



The Impact of Child Grant Programme (CGP) on vulnerable households in Kanana
community council in Berea, Lesotho.

By

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DECLARATION

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I declare that '*The Impact of Child Grant Programme on vulnerable Children in Kanana Community Council Lesotho*' is my own work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

MS.....

22 June 2022

Signature.....

Date

CERTIFICATION

This is to certify that this research has been read and supervised as having met the requirements of the Faculty of Social Sciences, National University of Lesotho, for the award of the Degree of Masters of clinical Social Work.

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ABSTRACT

The provision of child grant programme is argued to be the most beneficial for reducing child poverty in many vulnerable households in Lesotho. The aim of this research was to explore the impact of Child Grant Programme (CGP) on vulnerable households in Kanana Community Council in Berea District, Lesotho. The study population was 761 people- this was the number of beneficiaries of CGP in Kanana Community Council, Berea Lesotho. The objectives that guided the study were to assess psychological impacts of Child Grant Programme in children in Kanana Community Council, to establish social impacts of child grant on households in Kanana Community Council, to examine the economic impacts of Child Grant Programme on households and to establish possible interventions for making Child Grant Programme functional. The mixed method research approach was used entailing qualitative and quantitative approaches. The sampling techniques which were used were purposive sampling for qualitative aspects and random sampling for quantitative aspects. Data was collected using in-depth interviews using focus groups from five(5) children, focus groups of five(5) parents and three(3) key informants for qualitative purposes and a survey method which used questionnaire from 70 respondents for quantitative purposes. The main findings of the study showed that there were negative psychological impacts of child grant; this has been confirmed by the fact that the findings showed that child grant brings financial stress for many recipients as they failed to prioritise how to use their funds. Additionally the study also revealed that some children want to control the use of funds as it's written in their names, while some guardians treat children harshly in the absence of the money. The study findings revealed that there were both positive and negative social impacts of CGP on households; the positive social impacts revealed that households are able to have access to health services due to clinics available in the village, due to availability of village health workers, as well as access to medical exemption from Ministry of Social Development. Furthermore children are able to enrol in school with high numbers; their attendance has increased and they are able to have school consumables. The negative social impacts showed that nutrition needs of children are not met as they frequently eat unbalanced meals and sometimes sleep without food. The study also showed that the grant cannot reduce child poverty as the amounts are very low and fail to meet the demands of the household. Economic impacts of Child Grant programme revealed that child grant has increased chances of employment for many households. Conclusively, the study revealed that there were negative psychological impacts of CGP, positive and negative social impacts were noted and lastly there were positive economic impacts of CGP noted. The recommendation to the Ministry of Social Development is that the ministry should improve functionality of the grant in order to meet inflation demands, monitoring of usage of grant, speeding up case management processes and reducing inclusion and exclusion errors.

TABLE OF CONTENTS

DECLARATION	ii
CERTIFICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
CHAPTER ONE	1
GENERAL OVERVIEW OF THE STUDY	1
1.0 INTRODUCTION	1
1.1. BACKGROUND TO THE STUDY	1
1.2. STATEMENT OF THE PROBLEM.....	3
1.3. PURPOSE OF THE STUDY	3
1.4. OBJECTIVES OF THE STUDY	4
1.4.1. Main objective.....	4
1.4.2 Specific objectives	4
1.5 RESEARCH OBJECTIVES	4
1.6 SIGNIFICANCE OF THE STUDY	4
1.7 DEFINITION OF KEY TERMS	5
1.8. LIMITATION OF THE STUDY.....	6
1.8 ORGANISATION OF CHAPTERS.....	6
1.9 CHAPTER SUMMARY.....	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0. INTRODUCTION	9
2.1 EMPIRICAL LITERATURE	9
2.1.1 An overview of Lesotho Child Grant Programme	9
2.1.2 Programme beneficiary households	10
2.2 Psychological Impacts of Child Grant on Children	11
2.3 Social Impacts of Child Grant programme on Households	13
2.4 Economic Impacts of Child Grant Programme	22
2.5 Possible Interventions for Better Functionality of Child Grant	23
2.6 THEORETICAL FRAMEWORK	25
2.6.1 Child Rights Based Approach	25
2.6.2 Components of Child Rights Based Approach.....	26
2.6.3 Changing Needs Orientation to Child Rights Orientation	26

2.6.4 Children as Holders of their Rights	26
2.6.5 Child Participation	26
2.6.6 Mainstreaming Children’s Rights Based Approach in all processes	27
2.6. 7 Adopting Child Rights Based Approach to the Study	27
2.7GAPS IN THE LITERATURE REVIEW	28
2.8 CHAPTER SUMMARY	28
CHAPTER THREE.....	30
RESEARCH METHODOLOGY.....	30
3.1. INTRODUCTION	30
3.2 PHILOSOPHICAL UNDERPINNINGS OF THE STUDY	30
3.2.1 Ontological Issues	30
3.2.2 Ontology Constructivism	31
3.2.3 Interpretivism Epistemology	31
3.3. RESEARCH APPROACH	32
3.4.THE STUDY SITE	32
3. 5. POPULATION.....	34
3.6 SAMPLING AND SAMPLING PROCEDURE.....	34
3.6.1 Sample Size.....	35
3.6.2 Qualitative Sample	35
3.6.3 Quantitative Sample.....	36
3.7. INCLUSION CRITERIA.....	36
3.8. EXCLUSION CRITERIA.....	36
3.9. DATA COLLECTION METHODS AND INSTRUMENTS	36
3.9.1 In-depth Interviews.....	36
3.9.2 Survey and Questionnaire	37
3.10.DATA ANALYSIS	38
3.11. ETHICAL CONSIDERATIONS.....	39
3.12. CHAPTER SUMMARY	42
CHAPTER FOUR.....	45
PRESENTATION OF FINDINGS AND DISCUSIONS	45
4.0 INTRODUCTION	45
4.1 PRESENTATION OF FINDINGS	45
4.1.1 The Psychological Impacts of Child Grant	45

