right to have access to health care services, sufficient food and water, and social security, including appropriate social assistance if they are unable to support themselves and their dependants (Nkosi, 2011).

After the collapse of apartheid in 1994, other forms of grants were offered to Black people as a means of alleviating poverty. Child Support Grant has the highest number of beneficiaries. The Limpopo Province, where the Moletjie Village is located, is the third largest beneficiary recipient of the grant after KwaZulu-Natal and

Gauteng (Government of South Africa, 2011/2012). The process of applying for child grant is through social services and the Department of Justice.

The Child Support Grant (CSG) was introduced as a replacement grant to the Social Maintenance Grant, which was a larger amount, but did not benefit the majority of the children in need (Cuthrie, 2002). The intention was to phase-in the Child Support Grant through incremental age increases; the first age group to be targeted was the 0 to 6-year-olds, as these are most vulnerable to poverty, illness and underdevelopment.

Child grant was a noble idea introduced in 1998 as a means of reducing poverty. The present study seeks to highlight the impact on Child Support Grant. The research also seeks to assess if the Child Support Grant does indeed alleviate poverty. The Child Support Grant is a social grant introduced as from 1 April 1998. It is one of the poverty alleviation programmes implemented by the state to target the poorest of the poor. It is applied to children from birth to the age of eighteen years (18), to a maximum of six biological and non-biological children. It is paid to the person who meets all the requirements of the Child Support Grant (Government of South Africa, 2012/2013).

When the democratic government of national unity took power in 1994, one of its priorities was the restructuring of the social security system at that time which, for the most part, was highly fragmented and discriminated the citizens of the country along racial lines. Various other factors further increased the need to restructure South Africa's social security system. There was a large number of unemployed persons and persons living in absolute poverty with no proper housing, running water, electricity, sanitation services or easy access to health care services. These problems have put the government's social welfare budget under severe strain. Ongoing retrenchments, a lack of new jobs and the AIDS pandemic are set to increase the strain on the Social Welfare budget even further (Strydom, 2006: 20).

Social assistance is an income transfer in the form of grants provided by the government. Social grants are paid by the South African Social Security Agency (SASSA) and include disability grants, grants for older persons, war veterans' grants,

foster care grants, care dependency grants and child grants. Under the previous government, before the country became a democracy in 1994, only old age and disability grants were provided to Black South Africans.

According to the National Development Social Welfare Strategy, social welfare is intrinsically linked to other social service systems through which people's needs are met and through which people strive to achieve their aspirations. Social welfare services are therefore part of a range of mechanisms to achieve social development, such as health, nutrition, education, housing, employment, recreation, rural and urban development and land reforms (White Paper For Social Welfare, 1997:15).

According to Case (2003), the end of apartheid in South Africa brought with it the need to reform one component of the system of social assistance for poorer people – the one dealing with support to women and children. Under the old regime, a State Maintenance Grant had been awarded by the government to help mothers without partners to support themselves and their children. The programme originally, purposefully, excluded African women. Later, when it was opened to Africans living in some parts of the country, it continued, largely, to exclude African women living outside urban areas. In 1996 the new government moved to reconfigure this form of support, and in April 1998 started phasing out the State Maintenance Grant, replacing it with the Child Support Grant (CSG).

In terms of the *Social Assistance Act: Regulations*, accessibility of the Child Support Grant is directly linked to the child's right to education. The regulations require a primary caregiver who receives a Child Support Grant for the benefit of the child to provide proof that the child for whom the grant is received is enrolled at a school or an educational institution and that the child actually attends. It further provides that in the event of failure by the child to attend school, notice of this failure should be furnished to the Director-General of the National Department of Social Development by the primary caregiver of the said child. Upon receipt of such notification the Director-General will request a social worker to investigate the situation (Biyase, 2007:17).

A beneficiary of the Child Support Grant is any person who receives or is entitled to any grant provided by the South African Security Agency. It should be a primary care-giver who gets it on behalf of the child. The beneficiary must meet the following requirements:

- Be South African citizen or permanent resident.
- The applicant and the child must reside in South Africa.
- The applicant must be primary care-giver of the child/children concerned.
- The child must be borne after 31 December 1997.
- The applicant and spouse must meet the requirements of the means test.
- The applicant cannot apply for more than six non-biological children.
- The child cannot be cared for in a state institution.

Table 1.1: Summary of the Child Support Grants in the nine provinces of SA as of 31 October 2013.

Province	Child support grant in millions	Percent of total
Eastern Cape	1,461,102	12
Free State	562,822	5
Gauteng	1,681,338	15
KwaZulu Natal	2,476,116	23
Limpopo	1,542,055	14
Mpumalanga	90,450	8
North West	716,957	13
Northern Cape	253,822	7
Western Cape	186,269	2
Total	1,6842,865	100

Stats (2011).

Limpopo Province, where Moletjie village is located, is the third largest beneficiary recipient of Child Support Grants after KwaZulu-Natal and Gauteng. The amount used in Limpopo for this purpose is 1,542,055 million Rand (Government of South

Africa, 2011/2012). This paper will therefore focus on the how the CSG impacts on livelihoods, especially whether it reduces poverty, whether it is used for the intended purposes and whether it benefits the intended target, the child. Each of these areas is important for livelihood, and each also addresses the question of “dependency,” in different ways.

## **1.2 Rationale / motivation**

According to Nyoni (2009: 86), who conducted research on the role of Child Support Grant and dependency in the Bushbuckridge Municipality, the provision of child grant is the government’s biggest poverty relieving programme. From 2009 it paid approximately 60 billion per annum to over 16 million South Africans. Therefore, there is a need to evaluate the impact of this large expenditure on the livelihoods of the beneficiaries.

## **1.3 Significance**

The research will provide insight into the impact of Child Support Grants on the livelihoods of the beneficiaries. It will provide recommendations on how the impact can be improved so as to make better use of state funds.

## **1.4 Statement of the problem**

According to the South African Constitution, Bill of Rights (1996), Social security is basic human right. This includes social assistance which helps in alleviating poverty to vulnerable people. According to Fleming (2008:45), Child Support Grant is provided to advance the socio-economic rights of children including those affected by HIV/AIDS in South Africa. The Child Support Grant is the government’s primary poverty alleviation mechanism targeted at children at the nexus of poverty and unemployment. There is a high level of unemployment and poverty in South Africa; hence, the intervention of the government in many forms including that of Child Support Grant.

According to the South African Constitution (1996), the restructuring of social security system makes equality before the law a basic human right. It also makes access to social security and social assistance a basic human right. This



fundamental human right is regulated in section 27 (1) (c) of the Bill of Rights of the Constitution and it reads as follows:

27 (l) Everyone has the right to have access to social security, including, if they are unable to support themselves and their dependants, appropriate social assistance.

According to research by Solange (2004), under the apartheid social security system, there were four categories of state support. These were, for the elderly, persons with disabilities, social relief; there also were child and family care. The main grant in the field of child and family care was the State Maintenance Grant (SMG). Mostly White, Coloured and Indian women, qualified for the SMG if they were unable to get financial support from their partners or the father of the child or children after applying for it through a magistrate's court, or if they were widowed, deserted, or under certain other conditions. The SMG was also means-tested.

The Minister of Social Development on announcing his plan to extend the government support to hundred thousands of orphans, "vulnerable children" and child-headed households that are the consequences of HIV and AIDS pandemic, revealed the shocking statistics that eight million children would be without food or care were it not for the government grant (Brandon 2007: 1). The 2001 census put the number of child-headed households at 248,000, but the minister said there had been a significant increase since then (Brandon 2007: 1). Currently, the social security system is fragmented and non-comprehensive, with many children not being able to access grants for which they are eligible and many more not qualifying for social security despite clearly needing it. Some of the reasons are illegal immigrants who married South Africans, but do not have the necessary documentation.

According to Streak (2011: 8), the CSG programme has for most of its life been an unconditional cash transfer programme. Since 2000 the coverage of the CSG has grown massively, if at different rates across provinces. By March 2010 just over 5.4 million adult caregivers were receiving the benefit on behalf of just over 9.4 million children aged 0-15 years.

Recently, in light of the arguments put forward by some researchers against introducing behavioural conditions into the CSG programme (Budlender 2008: 20),

the programme's design was changed to a conditional cash transfer programme. This was done via the introduction of the conditions that children in the school-going age group on whose behalf the grant is received are enrolled in and attend school. This is the reason the research found that 68% of beneficiaries are all at school; the remaining 32 % are too young to go to school.

Children are recognised to be among the poorest and most vulnerable in society in South Africa. In 1999, 11% of households with children less than 7 years of age went hungry due to lack of money to buy food. Preventable illnesses such as malnutrition remain one of the biggest contributors to child morbidity and child mortality in South Africa, and nearly 25% of children's growth is stunted due to malnutrition. These children face shortages of food, clothing, shelter and access to basic services (Brandon 2007: 17).

The Department of Social Development, in the White Paper for Social Welfare (1997), defines social security as follows:

- Social Security covers a wide range of public and private measures that provide cash or in-kind benefits or both, first, in the event of an individual's earning power permanently ceasing, being interrupted, never developing, or being exercised only at unacceptable social cost and such person being unable to avoid poverty and secondly, in order to maintain children.
- It also says that the domains of social security are poverty prevention, poverty alleviation, social compensation and income distribution. The social security system for children in South Africa is inadequate in its capacity to address the socio-economic realities stated above.
- It is governed piecemeal in various acts, including the Social Assistance Act 59 of 1992, the South African Schools Act 84 of 1996, and the Child Care Act 74 of 1983 and various other acts and is by no means comprehensive.

The Social Assistance Act (1992) currently makes provision for three main grants for the benefits of children, namely the Child Support Grant, the Care Dependency Grant and Foster Care Grant. There are many shortcomings to this social assistance

scheme for children, including: the age and caregiver income restrictions; difficulties in accessing a Foster Care Grant due to cumbersome court procedures and the fact that the Care Dependency Grant is only for those children who suffer from severe disabilities and require permanent home-based care. The results of these shortcomings are that some groups of vulnerable children have no access to social assistance, despite clearly being vulnerable and in dire need for support (Du Plessis and Conley 2007: 51).

Although all South African women legally were eligible for the SMG, it was mostly African women who were excluded from receiving it. Access, particularly in the former homelands and rural parts of the country where the majority of poor African women were located, was very uneven and sometimes non-existent. In 1996, the Lund Committee was established by the government, to explore policy options regarding social security for children and families in South Africa. The Lund Committee's *Report on Child and Family Support* recommended a new strategy to phase out the SMG over five years and replace it with a child-linked grant (Lund et al., 1998). This child grant was to have a lower monetary value than that of the SMG, but would be targeted at a wider group of beneficiaries to address the imbalanced and racial bias that existed in the old system. According to the Report of the Lund Committee, the principles for the implementation of the new Child Support Grant (CSG) were as follows:

- 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 caregiver
- The CSG would also work towards the relief of child poverty.

There is a high level of teenage pregnancy in South Africa, especially in rural areas and as a result, many families are headed by single parents with inadequate or no

income at all. Migration to informal settlements in urban areas leads to overconcentration of people and loss of social morals in society (Government of South Africa, 2011/2012). The Child Support Grant started in 1998 paying recipients R100 a month per child. Currently it pays R340 per month per child. This effort was part of the Reconstruction and Development Programme, RDP.

Primary caregivers are entitled to receive the grant as long as they are staying with the child, and they are responsible for using the money for the child's needs. Problems have been encountered in the system as some parents receive the grant money while not staying with their children or using the money to buy alcohol, drugs and gambling. Some affected children gain nothing out of the grant money; they lack school uniforms and some even go to bed hungry (Government of South Africa, 2012/2013).

Despite the achievement of Child Support Grant, not all poor children are managing to access the grant. In a survey by the Planned Parenthood Association of South Africa (Hassim 2005: 28), respondents were asked about circumstances under which teenage girls fall pregnant. According to some respondents, girls fall pregnant so that they can get the Child Support Grant (Hassim 2005: 28). Hassim (2005:29) concludes that the Child Support Grant is responsible for increasing teenage pregnancy.

Table 1.2 Shows income threshold of those who qualify to be assisted with a Child Support Grant (Government of South Africa, 2011/2012).

**Table 1.2. Income threshold**

Income threshold	As at 01 April 2010	As at 01 April 2011
Single parent	R30,000	R31,200
Married person	R60,000	R62,400

(Government of South Africa 2010/2011).

In 2011 a CSG was granted to recipients who earned less than R31, 200 per annum for single parents and R62, 400 for married recipients.