4.1.2 Social Impacts of Child Grant	46
4.1.3. Frequency of Sleeping without food	47
4.4.3 Increased Rate of Buying Food due to Child Grant Received	51
4.5 Possible Interventions for Better Functionality of Grant.	54
4.6 DISCUSSION AND INTERPRETATION OF FINDINGS	55
4.6.1 Psychological Impacts of Child Grant in Children	55
4.6.2 Social Impacts of Child Grant Programme on Households.....	56
4.6.3 Economic Impacts of Child Grant	58
4.6.4 Possible Interventions for Better Functionality of Grant.	59
4.7 Application of theory.....	60
4.8 Chapter Summary	60
CHAPTER FIVE.....	62
SUMMARY, CONCLUSIONS AND RECCOMENDATIONS.....	62
5.0 INTRODUCTION	62
5.1 Summary of findings	62
5.2 Conclusions	64
5.3 Recommendations	65
5.3.1 Recommendations for Specific Agencies	65
5.3.2 Recommendations for Ministry of social Development	65
5.3.3 Recommendations for World Vision.....	66
5.3.4 Recommendations for Social Work Practice.....	66
5.3.5 Recommendations for Policy Implications	67
5.4 Future Research	67
5.5 Chapter Summary	67
REFERENCES.....	69
APPENDICES	72
Appendix 1: Interview guide for parents and guardians	72
5.10 Appendix 2: Interview guide for children	73
5.11 Appendix 3: Questionnaire.....	74
5.12 Appendix 4: Letter of approval to conduct research from the Department of Anthropology, Sociology and Social Work, NUL	81
5.13 Appendix 5: Letter of informed consent requesting participation in the study.	81

CHAPTER ONE

GENERAL OVERVIEW OF THE STUDY

1.0 INTRODUCTION

Child transfers are regarded by many policy makers as the best social protection strategy to alleviate poverty and reduce inequality in many developing countries (Mansunzu, 2014.). The chapter covers the introduction, background of the study, problem statement, research objectives, research questions, significance of the study, and conceptualisation of terms and concludes with overview of chapters.

1.1. BACKGROUND TO THE STUDY

Poverty affects families from different backgrounds, ages and genders; however children are mostly affected than adults (Kids Count Data Centre, 2016). According to World Bank (2019) the poverty rates of Lesotho fell from 56.6% in 2002 to 49.7% in 2017, the rates were measured by poverty line of 648.88 Maloti per month. Poverty rates in urban areas are different from those in rural area, for example in 2017 , poverty rates in urban areas reduced from 41.5% to 28.5 while there was stagnation in rural areas as the rates were around 60%.

Households with children are negatively affected most as the children face academic hardships due to financial distress and are likely to drop out of schools, and they face health problems such as chronic illness, lack of education, mental instability as well as malnutrition-the poverty that affects children is called child poverty. All the above-effects impede in the development of children and block them from reaching their full potential in life.

The alarming rates of child poverty called for reduction response strategies by government hence the introduction of Child Grant Program (CGP) under the Ministry of Social Development (MOSD). Child Grant Programme is unconditional cash transfer that allocates different amounts to vulnerable households depending on the number of children in each household, 1-2 children receive M360, 3-4 children receive M600 and 5 children upwards receive M750 respectively. Lesotho Child Grant Program targets the poorest of the poor households with children (Pellerano, 2016).

The objectives of CGP are to assist poor households who have children with the amount ranging from 360 to 750 respectively. The other objective is to alleviate poverty, to improve health status of children, to reduce malnutrition as well as increase enrolment in schools.

By 2014 Child Grant Programme had reached 25 000 households with 80 000 children (Pellerano, 2016, p.255). The programme was funded by European Union in collaboration with UNICEF and such grants are allocated only to vulnerable households registered in National Information System for Social Assistance (NISSA). The program has now covered all districts and all community councils through the selection criteria called community based targeting, the selection criteria is used as a result of more complains and conflicts which aroused from the community about the village assistant committee which was selecting the beneficiaries by then (UNICEF, 2008).

Researchers have indicated some positive feedback brought by introducing of CGP in many households, for instance there was a two year study which was meant to evaluate the Lesotho Child Grant Programme, the results revealed positive impacts on clothing and footwear for children and children wore school uniforms and shoes, there was also an increase in birth registration and decrease of children under 6 who suffered from respiratory diseases 30 days before the survey (UNICEF, 2008). Though there was increase in school enrolment, no effect was found on school progression, there is still much out there that needs to be known about child grant programme. (UNICEF, 2008). The study shall be carried out in Kanana community Council. Kanana Community Council is a local community council of Berea District and it was chosen because the researcher had previous multiple interactions with the beneficiaries of Child Grant Programme.

The study will therefore explore the impacts of Child Grant Program on vulnerable households in Kanana community council in Berea, Lesotho with the aim of exploring the psychological impacts, social impacts, economic impacts as well as aiming to improve the functionality of Child Grant Programme so that it can answer to the needs of all beneficiaries.

1.2. STATEMENT OF THE PROBLEM

Child transfers are regarded by many policy makers as the best social protection strategy to alleviate poverty and reduce inequality in many developing countries (Mansunzu, 2014). Lesotho introduced Child Grant Programme in 2005 under the Ministry of Social Development; the programme is funded by European Commission. Oxford Policy Management 2014) carried out the study on impacts of Child Grant Program (CGP) at Maseru, ButhaButhe and Leribe respectively (Pellerano *et al*, 2014) and the findings highlighted increase in school enrolment, increase in food security and positive changes in access to health services.

Despite the introduction of CGP children still face severe child poverty, this is according to UNICEF (2018) reports that, Maseru and Berea the percentage of poor children was 56% and 59% respectively (UNICEF, 2018). Some children are taken out of the system if they miss three consecutive payments without even assessing their situations, and normally such children are still in schools and their households are still vulnerable. Some children are being denied their constitutional right to social security because they are not receiving grants (UNICEF, 2018). Therefore, this research seeks to explore the impact of Child Grant Programme on vulnerable households in Kanana Community Council in Berea Lesotho.

1.3. PURPOSE OF THE STUDY

There is a need to investigate the impact of Child Grant Programme; this is highly influenced by the fact that there is limited literature and research conducted to understand the impact of CGP in Lesotho. Furthermore, many previous studies on impact of CGP in Lesotho are either quantitative or qualitative and this study is different because it used mixed methods and therefore fills methodology gap. The findings of the study might influence policymaking which may lead to formation of new legislation which could enhance CGP as a programme. The study will benefit about the Government and stakeholders to make amendments where necessary with recommendations provided. Lastly the study will present findings, conclusions and recommendations.

1.4. OBJECTIVES OF THE STUDY

This section of the study presents the main objective of the study and the specific objectives that inform the study.

1.4.1. Main objective

The main objective of the study is to explore the impact of child Grant Programme on vulnerable households in Kanana local Community Council in Berea District.

1.4.2 Specific objectives

The study shall be guided by the following specific objectives;

1. To assess psychological impacts of child grant in children in Kanana Community Council.
2. To establish social impacts of child grant on households in Kanana Community Council.
3. To examine the economic impacts of child grand programme on households.
4. To establish possible interventions for making Child Grant Programme functional.

1.5 RESEARCH OBJECTIVES

The study shall be guided the following research questions;

1. What is the psychological impact of child grant programme on children?
2. What is the social impact of child grant programme on households?
3. What is the economic impact of child grant on households?
4. What are possible interventions for making the child grant programme functional and beneficial to recipient household?

1.6 SIGNIFICANCE OF THE STUDY

There is a need for exploration of impacts of child grant on household in Kanana Community Council in Berea, Lesotho due to the limited literature available. The findings of the research will assist the Ministry of Social Development to improve the functionality of the programmes. The study will be of great importance in addressing the knowledge gaps on issues of inclusion and exclusion errors. Additionally, the study will assist policy makers in making necessary adjustments needed for better

functionality of the programme. Furthermore, the other research studies on CGP in Lesotho failed to cover both aspects of qualitative and quantitative method simultaneously like this study-this study adopted the usage of mixed method research. Lastly the study will also assist governmental and non-governmental bodies to create new programs that are complementary to child Grant Programme so as to address challenges of children holistically.

1.7 DEFINITION OF KEY TERMS

The section will focus on the definition and operationalization of key terms that are used in the study; among the terms to be defined are child, Child Grant Programme, vulnerability and vulnerable child.

1.7.1 A Child

A child is defined as a person who is below the age of eighteen years (UNHCR, 1989), on the other hand Child Protection and Welfare Act of Lesotho (2011) also defines a child as a person under the age of eighteen years. This is the definition that will be adopted for the purpose of the study.

1.7.2. Child Grant Programme

The child Grant Programme is a programme of cash transfers which was introduced with the purpose of alleviating poverty among children under the Ministry of Social Development (UNICEF, 2012).

1.7.3. Vulnerability

Vulnerability is defined as exposure to risks, hazardous situations, shocks, stress and inability to respond to such situations which results in being economically impoverished, psychologically and mentally weak (Chambers, 1989).

1.7.2 Vulnerable child

A vulnerable child is a child who is below the age of 18 years, who has one or both parents, a child who is neglected or abandoned and the child has no means of survival and protection and is likely to be exploited. Examples of vulnerable children include sexually abused, emotionally abused, and those infected and affected by HIV/AIDS as well as those involved in child labour (National Policy and vulnerable children by Ministry of Health of Health and Social Welfare, 2014).

1.8. LIMITATION OF THE STUDY

The study on impacts of child grant is one of the most crucial studies as it will highlight the Ministry of Social Development on the areas that need adjustments however more studies need to be conducted to address the impacts. Lastly the area scope could be increased so as to have a broader picture of the impacts of child grant in Lesotho and not only in Kanana Community Council.

1.8 ORGANISATION OF CHAPTERS

This study on impacts of Child Grant Programme on vulnerable household in Kanana Community Council will be organised into five chapters as presented below;

Chapter One: Introduction and background of the study

This chapter covers the introduction, background of the study, problem statement, research questions, research objectives, significance of the study, and conceptualisation of terms and concludes with overview of chapters.

Chapter Two: Literature Review

This chapter extends the study discussion on the impacts of Child Grant Programme on vulnerable households in Kanana local Community Council in Berea Districts through reviewing related literature. Themes covered by the review of the literature include ; psychological and cognitive impacts of Child Grant Programme on children, health impacts on Child Grant Programme on households, the impacts of Child Grant on schooling, recommendation for better policy debate on how Child Grant Programme can be improved. The last part of the chapter discusses the theoretical framework which underpins the study gaps in the literature as well as conclusions from the reviewed literature.