**Table 1.3. The progression of Child Support Grant from 1998 to 2015**

Year	Amount in Rand
1998	100
1999	100
2000	100
2001	110
2002	140
2004	160
2005	180
2006	190
2007	200
2008	230
2009	240
2010	250
2011	260
2012	280
2013	300
2014	320
2015	340

The increase progression from 1998 to 2015 is 240%

### **1.5.1 Aim of the study**

The aim of the study is to assess the impact of the CSG on the livelihoods of the beneficiaries and to establish whether linking social assistance to basic needs is significant to the aims of the study. This study will first analyse the standard for the realisation of the right of eradicating poverty. Secondly, it will investigate the government's constitutional mandate with regard to realising the right to social assistance as provided for in section 27(1) and (2). The provisions of section 27 will be discussed against the impact of this grant to Moletjie community beneficiary's livelihood. Finally, the researcher will draw some conclusions on whether it is used for the intended purpose for the beneficiaries. Section 1 of the Social Assistance Act 13 of 2004 defines a social grant as a Child Support Grant, a Care Dependency Grant, a Foster Child Grant, a Disability Grant, an Older Person's Grant, a War Veteran's Grant and a Grant-in-aid.

### **1.5.2 Objectives**

The objectives of the study are:

- To investigate whether the Child Support grant alleviates poverty.
- To assess if the grant money is being used accordingly for the benefit of the child.
- To recommend mechanisms that can be used to increase the impact of grants on beneficiary's livelihood.

### **1.5.3 Research questions**

The study will be guided by the following questions:

1. Does the Child Support Grant reduce poverty?
2. How does the child grant affect the livelihoods of beneficiaries?
3. How can the impact of child grant on beneficiaries be improved?

### **1.6 Definition of key concepts**

Definition of key variables and concepts provide the reader with specific guidance on how to understand and use the terms in the study.

### **1.6.1 Child Support Grant**

The Child Support Grant is a social grant introduced as from 1 April 1998. It is one of the poverty alleviation programmes implemented by the state to target the poorest of the poor. It is applied to children from birth to the age of eighteen years (18), to a maximum of six biological and non-biological children. It is paid to the person who meets all the requirements of Child Support Grant (Government of South Africa, 2012/2013).

### **1.6.2. Benefits**

"Family benefits" as known in foreign systems are normally aimed at bearing part of the cost of raising children. In South Africa, family benefits can be classified as means-tested social assistance within the social security framework. To qualify for benefits, one is subjected to a means-test before any grants are paid (Myburg et al. 2001: 172).

### **1.6.3. Beneficiary**

Beneficiary is any person who receives or is entitled to any grant provided by the South African Security Agency. It should be a primary care-giver who gets it on behalf of the child.

### **1.6.4. Social assistance**

Social assistance, generally viewed as a component of the broader system of social security, is not a fixed concept. From the constitutional point of view, it is said to be an umbrella concept into which social assistance is integrated. In terms of the Social Assistance Act Regulations, a primary caregiver who receives a Child Support Grant for the benefit of a child between the ages of seven and eighteen, is required to ensure that such a child attends school. Such a primary caregiver is accountable to the Director-General of the National Department of Social Development for the schooling of such a child - Social Assistance Act 13 of 2004 hereafter referred to as social welfare or social protection (Oliver, Smith and Kalula 2003: 24).

According to Section 6 *Social Assistance Act* 13 of 2004, where social security is the overarching term, *social assistance* refers to schemes in terms of the *Social Assistance Act* and its regulations. Recipients of grants in terms of this Act receive assistance from public funds without themselves ever having contributed directly to the scheme. Means-tested social assistance, on the other hand, provides for the payment of grants to those who qualify for social grants after SASSA had evaluated the income and assets of the person applying for assistance and had established that the person's means are below the stipulated minimum. Presently, the SAA provides for the payment of a Child Support Grant, a Care Dependency Grant, a Foster Child Grant, a Disability Grant and an Older Person's Pension.

### **1.7 Research design and rationale**

Research design refers to the researcher's approach. The researcher will use the non-experimental approach. A descriptive research approach will also be implemented (White 2004: 63). Descriptive research is a non-experimental quantitative research method. The purpose of the descriptive research is to describe that which exists as accurately and clearly as possible. Descriptive research is concerned with relationships that exist. That relationship in this research is on how Child Support Grants impact on the beneficiaries.

Research design provides a plan of how one intends to conduct research (Mouton, 2001: 55). Positivist research approach is also to be used. This is a philosophical way of looking at social problems associated with natural phenomena. Research on social grants will help in interpreting and understanding the actor's (child grant recipients) reason for social action or behaviour (White 2004: 44).

The research is to follow the quantitative method. Creswell (1994) defines quantitative study as an enquiry into a social or human problem based on testing a theory composed of variables measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalization of a theory holds true. Non-experimental design, which is descriptive, is to be used. The data are to be represented by numbers. The deductive method of research is also to be used. Research is to start from the abstract and to proceed to the simple. The rationale for this approach of a non-experimental method is to research on the



relationship between the Child Support Grant and the impact on livelihood of beneficiaries.

### **1.8 Outline of the research.**

A child grant is financial assistance given by the state to vulnerable and poor children. As the most unequal society, South Africa has a bigger problems than other countries. It has few rich people, but a large part of the population is poor. Teenage pregnancy is also high in South Africa. The State introduced the Reconstruction and Development Programme in 1994 to alleviate poverty and improve the standard of living of the majority of the people. A child grant was introduced to be offered to children aged 0 to 6 years. Presently it is offered to children between the ages 0 to 18 years.

An aim of the study is to assess the impact of the child grant on beneficiaries' livelihood. It seeks to address the question whether R340 is sufficient and effective in fighting poverty. The research done on Moletjie Moshate villagers seeks to compare its impact with other areas and asses its sustainability. The positivist approach is used to measure the impact of child grant recipients on their livelihood. Child grant beneficiaries have equal chance to be evaluated and analyzed.

### **1.9 Summary**

The main aim of this chapter was to give both an overview and to serve as an introduction to the study. It outlined the background to the study, described the research design as well as the research problem.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. Introduction**

In chapter one, the background and the general orientation of the study were given, putting it into context. In this chapter, the discussion focuses on the review of the literature on the impact of child grants. According to McMillan and Schumacher (2010: 43), the main purpose of reviewing literature is to relate the previous research to the specific topic under investigation. Knowing what others have researched and reported, as McMillan and Schumacher point out, will enable the researcher to identify the gap to be addressed.

This study sought to assess the impact of the Child Support Grant on livelihoods of beneficiaries. The researcher started by reviewing the literature relevant to the study. According to Fraenkel and Wallen (1990) and Marshall and Rossman (1989, cited in Creswell 2004: 21), literature in a research study accomplishes several purposes:

- (a) It shares the results of other studies that are closely related to the study.
- (b) It relates the study to the larger, on-going dialogue in the literature about the topic, under study, identifying gaps from prior studies.
- (c) It provides a framework for establishing the importance of the study, as well as a benchmarking for comparing the results of a study with other findings.

#### **2.1.2. History of social grants in South Africa with specific reference to the Child Support Grant (CSG)**

Social grants or social assistance, describes non-contributory cash transfer programmes, targeted at people who are underprivileged or vulnerable (Grosh, 2008). In describing the history the South African child grant system, it would have been ideal to compare it with other African countries. However, as Nhiribidi (2010) states, due to various reasons, among which is lack of resources, African countries choose the developmental as opposed to the remedial approach. A thorough review of how this choice affects principles of the financial balance of the South African government's expenditure between social welfare and productive investments would have been useful. However, due to the dearth of literature in this area, it has been identified as an area of further research.

Social grants assist in alleviating poverty and reducing vulnerability not only by redistributing income, but also by providing a social insurance function, thus helping to smooth consumption and avoiding plunges into ultra-destitution following livelihood shocks (Neves et al., 2009).

The post-apartheid transformation of the social welfare system has seen the racial composition of its beneficiaries change, and the extension of grants to children has been a key component of the expanding system of social assistance (Pauw and Mncube, 2007). These authors further report that in the mid-1990s pensioners accounted for over 63% and children for 12% of the grant expenditure; a decade later, child grants totalled 35% and pensions 37% of spending. While expenditure on pensions grew approximately 6.3% in real terms between 2001/2002 and 2005/2006 (National Treasury 2005).

### **2.1.3. The right to social security**

According to Cuthrine (2002: 151), in many poor households grants often represent the only form of income and support. The right to social security as a human right and widely recognised in international law is part of the body of rights collectively concerned with people's material well-being. It is also a right recognised in section 27(1) (c) of the Constitution of South Africa. According to that section in the Constitution, everyone has the right to have access to:

- (1) Social security, including, if they are unable to support themselves and their dependants, appropriate social assistance.
- (2) The state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of each of these rights. The CSG is intended to be a poverty-alleviating mechanism that seeks to support the income of the household to enable them to care adequately for the child, and to provide for his / her basic needs. It is means-tested, in order to target the poorest families.

The current amount of Child Support Grant is R340 per child. It was thought by the government that the nutritional feeding schemes would then assist the child once

he/she attended school (Liebenberg, 1998). Thus, to measure the impact of the Child Support Grant, it is necessary to obtain data regarding household and child poverty levels before and after the introduction of the CSG, and to measure other indicators of well-being of the recipient children. These should be compared with the same indicators in the group of non-recipient children and households.

Nyoni (2009: 18) notes that it is almost impossible to track or control intra-household expenditure. South Africa does not collect regular national indicators of child poverty and well-being, in order to provide a base-line data set of the situation prior to the implementation of the Child Support Grant. According to Cuthrine (2002: 153), the analysis of the impact of the social maintenance grant provides extremely valuable data with which to compare and make assumptions about the impact of the Child Support Grant.

#### **2.1.4. Responsibility to distribute grant**

The South African Social Security Agent is a section 3A public entity, the focused institution responsible to ensure that the government pays the right grant, to the right person, at a location which is most convenient to that person (Government of South Africa, 2012/2013).

South Africa's social assistance programme helps to reduce poverty and to contribute to social cohesion. This programme is having a positive effect on the economic activities of the households (Masango 2010: 4). The recent information with regard to social grants from Budget Review, National Treasury, indicates that at the end of the 2012/2013 fiscal year 12.1 million South Africans benefited from child grants distributed by the South African Security Agent (Government of South Africa, 2012/2013).

#### **2.1.5. Report of the Lund Committee on Child and Family Support**

The CSG is one of the grants provided as part of the government's social assistance programmes. It originated in the recommendations of the Report of the Lund Committee on Child and Family Support (the Lund Report, 1996). Its primary purpose is to provide a regular source of income to caregivers of children living in

poverty to assist them to meet the basic needs of children in their care. One of the innovative features introduced by the Lund Report is the concept that the payment of the grant should not depend on biological ties and common law relationships where a duty of support towards a child exists. Rather, it should be based on a factual assessment of the person who is assuming primary responsibility for the daily needs of the child.

The recommendation that the grant should 'follow the child' also underscores a functional definition of the primary care-giver by recognising the reality that children living in poverty may have successive care-givers. This is particularly important in the context of HIV/AIDS where many children lose the benefit of the Child Support Grant upon the death of their primary care giver instead of the grant being transferred to whomever, as a matter of fact, assumes primary responsibility for the care of that child.

In South Africa, the division of families caused by apartheid exacerbated by the poverty and political violence endemic to apartheid led to a breakdown of the family. Goldblatt (2001, cited in Budlender 2004: 27) states that a significant proportion of children have spent some part of their lives in female headed households, with women bearing the financial burden of caring for children's needs.

#### **2.1.6. Child support grant as replacement for State Maintenance Grant**

In April 1998, the government started phasing out the SMG, replacing it with the means-tested CSG. The CSG was to be awarded to the primary caregivers of poor children under the age of seven years. The Social Assistance Act and its regulations were couched in terms that allowed for the age of eligibility to be extended by the Minister of Social Development through notice in the Government Gazette (Voster et al. 2000: 27). Voster et al. further point out that the CSG was introduced as a replacement grant to the SMG, which was a larger amount but did not benefit the majority of the children in need. The intention was to phase in the CSG through incremental age increases; the first age group to be targeted was the 0 to 6 year-olds, as the most vulnerable to poverty, illness and underdevelopment.