Chapter Three: Methodology

This chapter covers the philosophical underpinnings, the research approach and design to be used, the study site, population, sampling and sampling procedures, data collection methods, data analysis as well as ethical considerations.

Chapter Four: Presentation of findings and discussion

This chapter will focus on presentation of findings and discussions finding as guided by reviewed literature and theoretical framework that informed the study.

Chapter Five: Summary, conclusions and recommendations

The chapter gives the summary of findings, conclusions and recommendations to the study.

1.9 CHAPTER SUMMARY

This chapter covered the introduction, the background of the study, statement of the problem, objectives of the study, justification, research questions, the significance of the study, definition and measurements of terms as well as limitation and overview of chapters in the study. The next chapter will be on review of literature related to the study.

LITERATURE REVIEW**2.0. INTRODUCTION**

This chapter extends the understanding on the impacts of Child Grant Programme in Kanana local Community Council in Berea Districts. Themes covered by the review of the literature include; psychological impacts of Child Grant Programme on children, social impacts of child grant on households, the economic impacts of child grant on households and lastly recommendation for better policy debate on how Child Grant Programme can be improved. The last part of the chapter discusses the theoretical literature which underpins the study gaps in the literature as well as conclusions from the reviewed literature.

2.1 EMPIRICAL LITERATURE

The section that follows provide an investigation on existing research on similar and related literature on impact of child grant

2.1.1 An overview of Lesotho Child Grant Programme

The Lesotho Child Grant Programme (CGP) is an unconditional cash transfer aimed at assisting poverty stricken households. The CGP was introduced in 2009 with the objective of improving standards of living for vulnerable children. The programme is expected to change the lives of children by reduction of malnutrition, increasing enrolment of children in schools and improving health conditions of children.

The programme is run by the Ministry of Social Development. Initially the programme was implemented in four (4) districts of Lesotho which are Leribe, Mafeteng, Maseru and Qacha's Nek (Pellerano, 2014). The programme has gone under several changes since its inception; by March 2014 the programme had covered all 10 districts of Lesotho and was covering 19 800 households (Oxford Policy Management, 2015).The programme gives out money to vulnerable households depending on the number of children in the households. Households with 1-2 children receive 360,

households with 3-4 children receive 600 and households with 5 or more children receive 750 respectively. The amounts stated above are given to households on quarterly basis. The programme gives money to children who are below the age of 18 years and targets the poorest households (Pellerano, 2014).

The CGP programme relies on National Information System for Social Assistance (NISSA), this is the information collected from all households in the country, and NISSA is useful for giving out data to all government and nongovernmental organisations to utilise for programme implementation throughout the country. NISSA is the one that categorises households into the poor, ultra poor, the middle and the rich. For the purpose of Lesotho Child Grant Programme the recipients are taken from the category of the poor and ultra-poor. Birth certificate is one of the priority documents necessary for intake of Child grant (Pellerano, 2014).

2.1.2 Programme beneficiary households

The main target of the programme is the most vulnerable households, such households should at least be caring for one child and according to the programme a child is a person who is below the age of 18 years. The selection criteria for inclusion in the programme are through a proxy means test (PMT). This is a formula which is based on social and economic information gathered through data collection from the households. PMT scores classify households into the ultra-poor, the poor, the middle and better off. The ultra-poor and the poor are the two categories.

The Village Assistance Committee (VAC) are also important in assisting with the selection poor and ultra-poor households, in 2012 selection of households changed to community based targeting after several complaints from the community members. Community based targeting was found suitable as members of community are the ones who categorise themselves into 4 categories, the importance of community based targeting is to reduce biasness and complaints from the community. Detailed information regarding the eligible list is shared among community members through public gatherings for transparency. Both PMT scores and community based targeting are used to develop NISSA data.

Child grant programme money is disbursed every three months (quarterly) with a given date in selected locations and community councils and is being paid out by Security Company. Having explained thoroughly how the CGP in Lesotho operates the discussions that follow will review literature on; psychological and cognitive impacts of Child Grant Programme on children, health impacts on Child Grant Programme on households, social impacts of child grant, the impacts of child grant on economy, the impacts of Child Grant on schooling, recommendation on how Child Grant Programme can be improved respectively.

2.2 Psychological Impacts of Child Grant on Children

Psychological impact is an impact that affects the mental state; mental processes and behaviour of people (Mental Health Foundation, 1999). Childhood is crucial time for developing patterns of thinking, feeling, behaving and relating to others. These patterns can impact a person's mental, emotional, social wellbeing for the rest of their life's, for these reasons children should be given full support to meet their psychological needs (Mental Health Foundation, 1999). Subthemes under psychological impact to be discussed are child grant and stress as well as child grant and behaviour.

2.2.1. Child grant and Stress

Globally, the poor households are at higher risk of suffering from stress and anxiety (Walker, 2011). Stress is a mental feeling characterised by tension, and it could further be elaborated according to the nature of stressor, in simple terms stress is perpetuated by internal environment on living being which disrupt normal functioning (American Psychiatric Association Diagnosis and Statistical Manual of Mental disorders, 2014). It is further stated that stress might be either positive or negative, positive stress can improve biological, psychosocial and psychological health of people and therefore facilitate performance.

Furthermore positive stress is an important actor to motivation, adaptation and reaction to environment. However too much stress which is also known as negative stress could result into

psychological, biological and social problems and that may harm people (American Psychiatric Association Diagnosis and Statistical Manual of Mental Disorders, 2014).

It is even more challenging for vulnerable household to cope if there are not enough resources to help their children access basic needs, many families suffer from financial stress. Financial stress is unpleasant feeling experienced by individual who fail to meet daily demands that need income or they have money but they fail to manage the funds that they have. People with financial stress experience negative effects such as withdrawal from social activities, anxiety and headaches; financial stress is even severe for vulnerable households as majority of such households have no source of income (America Psychological Association, 2015).

According to Mistry *et al.* (2002) there was a study in Mexico which comprised of 68 Latino immigrants, the study was on impacts of grant on financial stress, the findings proved that parents worry about paying bills, having enough food, having money and buying school material, majority of households highlighted that there were relieved as a result of receiving child grant.

Beneficiaries of grant were found to have lower risks of common mental disorders. Qualitative interviews indicated that child Grant acts as a psychological safety net for many households, in Uganda for example cash grants were linked with preschool participation and increased children cognitive scores. Additionally Bonilla *et al.* (2017) mentioned that social grants were key factors for reducing stress of not knowing where the next meal will come from, recipients planned their lives ahead. Bonilla *et al* (2017) further highlighted that social grants empowered recipients financially especially for women to do savings for their households and had more control over their lives.

Moreover Pasha (2016) noted that in South Africa there was a survey conducted from Cutwini in Eastern Cape, the study was on Child Grant Support from caregivers, the findings revealed that there was reduction in stress due to improved financial security and planning, having money to spend

allowed households to worry less about food. There was also some feeling of independence leading to greater personal autonomy; they even had an ability to make decisions on their own.

Additionally, families whom the breadwinners were husbands and had were deceased; their role of breadwinner was assumed by child grant for many households. This therefore meant that Child Grant Support acted as an economic security in times of income insecurity. Some respondents mentioned that they had acquired dignity which enabled solidarity and reciprocity within the community and the households (Pasha, 2016).

Honwana (2012) emphasised that some parents complained of having stress about wellbeing of their children and complexity of adulthood- this came as a result of failing to provide basic needs for their children, receiving Child Grant Support reduced stress and gave them independence and autonomy and therefore provided them with financial security and opportunity to plan ahead.

2.2.2 Child grant and Behaviour

In the study of Latino immigrant parents financial stress, depression and academic involvement predicting child academic success, home based involvement through monitoring home work of children and instilling academic values there was a change in academic attitudes and achievement in children's behaviour as they were more focused and showed good behaviour(Mistry, 2017)

According to SASSA and UNICEF (2012) there was a study that was conducted on impacts of Child Grant Support in South Africa in 2012 and the study looked at behaviour of adolescent by comparing those who stay at home and those who don't,. The results highlighted that there was alcohol usage of 31% of those who stay at home versus 21% of those who do not. There was drug usage of 30% of those who stay at home as compared to 20% of those who do not. In matters of criminal activities there were 22% of those who stay at home versus 11%.

2.3 Social Impacts of Child Grant programme on Households

Social impact is a significant positive change that addresses a pressing social change or rather is the effect on people and communities that happens as a result of an action or inaction. Another definition of social impact states that it is an important positive change that solves or addresses social injustice and other challenges. Organisations achieve the goal of social justice through deliberate efforts or activities in their operations and administrations, however social impact puts more emphasis on direct positive consequences to the society (Drayton, 1992). Under the theme of child grant social impacts, the literature will be on the following subthemes: child grant and access to health services, child grant and nutrition, child grant and birth rate, child grant and school enrolment, child grant school attendance, child grant and school consumables, child grant and grade progress, child grant and relationships in community.

2.3.1 Child Grant and Access to Health Services

In Columbia there was a study conducted on impacts of cash transfer programme on determinants of child health in 2016, the results showed that the use of health services increased noticeably as parents were able to take their children to checkups (Lopez *et al*, 2016). Similar results were noted in Nigeria, thematic analysis on impacts of child development programme showed that access to grants gave beneficiaries ability for pregnant women to go for monthly check ups as they had money for transport, they noted that they even gained knowledge on how to care for their unborn babies (Oxford Policy Management, 2017).

In South Africa the Child Support Grant made it easier for beneficiaries to have access to medical services; the qualitative data showed that grant allows them to take care of basic medical services for illness such as diarrhoea, flu and common cold (UNICEF, 2020).

Like many other African countries, Lesotho is faced with deprivations such as malnutrition, school drop outs, under five mortality rates, HIV/AIDS, and orphanhood (Government of the Kingdom of Lesotho, 2014). With the challenging health status of children the government was entitled to respond, therefore the introduction of Lesotho Child Grant Programme is one of the strategies meant to change the health status prevailing among children.

Health of children should be given special attention in order to attain better development of children; unhealthy children fail to participate fully in matters affecting their lives, child, health therefore becomes one of the main concern. Subthemes to be discussed under health impacts are access to health services, nutrition and birth rates.

According to the study conducted by Oxford Management Policy and Sechaba consultants(2014), the study took place in 5 districts namely Qacha'snek, Maseru, Leribe, Berea and Mafeteng respectively and the survey comprised of 3000 households, the findings highlighted decrease by 15 percentage of both boys and girls who suffered from illness mainly flu.

African Charter on the Rights and Welfare of a Child article 14 (1990) states that children have rights to attain and enjoy physical, mental and spiritual health. Lesotho like other countries signed treaties and is entitled to adapt to legislations that protect children hence there is Children protection and welfare Act of 2011. Similarly the Children's Protection and Welfare act advocates for children to have access to health services.