According to Vorster et al. (2000: 25) phasing out the State Maintenance Grant within the context of Developmental Social Welfare, the research found that the Child Support Grant was an important mechanism for assisting those with childcare responsibilities. The Child Support Grant had probably also reduced poverty in this specific group of households much more than any development projects would do in the near future. Irrespective of which categories of poverty beneficiary households belonged to, in the majority of cases the CSG played an important role in keeping households above the bottom of the poverty scale. The majority of the beneficiaries stayed in multi-generational households and pooled their grant income with other sources of household income. In many instances non-beneficiary children also benefited from the CSG. The CSG also enabled many vulnerable mothers to care for their children and in some instances it contributed to the survival of extremely vulnerable woman-headed families.

It was hoped that the nutritional feeding schemes would then assist the child once he/she attended school. Thus, to measure the impact of the CSG, it is necessary to obtain data regarding household and child poverty levels before and after the introduction of the CSG, and to measure other indicators of well-being of the recipient children. These should be compared with the same indicators in the group of non-recipient children and households. As mentioned, it is almost impossible to track or control intra-household expenditure, except through care-givers' feedback on the breakdown of expenditure. Nevertheless, indicators such as the child's nutritional and health status, their school attendance and performance, and other psychosocial indicators would show indirectly the impact of the grant (Voster et al. 2000:28).

Voster et al. (2000: 40) also indicate that an immediate problem is that South Africa does not collect regular national indicators of child poverty and well-being, in order to provide a base-line data set of the situation prior to the implementation of the CSG. In addition, due to the short life span of the CSG, a full assessment of its impact cannot yet be undertaken. Only measures of effective administration can be collected at this stage, such as up-take rates, problems with the means-test and administrative systems (Vorster et al., 2000: 65).

From the findings of the researchers Cuthrie and Rossouw (2002: 143) it is clear the winner in the Child Support Grant is mainly education, not poverty eradication. What is happening at home is not easy to monitor unlike what happens at schools. Child grants recipients at home tend to use money for other purposes. Child grant is used by some parents to transport the beneficiaries to school. Child grant provides just a basic part of children's needs. Vulnerable children benefiting from the grant have to contend with other needs like, shelter, clothing, health service, and others. This renders it too little for a single-caregiver household. According to Cuthrie and Rossouw (2002: 120) there was in general no evidence of a significant leakage of the SMG to households with a relatively high income and that SMG beneficiary households were predominantly poor.

According to Barr (2004: 8), since its inception in 1998, the Child Support Grant (CSG) has been rolled out very rapidly and now reaches more than seven million children. It is having a significant impact on the alleviation of poverty by increasing children's access to food, education and health care. Despite this remarkable achievement, not all poor children are managing to access the grant. The way in which the grant is implemented is not always consistent across provinces or even within provinces. Certain implementation problems mean added burdens for poor primary care-givers in their interaction with the Department of Social Development (DSD), and some of the other government departments. Many of these problems can be easily solved and conditions be improved for grant applicants and beneficiaries. Such improvements would go a long way towards the realisation of all people's rights to social assistance, as set out in Section 27 of the South African Constitution.

## **2.2. Legislative framework**

While South Africa has one of the most progressive constitutions in the world, the realisation of socio-economic rights remains a mirage for the majority of its population. Widespread poverty and unemployment present significant challenges to the capacity of families to care for their children. Historical inequalities in education, health care and basic infrastructure have contributed to poor service delivery to children and aggravated the vulnerability of children from poor families (Mukundi, 2010: 7).

It is against this background that the need for an effective mechanism for the protection and care of children becomes apparent. Empirical research and data (Berry, 2003) illustrate that the implementation of basic social services for children is imperative to poverty alleviation in South Africa. The United Nations (UN) Committee on Economic, Social and Cultural Rights (CESCR) has recognised that social security plays an important role in poverty alleviation, preventing social exclusion and promoting social inclusion. The former Minister of Finance, Trevor Manuel, acknowledged in his 2009 budget speech that the Child Support Grant (CSG) had 'contributed significantly to reducing child poverty' in South Africa (Manuel, 2009).

### **2.2.1. Social Assistance Act 59 of 1992**

The Social Assistance Act provides for three types of social grants intended for the benefit of children: the CSG, the foster child grant (FCG) and the care dependency grant (CDG). For children from poor families, these grants are important to ensure their basic survival and their enjoyment of such other rights as the rights to education, to adequate standard of living and to be protected from exploitative labour practices. The CSG was introduced in 1998 with the sole purpose of helping children acquire basic sustenance. Since its inception, the CSG has been rolled out rapidly and now reaches more than eleven million children.

The aim of this act is to provide for the rendering of social assistance to persons, especially those that cannot support and maintain themselves for different reasons, to provide for the establishment of an inspectorate for social assistance; and to provide for matters connected therewith.

Objectives of the Act:

- (a) Provide for the administration of social assistance and payments of social grants;
- (b) Make provision for social assistance and to determine the qualification requirements in respect thereof;



- (c) Ensure that minimum norms and standards are prescribed for the delivery of social assistance, and
- (d) Provide for the establishment of an inspectorate for social assistance (Du Plessis and Conley 2007: 52). According to Brynard (2004: 4), the government through the Social Assistance Act, 2004 (Act 13 of 2004) and through the Alliance of Children Entitlement to Social Security made an input into policy formation process in 2004 to address the following issue:
  - Entitle children who are primary care givers themselves and other children to access Child Support Grant directly themselves.

### **2.2.2. South African Security Agency**

The agency responsible for the implementation of grants is the South African Security Agency (SASSA). It has as a primary function and responsibility the administration and payment of grants. The policy authority is in the hands of the National Department of Social Development (Government of South Africa, 2011).

Other departments beside the Department of Social Development who assist in the implementation of Child Support Grant are:

- The Department of Home Affairs.
- The Department of Basic Education and Training.
- The Department of Justice and Constitutional Affairs.

### **2.2.3. The South African Schools Act of 1996**

The South African Schools Act No. 84 of 1996 has changed the face of the provision of education in South Africa. Previously, apartheid era education policies meant that many black children were denied schooling. Now there is compulsory education between the ages of seven and fifteen, and no child may be denied entrance to school on the grounds of race or because a parent cannot afford school fees. There is provision of food at school which provides for children's basic human needs. Combining school nutrition and the Child Support Grant, minimum child needs are met.

#### **2.2.4. The Child Care Act 74 of 1983**

According to the Constitution and The Child Care Act 74 of 1983 and the amended Child Care Act 2005, whenever a person does something that concerns or affects a child, this must be done in the best interest of the child. This means that the provision of social assistance, rendering of services and basic needs like water and sanitation, health care, housing, foods and so on, and children's interests should always be considered.

#### **2.2.5. The Constitution of South Africa**

According to Solange (2004), socio-economic rights for everyone are enshrined in section 27 of the South African Constitution, including access to social security, social assistance for those who cannot afford to support themselves or their dependents, sufficient food and water, and healthcare services; and particularly for children the rights to basic nutrition, basic health care services, shelter and social services. Under the Constitution, the State is obliged to progressively realise the socio-economic rights of everyone, while at the same time measuring the different levels of realisation against the available resources at the national level. The concept of progressive realisation allows the State some time to achieve the full realisation of the right, but it should still move expeditiously and effectively towards that goal. In order to ensure that everyone within the State's jurisdiction has access to these socioeconomic rights, the government must adopt legislative or other measures.

For the purposes of this research, it is important to understand that the constitution guarantees the right to have access to social security. Furthermore, *social security* refers to the protection which society provides for its members through a number of public measures against economic and social distress to those members of society who have no or insufficient income; as a result the Child Support Grant and others are then used (Steyn and Millard 2011: 7).

The CSG in particular is the most important and effective poverty alleviation tool aimed at poor children in South Africa. Therefore, the government's extension of the CSG to cover more poor children has been most welcome. The question is however: are poor and eligible children able to access the grants across the country? The

research will assist in assessing if there are enough children in Moletjie Moshate who are benefiting.

## **2.3. Theories**

### **2.3.1. Millennium Declaration**

The Millennium Declaration in 2000 by the United Nations symbolises the commitment to end extreme poverty, reducing child mortality rates and accessing good nutrition. This development requires a higher Gross National Income (GNI), and hence sustained improvement of the standard of living for the majority of the poor people. The government of South Africa was far ahead on poverty reduction by introducing Child Support Grant in 1998. Moreover, widespread poverty, high or even growing income inequality is at the core of most development problems. The relative income shares of individuals, households and percentile groups within a given population provide the best information on poverty for policy formulation (Todaro and Smith 2009: 208).

In March 2007, the Department of Social Development released the findings of a Human Sciences Research Council (HSRC) study commissioned to investigate the relationship between teenage pregnancies and uptake of the CSG (Government of South Africa, 2008/2009). The study showed that there was no association between teenage fertility and the grant. This conclusion was based on the following three findings (Government of South Africa, 2008/2009).

- Firstly, while teenage pregnancy rose rapidly during the 1980s, it had stabilized and even started to decline by the time the CSG was introduced in 1998.
- Secondly, only 20 percent of teens who bear children are beneficiaries of the CSG. This is disproportionately low compared to their contribution to the fertility rate.
- Thirdly, observed increases in youthful fertility have occurred across all social sectors, including amongst young people who would not qualify for the CSG on the means test.

The Limpopo Province has the largest number of poor people according to the head-count ratio and poverty depth measure (Bhorat 1995: 585). The survey area is precisely such a deep rural area in Limpopo, where poverty is a reality for many residents (Mears, Jagals, Greyling and Blaauw 2008: 23).

### **2.3.2. South African Security Agency on child grant and its impact on livelihood**

SASSA (2012: 6) found that grants directly reduce poverty to the most vulnerable and in so doing also reduce inequality. Payment of cash to poor households will reduce the poverty headcount or the poverty gap and also reduce inequality measures because they are typically funded from progressive taxation (in national scale programmes). Cash grants therefore directly improve the living standards (consumption) of the poor and increase consumption levels of the poor relative to those in higher income groups, directly reducing poverty and inequality.

### **2.3.3. The notion of welfare to children**

The ultimate aim of preventive support is premised on the concerns regarding children's welfare being addressed effectively, in a timely and sensitive way, with as little damage to the family as possible (Gardner 2006: 103). Dolan, Pinkerton and Canavan (2006: 11) maintain that family support does not only shape policy and practice in different countries, but accords strongly with the unifying global agenda for children and their families. For example, the United Nations Convention on the Rights of the Child in particular, Gardner (2006: 107) has pointed out that family support in this case provides a good environment for learning about reflective practice in safeguarding children. In the United States of America, family support programmes have generally been established as voluntary institutions that often form a bridge between professional services and voluntary support (Bruner 2006: 237). While families need support in the USA, the focus of most family support programmes is to assist families in creating environments where their members can thrive (Canavan 2006: 288).

Bruner (2006: 240) maintains that communities in the USA often select indicators and goals of family support that are defined in terms of falling below a maximum acceptable level, namely:

- Reducing teen pregnancy
- Reducing child abuse and neglect
- Reducing numbers of school dropouts
- Reducing low birth weight / infant mortality
- Reducing juvenile delinquency and drug abuse.

Each of the above goals relate, in effect, to points on a continuum relating to the following:

- Responsible sexuality;
- Responsible parenting;
- Learning and education;
- Health and well-being, and
- Responsible social behaviour.

The family support programme in the USA also has the above goals for the children, families and communities they serve (Bruner 2006: 240). It might therefore seem logical to start with this set of outcomes and indicators when seeking to define the outcomes and indicators against which this support programme should be measured (Bruner 2006: 241).

In South Africa, Chapter 2, Section 28, of the Constitution (RSA) has listed rights of children. Some of these children's rights have in a way motivated the formulation of the Child Support Grant. This grant is the major role-player in the efforts of the current government to make some of the children's rights a reality. Every child has the rights mentioned below in terms of the Constitution and the children living in the Moletjie Village are entitled to enjoy these rights as well:

- The right to family care or parental care or to appropriate alternative care when removed from the family environment.

- The right to basic nutrition, shelter, basic health care services and social services.
- The right to be protected from exploitative labour practices.
- The right not to be required or permitted to perform work or provide services that
  - are inappropriate for a person of that child's age,
  - Place at risk the child's wellbeing, education, physical or mental health or spiritual, moral or social development.

In striving to bring its own laws in line with international conventions, South Africa opted to sign the Convention on the Rights of Children in November 1993 and ratified it on 16 June 1995 (Skelton 1998: 26). This Convention includes a preamble and articles which reaffirm the fact that children need special care, including legal and other protection, before birth and throughout childhood. It places special emphasis on the role of the family in caring for children. The provisions of the Convention specify that all actions concerning children should take full account of their best interests, and the state is to provide adequate care when parents or others responsible fail to do so (Skelton 1998: 27).