2.3.2 Child Grant and Nutrition

There is a relationship between Child grant and health services. In order for households to have access to health services they need to have cash. In Colombia the study on impacts of cash transfer on determinants of child health showed increase in consumption of food items especially in rural areas, there were 60% of children who consumed meat, eggs and dairy products (Lopez *et al*, 2016). On the other hand in Nigeria the beneficiaries reported that they were able to change food for themselves and their children due to cash transfers (Oxford policy Management, 2017).

In South Africa, there were noted positive health impacts of child grant, for instance Samson *et al* (1994) stated that Child Grant Support forms insurance as beneficiaries noted that the nutrition status of children improved noticeably as they managed to buy more food for their households

UNICEF (2008) indicated that access to grants enables caregivers to purchase enough food to meet the need of the children. Likewise, Arguero *et al* (2006) noted that children whose households receive grant had the height which is equivalent to their age, this came as a result of proper nutrition. There was improved nutritional status among children as a result of being recipients of unconditional cash transfers (Currie, 2001). There is similar evidence that proves that there were increase food security and nutrition in measurable ways. Caregivers reported that they can afford greater quality and families' access variety of food and share. In recent studies receiving grant was largely associated with an increase in household expenditure especially in food. Child grant support helps reduce child hunger over time, one study found that in 2000 there was great reduction of child hunger among children receiving grant than children who were not recipients (Flores, 2004).

This therefore shows adequate nutrition results in better development of children and inadequate nutrition may result in children acquiring malnutrition and other related nutrition sicknesses. In Lesotho children who received child grant experienced reduced hunger as compared to on recipients of child grant support; in one study there was significant reduction among children who received grant as compared to other children who did not receive grant. In another study there was a reduction of child hunger by 8-4 percentage, the effects of child grant support was largely recognised in most vulnerable households especially in rural areas. Children who received grants before the age of 2 years had positive impacts as it boosts the child height , this was observed mainly in girl child than a boy child (Samson, 2004).

2.3.3 Child Grant and Birth Rate

In Columbia the effects of cash transfers were found on birth rate which was between 0.3 and 0.58 kilogram, the transfers also decreased low birth weight of children (Attanasio *et al*, 2005). In Uganda there was a major decrease in reported diarrhoea rates (Gilligan and Roy, 2014), while in Brazil the children's morbidity improved though there were no reports on diarrhoea (Reis, 2010).

Alternatively, there were negative impacts noted about child grant support, LisiweVinolia Jacobs (2008) conducted a study on child Grant support and its effectiveness in GugulethuKwazulu Natal, the findings showed increase in cases of teenage pregnancy, with the hope of finding opportunity to get access to child Grant Support, there was a popular name given to Child Grant Support in Kwazulu Natal, the name is called 'waist fee'.

According UNICEF (2013), there was a study on impact on effectiveness and sustainability of child grant programme, the findings showed an increase in birth registration by 37% among children aged 0-6 years which meant an increase in birth rate though it's not every individual who registers a child after birth.

2.3.4 Child Grants and School Enrolment

There is noticeable evidence that parents and guardians spent grants on school related costs than other costs, costs such as school fees, and school transport and school uniforms as the main expenditure items in households.

Evidence indicates that child grant increases education of children, In Brazil BolsaFamilia which was a National grant programme that gave out transfers to school aged children only if they were in school proved that there were significant reductions of dropout rates and higher enrolment in high school (De Brauw, 2014). Moreover there were highest rates of school enrolment of 90-94 percent in Mexico (Coady, 2002).

Additionally similar results were noted in Zambia as absenteeism decreased by 16 percent for nine months of introduction of Kalomo Unconditional cash transfer pilot scheme (Schubert, 2005). In Bangladesh cash for education programme resulted in 20-30 percent school enrolment in primary school. Similar evidence is available from other countries, for examples Flores (2005) found that the Red de la Proteccion social in Nicaragua resulted in 22 percent increase in school enrolment in primary school with target population between 2000 and 2004.

In Honduras, Glewwe and Olinto (2004) found the Programa de Asignacion Familiar(PRAF) was responsible for 1 to 2 percentage increase in school enrolment 3 percentage reduction in dropout rates. Case *et al* (2005) noted that there was an increase in school enrolment by 8.1 percentages in Kwazulu Natal among 6 years old children.

The African Charter on Rights and Welfare of a child (1999) article 11 talks of the rights of a child to education, similarly the Children's Protection and Welfare Act (2011) highlights the right to education for every child. The policies therefore make it mandatory for the government to address educational needs for children. Additionally in 2000 the government of Lesotho introduced Free Primary Education with the aim of addressing child poverty and educational needs of children (Ministry of Education, 200).

Free Primary Education is one of the strategies that assist children to be enrolled in primary schools. Positive impacts have been noted on school enrolment. Studies showed that the presence of child grant support in households increased school enrolment and assists households to invest in the future of their children.

In Lesotho, there were positive outcomes of Child Grant Programme, children from the ages of 6-19 were enrolled in school, and there were 5 percentage increases of children enrolled. Child Grant Programme also contributed to children who were no longer attending school returned to school and these were children between ages of 13-17 in primary schools. In terms of grades and age, more children were not in the grades corresponding to their ages, for example a 10 year old could be found in grade 1 due to the fact that he/she dropped prior to introduction of child grant Programme (Pellerano, 2014).

2.3.5 Child Grants and School Attendance

For children to attain high grades and perform better their attendance has to be good, and this is not questionable in any form, for vulnerable households it may be challenging for their children. Additionally, there were cases reported especially cases of boys who could have dropped out and looked for cattle, the enrolment cases increased by 10 percent the information applied for children who are in primary level.

This therefore meant that children were attending grades which were not corresponding to the age as they were not attending school due to lack of funds, for example a 10 year old could be found in Grade 1 class. Cardo and Souza (2003) made a study on impacts of Bolsa- which is a child grant support in Brazil; the study was on child labour and school attendance, the findings indicated that the program had significant impacts in school attendance with a 3 percentage increase among boys, no noticeable impact among girls.

Some other evidence in Lesotho noted increase in school attendance in a two year evaluation of Child Grant Programme though nothing much was written on school progression (Pellerano, 2014).

2.3.6 Child Grant and School Consumable

It is impossible for children to learn profitably without school consumables, school consumable in this study is used to defined all school materials needed for student to make his/her education easier, such include stationary(books, pencils, rulers, desks), computers and all items needed at school(Blunt, 1990) .There were positive impacts noted on child grant and school consumables, for example in Mexico the finding of the grant program indicated there was an increase of 1.5 percentage points households for household as the they owned 1 to 3 books after receiving child grant, it was highlighted that grant play a major role in financing stationery for school children.

Many children dropout of school due to high rates of school fees, school uniforms and transport. Often poor families prioritise their hard earned cash for food other than for children's education (Klasen, 2007). The World Bank (2011) confirms that poverty decreases chances of children to attend school; on the other hand education increases the opportunity of children to graduate from poverty.

Moreover, Lundi (2002) noted some positive impacts on social grants he describes grants as support systems for households from rural areas to pay funeral policies, school fees and helping grandmothers to support their children school needs financially. In line with a two year evaluation of Lesotho Child Grant Programme, there was a huge positive impact as the money was used for school expenditure such as clothing uniforms, shoes as well as school transport (Pellerano, 2014).

2.3.7 Child Grant and Grade Progress

Children who were enrolled at birth successfully managed to complete more grades as compared to those who received grant at the age of 6 , this therefore meant that being early recipient significantly reduced delays or being enrolled at school by 27 percent, it was therefore concluded that early enrolment in child grant support raised grade attainment (UNICEF, 2012). In the study of impact evaluation of Lesotho child grant programme and sustainable poverty reduction through income, nutrition and access to government services, positive feedback was noted as there was increase of children completing secondary school by 13 percentage points.

2.3. 8 Child Grant and Food Security

Food insecurity is a major problem for many countries, food security can shortly be defined as having enough food that meets dietary needs and food preferences and manage to sustain the family (World Summit, 1996). Positive social impacts of child grant programme have highlighted in many instances, research indicates significant increase in food security, for example in Kenya vulnerable children had access to increase food consumption and they managed to eat different types of food (CT Evaluation Team, 2012).

Similar evidence in Malawi pinpointed that social grants improved many lives as 42 percentage of households and access to two meals as opposed to one meal per day, community grant increases bonds among women as they as they came together to form informal associations such associations strengthen relationships (Du Toit and Neves, 2014). Many recipients claimed that grants enable them to share and help others as a saying goes 'in Africa we share' solidarity is important in communities especially in hard times.

In Lesotho, many households were experiencing food shortage eight (8) months before Child Grant Programme survey; CGP improved the lives of beneficiaries as they were able to buy food throughout the year. The rates of food shortage reduced by 1.5 the number of months which beneficiaries experienced poverty. Furthermore the percentage of children aged 0-17 who ate 2 meals per day decreased by 11 percentages and they had access to 3 meals, on the other hand there was decrease of 7 percentages of adults who went to bed hungry. (Pellerano, 2014).

2.3.9. Child Grant and Relationship in Community

It is important that social relationships be discussed as an indicator because families and relationships set as best environmental basis for sharing of ideas necessary for proper utilization of funds on agreed needs- that is to say relationships in households can pave ways to proper and improper usage of funds (Neves, 2007).

In the study in Kwazulu Natal cash grants act as a facilitator for community social ties. Cash grants enabled households to participate in money associations through African credit association which function through paying certain amounts on monthly basis for 2 or more people with the aim of sharing money after some time or purchasing grocery in bulk (Patel, 2015). Many women regained independence in gender relations as a result of receiving income from social grants. Women had status because of regular income from child grant, on the other hand many men felt they had lost power over their wives because they no longer beg they used to (Meth, 2004).

On the other hand Pate and Mavungu (2016) found that men in South Africa used child grant as an excuse not to pay their maintenance as they know that children have enough money from child grant. This therefore means that child grant relieved a lot of pressure for many households even for those men who neglect their responsibility. In Lesotho the impacts regarding community sharing were also noted, those who received grants were able to share and support other family members and the community and sharing in kind promotes attachments in the community at large (Pellerano, 2014).

2.4 Economic Impacts of Child Grant Programme

Economic impact is understood to include direct or primary costs and benefits as well as secondary costs and benefits, in the discussion economic impacts will elaborate all the impacts that are affected by Child grant programme economically with the following subthemes local economy, child grant and local economy as well as child grant and child poverty.

2.4.1 Child Grant and Local Economy

Surrender *et al.* (2000) indicated that opposition against social grants emanated from the fact that social grants promote social ills as erosion of work ethics, promotion of laziness, misuse of funds like alcohol and drugs and increase fertility rates for girls and women. Negative economic impact that affect the local economy have been highlighted below, heavily targeted cash grants with unclear arbitrary edibility criteria ran a risk of unintended effects on community level due to jealousy, stigma among people who do not qualify, this was the case of child Grant Support programme in South Africa with its targeting strategy.