As the Convention is interpreted by the authors in Skelton (1998: 27), the state must recognize an inherent right to life, and must ensure the child's survival and development. Children also have a right to benefit from social security. Citizens in circumstances of extreme hardship must be able to count on the government to provide their basic subsistence and survival needs (Kelly 1988: 19). According to Dolan et al. (2006: 11), family support has become a major strategic orientation in services for children and families. It is maintained that democratic governments are committed, in terms of their policies, to enhancing the quality of life of all their people (Pauw et al. 2002: 61). Pauw et al. further provide some examples of this commitment in South Africa:

- The improvement of primary health care with a focus on women and children.
- Education to ensure that all South Africans have the skills they require for the future.
- Welfare services for the unemployed.

Social assistance in South Africa serves the same purpose as family support programmes in other countries, whereas social assistance in the form of cash from the state is quite unusual in the developing world. Compared to most other middle-income countries, South Africa possesses a substantial system of cash social assistance mainly in the form of old age, disability and Child Support Grants (Woolard 2003:11).

#### **2.3.4. Democratic values for child support**

As a democratic country, South Africa is expected to champion certain values that promote the values associated with the dispensation. In considering the application to society of the Child Support Grant, it may be necessary to consider to what extent the society supports the Child Support Grant in particular. "The accountability chain between the electorate and the elected officials is a vital and indispensable element of any democratic government. As such it must continue to develop ways of increasing citizen involvement in the process." (Coetzee 1988: 63).

In a democratic system the policies of the government as approved by the legislature should represent the political wishes and will of the people and public administration is an outcome of finding appropriate democratic systems (Coetzee 1991: 23, 33-34).

Abraham Lincoln in his famous Gettysburg Address defined democracy as "government of the people, for the people, by the people" (Van der Waldt and Helmbold 1995: 8). The definition has been much elaborated since, to the point that: "Democracy is, in essence, supported by a value system. This value system is the way in which a person observes the environment and reacts to it. The government of the day holds the will of its citizens in trust because it has been elected by and from the ranks of the people to look after the interests of the individual" (Van der Waldt & Helmbold 1995: 9). Coetzee (1991: 66) defines "values" as referring "to the human being's idea of what is acceptable or unacceptable". Further, he maintains that the first objective of democracy must be to create conditions whereby individuals will obtain the greatest possible well-being (Coetzee 1991: 65).

South Africa has a democratic government and therefore has the obligation to take care of its society's needs. In particular, "The conduct of public officials ought to be such that the objectives of the representatives of the people are effectively pursued and the rights and freedoms of the public are not violated" (Van der Waldt and Helmbold 1995: 23). This must also be perceived to be the case where the people represented are also the recipients of poverty-alleviation strategies such as the Child Support Grant. The value system of the community must be observed (Skelton 1998: 12) for democracy to be fulfilled.

### **2.3.5. Social responsibility**

The question of the Child Support Grant in South Africa, with reference to the Moletjie Village should be positioned within the ambit of the social responsibility concept. The state has a social responsibility to take care of its citizens. Midgley (1997: 98) cites arguments for the proposition that, "because social needs must be met, the state is compelled to step in and assume responsibility, but it does so on behalf of its citizens and still represents their collective concern for the less privileged in society." This arises "because individual charity cannot solve society's pressing problems. For this reason, citizens pay their taxes and rely on government to ensure that the needy are helped" (Midgley, 1997: 98).

Cloete and Mokgoro (1995: 37) maintain that, to sustain the benefits of development for the broader society, a great deal of improvement is needed at the implementation level of programmes and projects. They reiterate that social development management is action-oriented, concentrating on the elimination of extreme poverty, helplessness, vulnerability, dependence and powerlessness at the poorest levels of the population. Individual responsibility can be seen as one of the cornerstones of democracy. However, there are ethical dimensions to responsibility, as has been clearly set out by Van der Waldt and Helmbold (1995: 9,171-4). This makes further demands on officials in their implementation of government policy in an environment where the recipients of grants such as the Child Support Grant cannot be expected to be literate or aware of government criteria.



### **2.3.6. Characteristics of Child Support Grant**

Neves et al. (2009: 14) indicate that South Africa's CSG has two distinctive features. The first is that rather than limiting eligibility to a biological parent or legally adjudicated foster or adoptive parent, the child's primary caregiver is designated as the grant recipient. This serves to accommodate widespread patterns of kinship care and household flux within the South African context.

The second notable feature is that the CSG provides an unconditional cash benefit, rather than the more common international practice of either an unconditional in-kind benefit or a conditional cash benefit (Case et al. 2005). While eligibility for the CSG is unconditional, the administrative requirements, particularly the need for the Department of Home Affairs-issued identity documents, can be onerous and even exclusionary (Leatt, 2006). Eligibility is also tampered by the widespread practice of officials imposing informal, de facto conditions, including:

- the beneficiary child's clinic card;
- proof of school enrolment;
- and affidavits attesting to the recipient's unemployment;
- registration as a job seeker, and
- Seeking maintenance from the child's father (Goldblatt 2005).

### **2.3.7. In reducing poverty and improving the livelihood**

In addition to directly reducing poverty (lower poverty headcounts and poverty gaps) cash grants in the form of child grants also deal with some of the underlying causes of poverty and in so doing not only provide a safety net (allow people to cope with risk / provide a minimum income level), but also generate positive dynamics through enabling risks to be mitigated and reduced over time (SASSA 12:7). The child grant helps in improving living standards by enabling all beneficiaries to participate in economic activities and investing in physical, social, and human capital (i.e. education, health and nutrition) to ensure future income streams. Cash grants, in addition to funding consumption, enable poor households to make different consumption decisions, participate in productive economic activity and invest in the future productivity of the household and household members.

The Child Support Grant is explicitly intended to be a poverty alleviation grant. Means-testing criteria ensure that relatively better-off caregivers are excluded, but they do not go further and ensure that the poorest of the poor are the main recipients. Household income is not taken into account, only personal or joint spousal income, which may or may not reflect household poverty accurately (McEven 2012: 147). There are few ignorant and mentally unstable parents who refuse and also not having identity documents do not access Child Support Grants for their kids.

Notwithstanding renowned and well acknowledged children's rights as stated in various conventions worldwide and in the South African Constitution, children are still found to be experiencing poverty under the hands of poor parents (Streak 2004). Streak goes further to note that since 1994, the South African government has made many promises to poor children, committing itself to reducing child poverty and protecting child rights. These promises have been formalised via South Africa's ratification of the Convention on the Rights of the Child, the ratification of the African Charter on the rights of the Child and Section 28 of the Constitution.

### **2.3.8. Perceptions surrounding the Child Support Grant (CSG)**

There is a general perception in South Africa that the CSG provided by the state acts as an incentive, causing young girls to fall pregnant (IRIN Africa, 2010). The CSG was introduced in South Africa in 1998 amid a great deal of controversy and fanfare (Triegaard 2004: 251).

### **2.3.9. The impact of grant to the growth of the child**

According to SASSA (2012: 67), early receipt of the CSG (in the first two years of life) increases the likelihood that a child's growth improves. Since children's cognitive development depends on receiving appropriate nutrition in the first few years of life, this result provides important evidence of the Child Support Grant's role as an investment in human capabilities – a critical determinant of multi-dimensional poverty reduction. Analysis of current illness and health-related expenditures provides evidence of the impact of the Child Support Grant on child health. Early enrolment in the CSG reduced the likelihood of ill health (SASSA, 2012: 69).

### **2.3.10. Positive developmental impact**

According to Streak (2004:53), research has consistently found a correlation between social grants and positive childhood development. There is an inverse relationship between poor, social and economic conditions in childhood and subsequent success in life. Increased income via social grants for single mothers with children has proved to be an important factor in educational performance of the child. Studies on the CSG have pointed out that this grant is often the only source of income for the child's primary caregiver and that it is primarily spent on food and clothing – not on Lotto tickets or cosmetics (Government of South Africa 20011/20012). One participant in a study of the CSG in Moletjie wrote that even though the CSG is so little, it helps one a lot. For example, one can buy shoes for the child or enough bread for the month. The above research finding is also supported by the present researcher's findings on data collection in chapter 3.

The results of the study by SASSA (2012:72) identify the positive developmental impact of the Child Support Grant in promoting nutritional, educational and health outcomes. Early receipt significantly strengthens a number of these important impacts, providing an investment in people by reducing multiple dimension indicators of poverty, promoting better gender outcomes and reducing inequality. The study also found that adolescents receiving the Child Support Grant are more likely to have some positive educational outcomes, are somewhat less likely to experience child labour, and are significantly less likely to engage in behaviours that put their health and well-being at serious risk. The study conveys several key messages:

- (1) The Child Support Grant generates positive developmental impact that multiplies its benefits in terms of directly reducing poverty and vulnerability;
- (2) Early enrolment in the Child Support Grant programme substantially strengthens impacts. Promoting continuous access to the CSG for eligible children would help to maximise the potential benefits of the grant;
- (3) Receipt of the grant by adolescents generates a range of positive impacts, not least of which is a reduction in risky sexual behaviour, which in the context of high HIV prevalence, generates a particularly protective impact.

### **2.3.11. Child support grant as a right**

Section 27(1) of the Constitution provides that everyone has the right to have access to health care services, sufficient food and water, and social security, including appropriate social assistance if they are unable to support themselves and their dependants. The Social Assistance Act Regulation that came into effect on 1 January 2010 creates a link between social assistance, specifically the Child Support Grant, and education. The connection between social assistance, as advanced in the Social Assistance Act and the Social Assistance Regulations, will be discussed against the background of the landmark case of the *Government of the Republic of South Africa v Grootboom* case. Although the deliberations in the *Grootboom* case concerned section 26 of the Constitution, which provides for the right to housing, the case successfully sets the pace for how a discourse on socio-economic rights should be approached (Government of South Africa 2011/2012).

The Child Support Grant that is provided for in sections 4 and 6 of the Social Assistance Act is payable to a needy primary caregiver of a child for the benefit of that child. The aim of this grant is to support primary caregivers of children by making a contribution to supplementing their resources to use towards wellbeing of the child (Government of South Africa 2011/2012). The Social Assistance Act explains social assistance as “a social grant including social relief of distress” the component of social assistance provided for in the legislation takes the form of social grants (Mirugi-Mukundi, 2009: 37)

According to Marlise (2009: 13) reports on Jacob Zama’s political campaign have once again raised the issue of young women allegedly abusing the social grant system – either by falling pregnant ‘on purpose’ to collect the Child Support Grant (CSG), or by leaving their children with grandmothers while they spend the grant on ‘drinking sprees, [buying] clothing and [gambling] with the money’. Many researchers and social grant advocates believed that the issue of perverse incentives and the CSG was unequivocally laid to rest years ago. According to 2011 census where 10% of the sample was used to measure the children eligible to Child Support Grant, in the Polokwane Municipality where Moletjie Moshate is located, 91% of the people benefiting from child grant (SASSA, 2014:19).

In relation to the extension of the CSG, a reasonable programme reasonably implemented is therefore required to ensure that the legislative measure taken to realise the children's right to social assistance succeeds in its goal to minimise child poverty by making sure that all eligible applicants are able to access the grant. It is therefore critical that gaps and shortcomings are identified in order to fulfil the constitutional obligation of delivering services that are stipulated by law. The CSG is a critical poverty alleviation mechanism for children, and needs to be administered in such a way as to allow access to the grant to all children who are eligible. This can most effectively be achieved by making sure that the regulations put in place for poverty relief are reasonably implemented (Solange 2004: 11).

The role of social assistance is to alleviate poverty. It is therefore important to understand what it entails, especially in light of the relationship that is being forged between social assistance and other socio-economic rights, particularly the right housing, clothing food and nutrition (Solange 2004: 17).

Statistics show that 54.1% (an equivalent of almost 10 million) of South African children in rural areas live in poverty. Compared to that, in urban areas, 43, 9% of the children live in poverty. The Child Support Grant is therefore making a remarkable contribution in alleviating poverty amongst these children. On the basis of the latest statistics, one can safely say that the right of access to social assistance is being progressively realised (Government of South Africa 2012/2013). Since the decision of the *Grootboom* case, statistics show that by the end of 2007 over eight million children received the Child Support Grant, including children in the most remote and impoverished parts of the country (Stats, 2013: 29).

According to (Ndlovu, 2009: 23) barriers of access to the Child Support Grant are being addressed. For example, age restrictions have been removed. Like the Foster Child Grant, the Child Support Grant is now accessible to children until they reach the age of 18 years. The amount received through the Child Support Grant is increased annually. School enrolments have increased since the implementation of the Child Support Grant. Researches show that there has been a general increase in standard of life for the beneficiaries (Government of South Africa, 2012/2013).

The Social Assistance Act makes caregivers of children who receive the Child Support Grant accountable for the education of the children in their care. They are accountable for the child's enrolment at a school and the child's school attendance. This approach of delegating accountability is necessary. It alerts authorities when and if a child is not enrolled at a school or fails to attend school. It creates an environment for stakeholders to debate the dynamics involved in educating a child that benefits from a Child Support Grant (Biyase 2005: 3).

According to Mushaeni (2009: 5), the Child Support Grant has been praised for shielding South African children from poverty during the recession. This was revealed in a study on the impact of the international financial crisis on child poverty in South Africa. The study was conducted by Unicef and the Financial and Fiscal Commission in collaboration with the Department of Social Development. Mushaeni found that had it not been for the Child Support Grant level of poverty would have been worse, "The impact of the Child Support Grant outweighs that of the economic crisis and the Child Support Grants may even have reduced the impact of the crisis by keeping people out of poverty," the report says.

Mushaeni (2009: 20) goes on to point out that spending on social grant equals about four percent of South Africa's Gross Domestic Product (GDP), which is almost twice the level of other developing countries. It adds that almost 40 percent of the South African population are children, 18 and younger, two-thirds of whom live in poverty, compared with the adult level of 45 percent. These (under) 18-year-olds are benefiting from the Child Support Grant.

According to the study by Mkhize (2009:87), KwaZulu-Natal has the highest number of children living in poverty, followed by the Eastern Cape and by the Limpopo Province (where Moletjie community is located). KwaZulu-Natal has the most severe poverty. Limpopo is ranked third in severity and depth, but first in the poverty head count.

### **2.3.12. Stories from the children themselves**

There exist a number of case studies and anecdotal evidence regarding how caregivers and children rely on the CSG and suffer when they are unable to access the grant (Biyase 2005: 6). The majority of the children participating in these processes

were over seven years of age, and they were not at that point receiving the CSG. However, they were able to articulate their need for the grant and their suffering due to a lack of support from the government.

Below are some of their quotes (Biyase 2005: 10):

“Children Speak on Poverty”: When asked what help they needed the children most often mentioned food and then school needs such as fees and uniform. There were very few other things the children felt they needed. The quotes below are representative of what the children in all groups had to say:

*“Government can help us by paying school fees, we will be happy if we can get money to buy food, uniform. I need healthy food. I don’t have uniform for school. I will be happy if I can have money for transport because I am far away from school. I walk a long distance without having something to eat. I also need pen, glue, ruler etc. We need money to buy these things. I need money, clothes, shoes, socks, warm clothes and food. Money for things like soap, colgate and Vaseline. I would use money for school fees because I love school with all my heart.”*

When asked about the extending of the Child Support Grant (CSG) or introducing a Basic Income Grant (BIG), they said: *“I think it must come until we leave school so that we can get the opportunity to go to school and to live a better life because we have education.”* (Girl, 14, Limpopo) – *“It will make a difference especially if no one is working in the house. They will buy food, clothes, and help to pay school fees and to pay rent at home.”* (Girl, 13, NC). – *“It will make a difference because we will have enough money to buy food. My challenge at home was food. I will buy clothes, shoes, socks.”* (Boy, 13, E Cape) – *“I could buy food like Mielie meal, meat and chicken.”* (Boy, 7, Mpumalanga) – *“If you are hungry you will use it for food and if you need a uniform you will not buy sweets.”* (Girl, 10, EC) (Biyase 2005).

From the findings of researchers, Cuthrie and Rossouw (2002: 143), it is clear the Child Support Grant is mainly benefiting education, not poverty eradication. What is happening at homes is not as easy to monitor as what happens at school. Child grants recipients at home tend to use money for other purposes. The child grant is used by some parents to transport beneficiaries to school. It provides just for the

most basic of children's needs. A vulnerable child benefiting from the grant has to contend with needs like, shelter, clothing, health service, and others. The CSG renders too little for a (single-caregiver) household. There was in general no evidence of a significant leakage of the SMG to households with a relatively high income. SMG beneficiary households were predominantly poor.

## **2.4 Conclusion**

South Africa is faced with the problem of poverty which affects many households, and the government is doing all it can to help reduce poverty. The literature that has been discussed reveals the gaps that still exist between policy and the actual policy implementation. This chapter has highlighted the impact of the Child Support Grant on the vulnerable people in South Africa as discussed by different authors. The government's constitutional mandate with regard to realising the right to social assistance is provided for in section 27(1) and (2). The provisions of section 27 will be discussed against the impact of this grant to Moletjie community beneficiaries' livelihood. In some cases it is used for intended purpose for the beneficiaries.

The South African government is legally obliged to provide for social security and assistance to children. Social assistance enables people living in poverty to meet basic subsistence needs, so it is imperative for the government to deal adequately social factors. The majority of the people in Moletjie are poor. Various reasons like apartheid policy, poor family planning, and poor economic conditions have contributed to their precarious situation. The Child Support Grant is one of the tools to address the problem of poverty.

Generally there is a link between the child grant and the improvement in livelihood of beneficiaries. Care-givers sometimes use it for their benefit and defeat the noble reasons and aims of the state providing this grant. The findings of the present researcher are that the child grant helps in reducing poverty and improves the livelihood of beneficiaries. Other social factors affect the livelihood of beneficiaries, e.g. socio-economic factors, high level of HIV/AIDS, family breakdown, informal settlement without amenities, alcohol and drug abuse, crime, poor family planning. These affect negatively the livelihood of child grant beneficiaries. Raising a child does not only need a child grant, but good parental care. Using the child grant for



feeding a child can be one of the remedies to fight poverty. Proper family planning and recipients getting jobs can be the answer to the improved livelihood of the society of Moletjie.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

In every study an appropriate research methodology should be applied in order for the researcher to gather the relevant data to achieve the objectives of the study. This chapter explains the way in which the research was conducted and how the data was collected and analysed.

### **3.2 Research design**

Flick, Von Kardorff and Steinke (2004: 146) define research design as a plan for collecting and analysing evidence that will make it possible for the investigator to address the questions posed by the study. It is a set of guidelines and instructions to be followed in addressing the research problems. This includes the aim of the research, the selection and the design of the particular method and participant selection (Mouton 2002:107).

A research design is a plan that includes every aspect of a proposed study from conceptualisation of the problem through to the dissemination of the findings. In short, research design refers to the structure or plan, which the researcher uses in order to carry out the objectives and goals of the plan.

The research design was descriptive and the quantitative methods were utilized in this study. Descriptive studies are very valuable in social scientific research. They are essential whenever a researcher is walking on new ground, and they can almost always yield new insights into a topic for research. The chief shortcoming of exploratory studies is they seldom provide satisfactory answers to research (Rubin and Babbie 2001: 124).

A research design is, according to Terre Blanche and Durrheim (1999:29), “a strategic framework for action that serves as a bridge between research questions and the execution or implementation of research”. Research design is also defined (Mouton, 2005: 55) as a plan or blueprint of how a researcher intends conducting research. All this suggests that a research design focuses on the plan of the study,

and is a tool or procedure to be used in order to achieve the final product, which is the result of the study.

The literature in social science research presents two philosophical debates, which form the basis of social science research. These are positivism and constructivism. The point about positivism is that it is a philosophy, which both proclaim the suitability of the method in comparison with other forms of knowledge and gives account of what the method entails. Logical positivism is a variant of positivism. It is a theory of meaning in which a proposition is acceptable only if there is a quantitative research method for deciding whether the proposition is true or false. Positivism sees social science as an organised method for combining deductive logic with precise empirical observations of individual behaviour in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of human activity (Neuman 2003: 7).

### **3.2.1 Quantitative research**

This study uses logical positivism as the paradigm. The quantitative research method was employed in this research. According to Kirstashman and Hull (1998:287), quantitative research methods use objective and numerical criteria to measure change following an intervention. These designs typically use baselines, require high degree of specificity, and focus on readily observable indices of change. The research method is largely causal and is deductive in nature. Procedures are standard, and replication is assumed and analysis proceeds by using statistics, tables, or charts and discussing what they show relate to hypothesis (Neuman, 2003:145). This study also focuses on the readily available indices of changes in beneficiary's perception of government as an overall supplier of their needs.

#### **3.2.1.1 Advantages of a quantitative method**

Quantitative research, according to Johnson and Christensen (2008: 33) relies primarily on the collection of quantitative data. It generally involves a collection of primary data from the sample and projecting the results to a wider population (Mouton et al. 2006: 279). The data has been collected from child grant recipients

living in Moletjie. The primary data are collected from recipients by means of a questionnaire. De Vos (2002:7) contends that quantitative research is good at providing information in breadth, from a large number of units, but when exploring a problem or concept in depth, quantitative methods can be too shallow.

The present study analyses variables, factors and opinions of individuals receiving a child grant. The researcher developed questionnaires, to gather quantifiable data from the participants; these were distributed by the researcher to all sampled child grant recipients in Moletjie Moshate.

### **3.3 Data collection**

The following data collection tools were utilized.

#### **3.3.1. Questionnaires**

Two separate, self-constructed, semi-structured questionnaires consisting of various Likert rating scales were used to collect data. The questionnaires were divided into two sections: Section A is about the demographic information about the recipients of Child Support Grant and their livelihood before and after grant. Section B is about the demographic information about the child and the effect on the child before and after the grant.

The term *questionnaire* suggests a collection of questions, but an examination of a typical question will probably reveal as many statements as questions. In asking questions, researchers have two options in which the respondents can be asked to provide their own answer to the questions. The first option is for the researcher to use questionnaires to get answers from respondents. Background information was asked so that it should address the impact of Child Support Grant at that particular place. Open-ended questions were used to allow respondents to give their own views and information. The majority of the questions were structured. By using a questionnaire the researcher was able to get the respondents' feelings and expectations regarding the Child Support Grant.

A questionnaire, as Johnson and Christensen (2008: 170) point out, is a self-report data collection instrument that each research participant fills in as part of a research study. Questionnaires are used by researchers so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants. Questionnaires can be used to collect data with multiple research methods (quantitative, qualitative, mixed, etc.), but in this case the quantitative method is used.

The researcher developed and piloted the questionnaire with a small sample similar to the intended group of respondents (Mertens 2010: 191).

The researcher distributed all questionnaires to all sampled recipients' by hand. A covering letter from the university was attached to the questionnaire to allay the fears of respondents. Instructions and questions were explained to the respondents. A few declines and delays were encountered in the data-gathering process. Some respondents cited workload and lack of time to complete. All fifty questionnaires distributed were finally collected. Gender, age, marital status, number of children, the place where the grant is received, educational level, and the number of siblings were covered and regarded to be the important factors in influencing the views of the respondents. Only after the necessary modifications had been made following the pilot test, should the questionnaire be presented to full sample (Fouche, 1998: 158). The questions were thoroughly tested to make sure they sought answers to the research questions.

### **3.4. Data collection method**

Structured interviews were conducted. The questionnaire was pretested to make sure that the respondents understood the questions and that it was collecting the required data. According to Brink (2006: 158), interviews by questionnaires give more in-depth information on the subject under investigation. Before starting the interviews, the researcher drew up an interview schedule. Questions were the same in each interview and for each participant (Holloway and Wheeler 2002: 82). The interviews were performed in Northern Sotho.

The questions centred on the things they bought with the R340 they receive, the number of kids they have and the recipients' opinions on what can be done to improve their livelihood. The researcher took down field notes pertaining to the participants' responses, as well as his observations, to ensure the richness and depth of the data. The data on school attendance, health and general standard of living were evaluated to align with the general orientation of the study.

#### **3.4.1. Data collection process**

Questionnaires were given to the respondents by hand. A full month was given to the respondents to complete and to submit the questionnaires.

#### **3.5. Study area**

Moletjie Moshate village is a rural area situated 20km away from Polokwane, the capital city of the Limpopo Province. It lies in the North Western part of Polokwane. It's nearest urban area is Seshego, which is 10km away from the city centre.

#### **3.6 The population**

A population is simply every possible case that could be included in the study (David et al. 2004: 149). When a population is too large to undertake a full research study, then a representative group, called a sample, needs to be selected (David et al. 2004: 149).

The population for the study consists of the grant beneficiaries in the Moletjie Moshate Village in the Limpopo Province, South Africa which is estimated at 1000. The population of a study can be described as all possible elements e.g. individuals, group or events that can be included in the research (White, 2003: 49).

### **3.7. Sample**

The sample consisted of children benefiting from the child grant in Moletjie Moshate. A sample is also described as a portion of the elements in the population. The sampling frame will be all child grant beneficiaries residing in Moletjie Moshate. A sample comprises the elements of the population considered for actual inclusion in the study (Arkava and Lane 1983: 27). The sample selected from the sampling frame is child grant beneficiaries from the Moletjie Village. Every child grant recipient had an equal chance to be sampled. Probability sampling is used in simple random sampling. In random sampling, a researcher develops an accurate sampling frame, in this case a list of child grant recipients from Moletjie Moshate, and selects elements from the sampling frame according to a specific procedure (White 2003: 51). The researcher used tables with random numbers. The child grant recipient were assigned a number between 0001 and 1000 which were put on a table. The researcher approached the table with closed eyes and picked 50 papers randomly.

#### **3.7.1 The sampling strategy**

Sampling means to make a selection from the sampling frame (a concrete listing of the elements in the population) in order to identify the people to be included in the research (White 2003: 50). A sample is defined as a selected number of cases from the population. David et al. (2004: 149) state that one of the key requirements of sampling is that the selected sample is not biased by either over- or under-representing different sections of a population.

#### **3.7.2 Sample size**

Child grant beneficiaries in Moletjie Moshate estimated to be 1000. Fifty child grant beneficiaries, making up 5% of child grant recipients were sampled.

#### **3.7.3 Sampling method**

Probability sampling is based on each case in the population having an equal chance of being selected. Non-probability samples are used when it is difficult to identify all potential cases in a population (David and Sutton, 2004: 150). Probability

sampling is any sampling technique that ensures random sampling. It is a technique that ensures the every element in the sampling frame has equal chance of being included in the sample (White 2003: 60).

The subjects of this study were chosen on the basis that they met the criteria, that they were beneficiaries of the Child Support Grant in the village.

#### **3.7.4. Random sampling**

All elements in the population have equal chance of being sampled. Fifty respondents were selected using the simple random sampling method.

#### **3.8. Data analysis**

Data analysis, as Cohen et al. (2002:147) state, involves organising, accounting for, and explaining the data. In short, making sense of the data in terms of the participants' definitions of the situations, noting patterns, themes, categories and regularities. It involves organising what one has seen, heard, and read so that one can make sense of the data collected. The researcher used the submitted questionnaire by segmenting and coding the data, counting words and coded categories (enumeration), searching for relationships and themes in the data, and generating tables, graphs and pie charts to help in interpreting the data.

Data analysis is "a process of bringing order, structure and meaning to the mass of data to be collected" (De Vos 2002: 339). Quantitative data is analyzed by making use of descriptive statistics. The interviews were transcribed in the recipients' home language and then translated into English by the researcher. An independent coder checked the translation for accuracy.

This study used SPSS as the statistical software for data analysis. According to Muijs (2011) SPSS is software for performing statistical procedures in the social sciences field. SPSS is among the most widely used programme for statistical analysis in social sciences. It is a complete statistical package that is based on a point and click interface. SPSS has almost all statistical features available and widely



used by researchers to perform quantitative analysis. Cross tabulations, the T-test and descriptive statistics were used to analyze data. The validity and reliability of the data were tested during the pilot study where it was tested whether the instrument is collecting the required data.

### **3.9 Conceptual framework**

Punch (2009:83) defines conceptual framework as a representation, either graphically or in narrative form, of the main concepts or variables, and their presumed relationship with each other.

### **3.10. Delimitation and limitation of the study**

The study was confined to interviewing Child Support Grant beneficiaries in Moletjie Moshate village. Due to a small sample size the study may not be generalizable to all social grants recipients' in South Africa (Creswell 2004: 111).

### **3.11 Ethical considerations**

The researcher is governed by ethical code. The researcher respected and observed cultural and individual differences among different people. Confidentiality was ensured. All participants were clearly informed of the research objectives and consent was obtained prior to any engagement. Ethics generally are considered to deal with beliefs about what is right or wrong, proper or improper (McMillan and Schumacher 2001: 197). The ethical considerations in the study were guided by a set of central essential questions, namely whose rights are more sacred, those of the scientist, those of individuals or institutions that might have been in the past studied by scientists, those of the public who will benefit from the research? While all these rights require to be preserved, the rights of the respondents were considered more central particularly in this study that involves children's rights.

Extreme care with the compilation of the questionnaire issues was considered, so that they do not infringe on some sociocultural practices, as well as the entrenched human rights of the participants, especially the children's rights.

The approval to conduct the research is essential. Permission to conduct this study was obtained from King Kgabo Moloto III of the Moletjie area. A letter from the University of Limpopo was obtained and subsequently given to King Kgabo Moloto the III. Consent from Moletjie Tribal Authority to conduct the study was also requested.

The aim of the research was explained to all the participants. The researcher stressed the fact that every one of the participants had the right to decide whether or not they wanted to participate in the study. The participants were assured that they could, at any time during the study, withdraw without risk or penalty. The contact telephone numbers of the researcher was given to the participants in case they needed more information or wanted to ask more questions regarding the study. The participants were assured that all the information obtained would be treated as confidential and that no identifying information would be published in the research report beneficiaries.

### **3.12. Trustworthiness of the study**

The need to describe accurately the experience of a phenomenon involves trust. The uses of multiple sources enhance the trustworthiness of a description in terms of the credibility and dependability of data. Trustworthiness of the research can be adduced if a research provides authentic information that shows credibility, reliability and validity (Hitchcock and Hughes 1995: 104). According to Strauss and Corbin (1990: 98), all researchers need to be fully aware of their inherent bias or pre-conceived ideas about participants or respondents during a research process. The researcher sought to distance himself from both bias and preconceptions during the collection of data and its analysis, so as not to misinterpret findings. The relevant literature was thoroughly reviewed and care was taken to ensure that the questions asked adequately covered issues raised by the literature. In an attempt to ensure maximum trustworthiness, the data collected were investigated and analysed by the researcher particularly for credibility, reliability and validity.

### **3.13 Credibility, Reliability and Validity of the Findings**

- Research credibility is the extent to which the data collected and data analysis are believable. According to Bogdan and Biklen (1998: 205), credibility serves to establish confidence in the truth of the findings as well as in the context of the study. Research is believable if methods and findings can be controlled in an objective and reliable manner, the findings are true and are without any form of biasness.
- Reliability, according to Denscombe (1998:212/213), depends on whether the research instruments are neutral in their effect and measure, and produce the same results when used in other situations. Questions should be asked about who conducted the research, whether the results would have been the same had it been done by someone else. The research instruments used in the study was neutral and could be able to produce the same results when used to the same situation.
- Validity means the extent to which a particular method of data collection measures exactly what it is supposed to measure (Bell, 1999: 104) and in the context of this study, such measures were incorporated.

In this study, reliability and credibility as well as validity were achieved at the highest level and the study is reliably scientific.

### **3.14. Conclusion**

In this chapter the researcher has attempted to give a full description of research methodology that was used in the collection of data. The study is explorative in nature and has utilized quantitative methods to analyse data, and also employed semi- structured questions.

## CHAPTER 4: RESULTS AND DISCUSSION

### 4.1 Introduction

The previous chapter discussed the way the research was conducted. The purpose of this chapter is to present and interpret the empirical findings. Data obtained from the questionnaires were analyzed and interpreted. The results are presented, using tables, graphs and charts. The data were also summarized and presented by making use of descriptive statistics and statistical analyses.

### 4.2 Attributes of the recipients of the Child Support Grant

Attributes such as gender, age, and marital status, number of children, place where the grant is received, educational level, and the number of siblings were solicited from the respondents. Ninety-eight percent of the respondents were female. It is important to understand the age range of the grant recipients so that any policy intervention can be specifically targeted. Table 4.2.1 shows the age ranges of the grant recipients.

#### 4.2.1 Age of respondents (years) (n=50)

**Table 4.1: Age of respondents (years) (n=50).**

Age Category	Percentages
Below 20 years	12
20 – 29 years	58
30 – 39 years	18
40 – 49 years	8
Above 49 years	4
Total	100

Fifty-eight percent of the respondents were aged between twenty and twenty-nine years, 30% were above thirty-nine. Only 24% of the grant recipients were married. There is need to investigate if, perhaps married potential grant recipients feel

discouraged to receive the child grant. The education of the grant recipient is very important as it potentially affects the recipients' ability to effectively use the grant. Table 4.2.2 summarises the education of the grant recipients.

**Table 4.2.2 Grant recipient education (years) (n=50).**

Grade	Percent
Grade 8	4
Grade 9	2
Grade 10	14
Grade 11	24
Grade 12	56
Total	100

Fifty-six percent of the grant recipients had attained grade 12. None had less than Grade 8. Table 4.2.3 summarises the origin of the grant recipients.

**Table 4.2.3 Child grants recipient place of origin (name of area) (n=50).**

Name of Area	Percent
Moletjie	66
Zimbabwe	2
Madikoti	4
Moshung	8
Komape	4
Mabokolele	8
Seshego	6
Ga-Semenya	2
Total	100

### 4.2.3. Child grant recipient place of origin

Sixty-six percent of the participants were from Moletjie Moshate and the rest originated from different places including Zimbabwe. Table 4.2.4 summarises the number of children for which a grant recipient receives a grant.

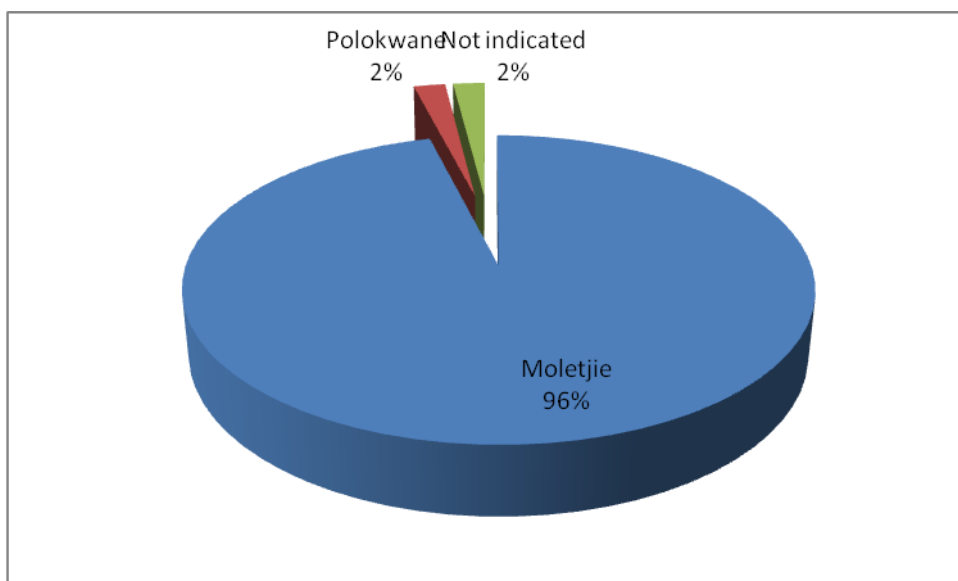
**Table 4.2.4 Number of children recipient receives a grant for (n=50).**

Number of children	Percent
1	60
2	34
3	4
4	2
Total	100

4.2.4. Number of children recipient receives grant for.

Thirty-four percent of grant recipients receive a grant for two children or less, with 60% receiving a grant for only one child.

During the study information was collected on where the recipients collected the grant and the reason for collecting at that location. Figure 4.2.1 summarises the results.



**Figure 4.2.1 The place where the respondents collect grant**

Ninety-six percent receive their grant from Moletjie, while 2 percent collect it from Polokwane. Ninety percent said they used the location from which they collected the grant because of its proximity to their location, this is in order to minimize expenses associated with the grant collection. Table 4.2.5 summarizes the reasons for collecting the grant at a particular location.

Table 4.2.5. The reason the respondents collect grant from that location (n=50).

Location	Percent
Its near	90
Shopping	2
Cheaper	8
Total	100

Ninety percent choose that location because it is nearer than other location points. As a result of this choice, ninety four percent of the respondents reported that they did not incur expenses for collecting the grant. When asked if the R340 was enough for their child, all the respondents said it was not enough. Regarding this, perhaps probing to find out how much would be enough would have better informed the research. This is an area of further research from both the recipients (how much would be enough) and a policy perspective (what is the objective of the child grant, is it to partially assist or to cover a child's monthly daily basic expenses?)

Respondents were asked about the attributes of access to food for the whole family before and after the grant: access to food for myself (the grant recipient) before and after grant; ability to buy my (the grant recipient) clothes before and after the grant; ability to buy my (grant recipient) shoes before and after the grant; ability to buy my (grant recipient) perfume before and after the grant; ability to pay hairdresser before and after the grant and ability to pay for cell phone before and after the grant. A Likert scale, as indicated at the bottom of table 4.6, was used for these questions. A

paired sample t-test was performed to test whether there was a significant difference in the distribution of the responses before and after receiving the grant.

### 4.3 Comparison of selected livelihood attributes before and after receiving the grant

Respondents were asked to rate selected livelihood attributes before and after receiving the grant. Table 4.3.1 summarises the results.

Table 4.3.1 Comparison of selected livelihood attributes before and after receiving the grant (%) (n=50).

Attribute	Before receiving grant					Total	After receiving grant					Total	Significance Using T-Test
	1	2	3	4	5		1	2	3	4	5		
Access to food for the whole family	0	6	24	64	6	100	0	10	50	38	2	100	0.018
Access to food for myself	0	6	20	66	8	100	0	16	46	36	2	100	0.000
Ability to buy my clothes	0	6	24	60	10	100	0	8	46	36	10	100	0.021
Ability to buy my shoes	0	4	30	50	16	100	0	8	50	36	6	100	0.000
Ability to buy my perfume	0	4	24	60	12	100	0	10	48	36	6	100	0.000



Ability to pay for my hairdresser	0	2	24	58	16	100	0	12	46	30	12	100	0.000
Ability to buy cell phone	0	2	22	58	18	100	0	12	46	24	18	100	0.000

Key: 1 = very good, 2 = good, 3 = neutral, 4 = poor, 5 = very poor

Table 4.3.1 also shows the results of the paired t-test.

#### 4.3.1. Access to food for the whole family

Sixty-four percent of the respondents indicated that access to food for the family was poor before the grant, compared to thirty-eight who reported the same after receiving the grant. The t-test was used to compare the distribution of the responses before and after receiving the grant. The p-value of 0.018 (<.05) shows that the distributions are statistically significantly different. We conclude that the grant improved the access to food for the whole family.

#### 4.3.2 Access to food for myself (grant recipient)

Sixty-six percent of the respondents responded that access to food for him/her was poor before the grant as compared to thirty-six percent who reported the same after receiving the grant. Based on the t-test p-value of 0.000 (<0.05) we conclude that the grant improved the access to food for the grant recipient.

#### 4.3.3 Ability to buy my clothes

Sixty percent responded that their ability to buy clothes was poor before the grant as compared to thirty-six percent who responded the same after receiving the grant. The p-value of 0.021 (<0.05) shows that the ability of the recipients to buy their own clothes improved after receiving the grant. This outcome questions whether the grant is being used to improve the wellbeing of the child or of the recipient.

#### **4.3.4 Ability to buy my shoes**

Fifty percent reported that their ability to buy shoes before the grant was poor compared to 36 percent who reported the same after receiving the grant. The t-test p value of 0.00 ( $<0.05$ ) shows that the distribution are different. We conclude that for the recipients of the grant ability to buy shoes was improved by the grant. This questions whether the grant is being used to improve the wellbeing of the child of the recipient.

#### **4.3.5 Ability to buy my perfume**

Sixty percent responded that the ability to buy perfume was poor before the grant as compared to thirty-six percent who responded the same after receiving the grant. The p-value of 0.000 ( $<0.05$ ) shows that the ability of the recipients to buy their perfume improved after receiving the grant. This result questions whether the grant is being used to improve the wellbeing of the child or of the recipient.

#### **4.3.6 Ability to pay for my hairdresser**

Fifty-eight percent of the respondents reported that their ability to pay their hairdresser was poor before the grant as compared to thirty percent after the grant. The p-value of 0.000 ( $<0.05$ ) shows that the ability of the recipients to pay their hairdresser improved after receiving the grant. This result questions whether the grant is being used to improve the wellbeing of the child or of the recipient.

#### **4.3.7 Ability to buy cell phone**

Fifty-eight percent of the respondents said that their ability to buy a cell phone was poor before the grant as compared to twenty-four percent after receiving the grant. The p-value of 0.000 ( $<0.05$ ) shows that the ability of the recipients to buy a cell phone improved after receiving the grant. This result questions whether the grant is being used to improve the wellbeing of the child or of the recipient.

#### 4.3.8. Rating of SASSA

Respondents were asked how they would rate SASSA services in terms of customer care, friendliness and efficiency. Table 4.3.2 summarizes the results.

Table 4.3.8 How do you rate SASSA (%) (n=50).

		Percent
	Excellent	30
	Good	58
	Fair	10
	Poor	2
	Total	100

Eighty-eight percent reported that the service was good with 30 percent reporting that it was excellent. This indicates satisfaction with SASSA delivering this service. In order to test whether there was severe misuse of the grant, recipients were asked whether they could use the grant for going to the cinema, paying for soccer matches or music festivals. Only one respondent mentioned that they could use the grant for soccer matches. This is contrary to some of the conclusions before and after analyses of the grant recipients. The contradictions warrant further study to establish the grant is being used for its intended purpose.

#### 4.4 Other sources of income

Recipients were asked whether they had other sources of income besides the grant and how much was being received from the source per annum. Table 4.4.1 summarizes the results.

**Table 4.4.1 Alternative source of income.**

Descriptive		
Amount received per month in Rands		
	N	Mean
Piece job washing clothes	4	712.50
Cook at local school	1	250.00

Only 10 percent had an alternative income besides the grant. Four respondents reported that they did piece jobs by washing clothes for people and on average they got R712.50. One reported cooking at a local school getting R250 per month. This shows that most were dependent on the child grant as a source of income.

#### **4.5 Level of agreement with selected statements**

Respondents were asked their level of agreement with selected statements about the grant. The Likert scale was used for this question. Table 4.5.1 summarizes the results.

**Table 4.5.1 Level of agreement with selected statements about the grant (%) (n=50).**

Level of agreement	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed	Total
If I get a well-paid informal job, I will discontinue the grant.	14	74	4	6	2	100
The grant should be received even after the child is 18 years.	10	70	6	10	4	100
The child grant and food parcels from by state should be given concurrently.	8	74	10	6	2	100
It is the responsibility of state to support my child.	8	14	6	42	30	100
The child grant was introduced by the late Nelson Mandela in 1998; This was a good strategy.	20	70	4	2	4	100
I buy foods for the whole family with the child grant.	20	28	8	32	12	100
I buy alcohol with the child grant.	2	10	2	58	28	100
Getting child grant at the end of the month suits me better.	0	42	36	16	6	100

#### **4.5.1 If I get a well-paid informal job, I will discontinue the grant**

When asked if they got a well-paid informal job they would discontinue receiving the grant, eighty-eight percent of the respondents agreed, with fourteen percent strongly agreeing. This shows that there is a need to create income earning opportunities in order to reduce the pressure on the child grant.

#### **4.5.2 The grant should be received even after the child is 18 years**

When asked if the grant should be received even after the child is 18 years old, 80% of the respondents agreed with 10% strongly agreeing. This means the need for the grant would still be there after 18 years of age.

#### **4.5.3 The child grant and food parcels by state should be given concurrently**

When asked if the grant and food parcels should be given concurrently, 82 percent agreed, with 8 percent strongly agreeing. This shows the grant alone cannot solve the problem of poverty.

#### **4.5.4 It is the responsibility of the state to support my child**

When asked if it was the responsibility of the state to support the child, 22 percent agreed with the statement as compared to 72 percent disagreeing, with 4 percent strongly disagreeing. This shows that the respondents want to take responsibility of supporting their children.

#### **4.5.5 The child grant was introduced by late Nelson Mandela in 1998; this was a good strategy**

When asked whether it was a good idea when Nelson Mandela introduced the grant in 1998, 90 percent agreed, with 10 percent strongly agreeing. This shows that grant came as a great relief to the respondents.

#### **4.5.6 I buy foods for the whole family with the child grant**

On whether the grant is used to buy foods for the whole family, only 48 percent agreed with the statement and 44 percent disagreed, with eight percent strongly disagreeing. This suggests the grant money is insufficient to cover family needs.

#### 4.5.7 I buy alcohol with child grant

On whether the grant is used to buy alcohol, 12 percent agreed with the statement and 60 percent disagreeing, with 28 strongly disagreeing. This shows that the respondents know that the purpose of the child grant is reducing poverty not buying alcohol.

#### 4.5.8 Getting child grant at the end of the month suits me better

Whether the grant suits them better at the end of the month, 42 percent agreed with the statement with 58 percent disagreeing. This shows month end suits many.

ANOVA was used to test whether there was any relationship between the responses and the recipients' levels of education. None of them was significant showing that there was no relationship.

#### 4.6. Details of each child for whom you receive a grant

Grant recipients were asked how old the child was when they started receiving the grant. Table 4.6.1 summarises the results.

Table 4.6.1 Age of children when started receiving grant (n=50).

Age when child start receiving grant	Percent
1	96
3	2
5	2
Total	100

Ninety-six percent started receiving the grant when the child was less than one year old. One respondent received it when they were three and another at five. This shows that the recipients started getting the grant at a very early age of the child.

#### 4.7. Is this child going to school?

Education in South Africa is free from Grade R to Grade 12. Education is regarded as a basic human right. It is given a high priority under the Constitution of South

Africa. This is reflected in the Bill of Rights 29 (1) the Constitution of South Africa, (1996). Sixty-eight percent of the children (n=50) go to school and thirty-two percent are still young to go to school as illustrated in figure 4.7.1.

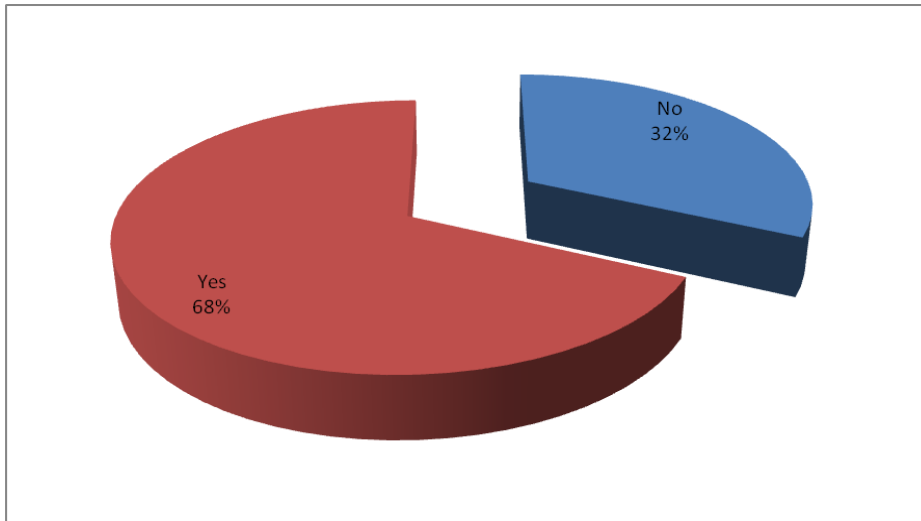


Figure 4.7.1. Child going to school

#### 4. 8 This child is in grade ...

The respondents were asked in which grade the children they received a grant were.

Table 4.8.1 summarises the results. Table 4.8.1. Grade of the children (n= 73)

Grade	Percent
R	40.0
1	10.0
2	4.0
3	8.0
4	12.0
5	3.0
6	3.0
7	3.0
8	3.0
9	4.0
10	5.0
11	1.0
12	4.0
Total	100.0



Forty percent of the children are in grade R, twelve percent are in the fourth grade, and the rest between Grade 1 and 12. The majority of the recipients receive the grant for young children.

#### 4.9. Responses concerning some attributes of the child

Grant recipients were asked if the grant helped the child perform better in school, increased self-esteem of the child, increased nourishment of the child and was sufficient to cover expenses of the child for the whole month. Table 4.9.1 summarises the results.

Table 4.9.1 summarises of selected responses on attributes of the child.

**Table 9.1. Summarises of selected responses on attributes of the child**

STATEMENT	Strongly agree	Agree	neutral	disagree	Strongly disagree	Total
The grant helps my child perform better at school.	4	78	16	2	0	100
The grant increase self-esteem of my child.	10	75	12	2	1	100
The grant increases nourishment of my child.	4	89	4	3	0	100
The grant is sufficient to cover expenses of my child for the whole month.	0	22	8	42	28	100

##### 4.9.1 The grant helps my child perform better at school

When asked if the grant helped the child to perform better at school, 78 percent agreed with the statement with 4 percent strongly agreeing. This shows the grant's impact on education is high.

#### **4.9.2 The grant increases self-esteem of my child**

When asked if the grant improved self-esteem of the child, 75 percent agreed with the statement with 10 percent strongly agreeing. This means it helped in improving the confidence of the child.

#### **4.9.3 The grant increases nourishment of my child**

When asked if the grant increased nourishment of the child, 89 percent agreed with the statement, with 4 percent strongly disagreeing. This shows the grant improved nutrition for the child.

#### **4.9.4 The grant is sufficient to cover expenses of my child for the whole month**

When asked if the grant was sufficient to cover the expenses for the whole month, 42 percent disagreed with the statement, with 28 percent strongly disagreeing. This shows that the grant is insufficient.

#### **4.10. Rating of selected attributes before and after receiving the grant for this child**

Respondents were asked how they rated access to food and access to clothes for the child before and after receiving the grant. Table 4.10.1 summarises the results.

**Table. 4.10.1. Responses about selected attributes before and after receiving the grant for this child.**

Attribute	Before project						After project						Significance using T-test
	1	2	3	4	5	Total	1	2	3	4	5	Total	
Access to food for this child	0	14	22	62	2	100	2	24	36	36	0	100	0.002
Access to clothes for this child	0	8	24	66	2	100	0	26	46	28	0	100	0.000

Key: 1 = very good, 2 = good, 3 = neutral, 4 = poor, 5 = very poor

#### **4.10.1. Access to food for this child**

Sixty-two percent of the respondents reported that access to food for the child was poor before receiving the grant, as compared to thirty-six percent who responded for the same after receiving the grant. The t-test p-value of 0.000 (<0.05) shows that there is a significant difference in the distributions before and after receiving the grant. We therefore conclude that access to food for the child improved after the grant.

#### **4.10.2. Access to clothes for this child**

Sixty-six percent of the respondents reported that access to clothes for the child was poor before the grant as compared to twenty-eight percent who reported the same after receiving the grant. The t-test p-value of 0.000 (< 0.05) shows that there is a significant difference in the distributions before and after receiving the grant. We therefore conclude that access to clothes for the child improved after the grant.

What could be the alternative to child grant?

The respondents were asked what could be an alternative to the child grant. Eighty-six percent responded that working was an alternative to the grant. Fourteen percent did not respond. This is evidence that given the opportunity child grant recipients would like to work and take care of their children.

#### **4.11. Conclusion**

In this chapter the researcher presented and discussed results of the analysis. The results reveal that the majority of the beneficiaries of Child Support Grant are single parents who are unemployed. A large percentage of beneficiaries completed Grade 12, and are not employed. This means the dependency on grants is important although the amount is little.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATION**

### **5.1 Introduction**

In this chapter the researcher draws conclusions and makes recommendations based on the analysis presented in chapter four. The key questions posed in chapter one would form the basis of the discussions. One of the key questions was whether the grant alleviated poverty. The second question was to find out whether the grant was used for the benefit of the child and the third was to give mechanisms which could be used to increase the impact of Child Support Grant on the livelihood of the beneficiaries.

### **5.2 Conclusions**

By the measures used in the study, the wellbeing of the grant recipients improved after receiving the grant. The evidence shows that the grant improved access to foods, clothing, shoes, to buy perfume, to go to the hairdresser and ability to buy cell phone. The majority, eighty-six percent of the recipients, agreed that if they got a well-paying work, they would stop getting the grant from the state. This reflects on the high rate of unemployment, especially for women in South Africa. The money from the Child Support Grant is not used for entertainment like cinema tickets. The majority who receive the grants are female. The benefits derived from the grant include better nourishment and reduction of poverty.

South Africa has reached its 20th year into a new democracy, with an aspirational Constitutional Framework that seeks to protect, promote, respect and fulfil human rights, including the rights of children. Substantial gains have been made in terms of recognising and realising the rights of children. However, many years of pre-1994 apartheid policies have left a social (dis)order that poses a major challenge for a young democratic government. The backlog of service delivery that remains since 1994 continues to plague the government's ability to reach the most vulnerable.

The South African Constitution, like the African Charter, has defined a "child" as someone under the age of 18 years. The Constitution provides for a variety of socio-economic rights for children, such as the right to basic nutrition, shelter, basic health care services and social services, as well as social assistance, the right to education as well as protection from exploitative or hazardous work. The development of such a progressive framework for children's rights in just twenty years of democracy is impressive; however, it has been acknowledged that much work still needs to be done to give content and meaning to these rights. While the Constitutional Court has proven its sympathy for the rights of the poor, it has also recognised the difficulty faced by the government in rolling out services to large numbers of those in need, over a short space of time (Mkhize 2009: 89).

South Africa's social grants are intended to reduce poverty and promote human development (Neves 2009: 62). The purpose of this study was to determine whether the Child Support Grant has impact on the livelihood of the beneficiaries. The findings from this study clearly demonstrate that there is a positive impact on the livelihood of beneficiaries of the child grant. It can therefore be concluded that the child grant has the effect of reducing poverty. This study confirms earlier findings on this issue (HSRC 2007, Neves et al. 2009, and IRIN 2010).

Having seen through literature review how issues such as poverty, unemployment, migration, HIV and AIDS, violence and lack of basic amenities can contribute to the problem at hand, the welfare of the child and the impact of child grant should not be looked at in isolation. Its impact on other family members and family dynamics should also be considered.

Poverty itself might be the root cause of some unwanted pregnancies, thus reducing poverty through the grant might actually be completing the circle. More work needs to be done to break this vicious circle.

### **5.3. Recommendations**

Sex education needs to be emphasised at the school level since some of the recipients, as found out in the research, are still young and still at school. Twelve of

the recipients are below 20 years. Seventy-four percent are not married, while only twenty-four are married. The importance of family planning needs to be re-emphasised by parents, churches, government and other relevant bodies.

An increase in the Child Support Grant uptake should be actively encouraged to ensure that all children who are eligible for the Child Support Grant are indeed receiving it, especially in the poorest provinces like Limpopo.

All the respondent do not have tertiary education. People need to be given guidance about free education and the bursaries availability to encourage learning so that they can be employable to support their children.

Attempts should be made to ensure that the grant is used for the benefit of the child not for the migrant recipient. It should not be used for buying luxuries for the recipients as it shows from the analysis that it is used for buying clothes, shoes, luxuries like perfumes, paying saloons and for phones.

Parents should strive to find other source of income. From the findings only five recipients have got a piece job. It could come as a pre-condition that to receive a grant, one has to be engaged in some form of self-improvement scheme, especially where no additional costs are incurred. These could include:

- Basic education;
- Adult education;
- Tertiary education;
- Home based projects, and
- Small business projects.

The government could fund such self-improvement programmes and make attendance a condition for receiving the grant. The benefits from such a scheme might actually be longer term compared to the grant per se.

The child grant could also be provided until the child is 21 years old.

The number of children for which the parent receives the grant should be limited so as to encourage parental responsibility. From the study, most recipients are receiving the grant for 2 children so this could be used as the limit.

Family visits by social workers to monitor as to whether the money is used for the intended purpose and the welfare of the child, could improve the impact of the child grant.

#### **5.4. Recommendations for future research**

- There is a need for research on the cost of child maintenance from birth to age 18. This can give a good estimate of how much the child grant should be.
- Research should be done on methods that can be used to curb the abuse of the child grant by the recipient so that it can increase the impact on the child.
- There is a need to assess the impact of the child grant on education progress as compared to those not receiving it.
- Are married potential grant recipients discouraged from receiving the child grant? This question results from the observation that most grant recipients were not married. Perhaps a study to establish the extent to which those who qualify for the grant actually participate is also needed.
- Currently 60% of grant recipients receive a grant for one child. For planning purposes, there is a need to understand how this statistic changes over time, if it does.
- Grant recipients reported that the amount of R340 was not enough. This is an area of further research to find out how much would be enough from the recipient's perspective and also from the policy perspective to establish how much is enough compared to how much achieves the policy objectives
- The feasibility and viability of the Child Support Grant needs to be evaluated.
- How the South African choice of the remedial (e.g. Child Support Grant) over the developmental approach (chosen by many African countries) affects principles of the financial balance of the South African government's expenditure between social welfare and productive investments needs thorough investigation.



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## **ANNEXTURE A**

University of Limpopo  
Turfloop Graduate School of Leadership  
Private Bag X 921  
Sovenga  
0700

Dear Respondent

### **Research Project for a Master's Degree in Development**

I, M. F. Mashala, a Master of Development degree student at the University of Limpopo (Turfloop Graduate School of Leadership), am conducting research as part of the degree requirements. My research is titled the "The impact of Child Support Grant: The Case of Moletjie Moshate Village, Limpopo Province".

I hereby request for your participation in the research by completing the attached questionnaire. This participation is voluntary and you are under no duress to complete. All completed questionnaires and the information therein will be kept confidential and only be used for the purposes of the present research project.

Your participation is appreciated.

Faithfully

M. F. Mashala



**Annexure B**

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**QUESTIONS ABOUT THE CHILD'S RECEPIENT**

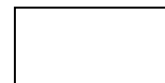
- 1. Name of village .....
- 2. Child grant recipient's name and surname .....
- 3. Child grant recipient's gender .....
- 4. Child grant recipient's age .....
- 5. Child grant recipient's marital status .....
- 6. Child grant recipient's level of education .....
- 7. Child grant recipient's place of origin (name of area).....
- 8. Number of children you receive grant for .....
- 9. Where do you collect the grant (name the place)? .....
- 10. Why do you collect the grant from that location? .....
- 11. Do you incur transport expenses to collect the grant? Put a cross.

Yes	
No	

12. Is R310 enough for your child's needs?

- 1. Yes
- 2. No

--



13. How do you rate the following attributes before and after you started receiving the child grant?

Attribute	Before project						After project				
	1	2	3	4	5		1	2	3	4	5
Access to food for the whole family											
Access to food for myself											
Ability to buy my clothes											
Ability to buy my shoes											
Ability to buy my perfume											
Ability to pay for my hairdresser											
Ability to buy cell phone											

Key: 1 = very good, 2 = good, 3 = neutral, 4 = poor, 5 = very poor

14. How do you rate (SASSA) South African Security Agency officials' efficiency when you apply for a child grant? Tick the column.

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Good
<input type="checkbox"/>	Fair
<input type="checkbox"/>	Poor

15. I can use the grant to pay for (Yes/No).

15.1 Cinema ticket	<input type="checkbox"/>
15.2. Soccer match	<input type="checkbox"/>
15.3. Music festival	<input type="checkbox"/>



16. Beside the grant, what are your other sources of income and how much do you get from them.

Income source	Amount in rands and cents received between January to December 2013

PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT. PUT A CROSS IN THE RELEVANT COLUMN.

Level of agreement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17. If I get a well-paid informal job, I will discontinue the grant.					
18. The grant should be received even after the child is 18 years.					
19. The child grant and food parcels from by state should be given concurrently.					
20. It is the responsibility of state to support my child.					
21. The child grant was introduced by the late Nelson Mandela in 1998; This was a good strategy.					
22. I buy foods for the whole family with the child grant.					
23. I buy alcohol with the child grant.					
24. Getting the child grant at the end of the month suits me better.					

25. Do you have any comments about the child grant?

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THANK YOU. NOW WE WILL COMPLETE A QUESTIONNAIRE FOR EACH CHILD FOR WHOM YOU RECEIVE A GRANT.



## QUESTIONS ABOUT THE BENEFICIARY (CHILD).

This questionnaire will be completed for each child for whom you receive a grant.

1. Name of the child .....
2. Age of the child .....
3. How old was this child when you started receiving the grant (Years).....
4. Is this child going to school? ..... (YES/NO)
5. This child is in grade .....

For the child listed above for whom you receive a grant, please indicate your level of agreement with the following statement. Put a cross in the relevant column.

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
6. The grant helps my child perform better at school.						
7. The grant increases self-esteem of my child.						
8. The grant increases nourishment of my child.						
9. The grant is sufficient to cover expenses of my child for the whole month.						

10. My child knows that I am getting a grant for her/him

Yes	
No	
Not sure	

11. She/he has input on how her/his grant is used (Y/N)

Yes	
No	

12. How do you rate the following attributes before and after receiving the grant for this child?

Attribute	Before project						After project				
	1	2	3	4	5		1	2	3	4	5
Access to food for this child											
Access to clothes for this child											

Key: 1 = very good, 2 = good, 3 = neutral, 4 = poor, 5 = very poor

13. What could be alternative to the child grant? .....

.....

14. Any other comment? -----

.....

Thank you.