For many households there was a huge difference in economy as a result of receiving child grant programme, when households receive grant they spent money for buying household's necessities and this results in increase in local economy through buying and selling. According to Oxford Management Policy (2014) every loti transferred to a vulnerable household had a possibility of increasing local economy. In Lesotho it was noted that whenever beneficiaries get cash, they spend it to others especially to local businesses owned by others, spending more money on purchased goods

and services increases the demand to supply hence increase in sales and profits for business of increasing local economy by M2.23, this was a case of Lesotho child grant programme evaluation in 2013.

2.4.2 Child Grant and Child Poverty

In Brazil, the BolsaFamilia Program-which is cash transfer programme there was a considerable decrease in percentage of poor individuals as a result of deployment of cash grant transfers by the year 2004. The poverty line of 100 decreased by 12 percent between 1999 and 2009 (Castro and Modesto, 2010).

In Zambia in the districts of Kalobo, Shangombo and Kaputa, there was a study conducted and caregivers who received child grant programme in 2010, a sample of 28 households from three (3) districts was selected, a 30 month follow up was done, the findings of the program showed reduction by 5.4 percentage in consumption based poverty measures though the large impacts were found in poverty gap with 10.9 percentage.

Lesotho is ranked at 127th out of 174 countries on United Nations Development Programme's Human Development Index, and the poverty line in Lesotho is 124.00 which means that 68 percent of Basotho are poor (May *et al*, 2001).One of the ultimate objectives of Child Grant Programme in Lesotho is to reduce poverty, reduction of poverty includes receiving grants for households living with children. The discussion below will focus on literature on poverty and child grant in different countries.

2.5 Possible Interventions for Better Functionality of Child Grant

Evidence from different research clearly indicated that grant is an important measure of social protection for many households as there are numerous positive impacts on school, education, psychological, social as well as economic impacts- all the above impacts are crucial in breaking the cycle of poverty thus helping children realise their full potential. Despite the positive impacts some

households are still left vulnerable and neglected in the coverage, for example only 35 percent of children globally are covered by social protection through social grants, Europe has 87 percent coverage and 13 percent of those not covered. Many countries still face the challenge of not covering all vulnerable households due to fragmentation, weak institutionalisation and cutting of funds. For governments to curb extreme poverty and expand coverage of social protection for households, this report makes the following recommendations:

2.5.1. Rapid Expansion of Beneficiaries

Despite high rates of child poverty only a few households are included in child grant programme, government should consider universal child grant so as to avoid exclusion errors caused by targeting vulnerable households. There are many exclusion errors caused by targeting and universal child grants are the only solution to such errors.

2.5.2 The Need for Increasing the Amount

In order to meet the needs of children holistically the amount given to households should be increased, children need financial assistance for educational fees, for better health and other daily demands of life and such can be fully covered if the amounts are raised. It is important that duty bearers assist children to reach their full potential and help them with their daily needs especially vulnerable children who have no other means of survival except social grants.

2.5.3 Universal Child Grants to Curb Exclusion Errors

The programme should allow for intakes of new clients at any time, the norm was to do intakes only during enrolments which are normally scheduled so this leaves other recipients outside the program yet they are vulnerable.

2.5.4 More Follow ups to Reduce Exclusion Errors

Moreover the programme should not terminate clients after 3 consecutive times of missing the payments without conducting thorough home assessments, some clients might be terminated while still in need of the grants.

2.5.5 Extend years of giving Social Grants as long as the Child is in School

Terminating the children because they have reach the age of 18 while still in school has adverse effects on children's education because some children fail to pay for stationary, school transport and other school consumable as they fully depend on social grants, it is therefore important or the Ministry of Social Development to consider not terminating children as they reach the age 18 especially if they are still attending school.

2.6 THEORETICAL FRAMEWORK

Carley and Gioia (2010) define theory as a statement that can be tested; theory explains how and why a phenomenon transpires. Theory clarifies the association of certain events. Undo-Akang Faculty (2012) defined theory as general statements or thinking, or conclusions about a certain phenomenon which results in analysis.

Theories are proven scientifically with evidence and the knowledge acquired is used to help understand human behaviour as well as explain predictions about concepts, it is further stated that an academic research should be based on theory. The theory to be used in this e study is Child rights based approach and the study will discuss how it will be adopted in the study.

2.6.1 Child Rights Based Approach

A child rights based approach is an approach that shifts the notion of providing children with needs without considering their involvement and participation but rather it focus on the notion that children should participate in every decision that affects them. The child based approach encourages government and stakeholders to include the children from planning and implementation in programs that are meant for children for better programming and responding to the needs of the children. The approach emphasises the importance of recognising that children have rights and their rights should be taken into consideration and be highly appreciated, that is shortly to say children matter most, children have voices and their voices should be heard especially if the aim is to answer their needs. It also emphasises that organisations should use principles of child rights to plan, manage, implement

and monitor programmes with the aim of strengthening the rights of children. Child rights based approach considers the developmental needs of children holistically.

2.6.2 Components of Child Rights Based Approach

The components of child rights based approach are changing from needs orientation to child rights orientation, children as holders of their rights, child participation and mainstreaming children's rights in all processes.

2.6.3 Changing Needs Orientation to Child Rights Orientation

With regard to this component basic needs of children are still a goal, the difference is that the aim is to fight all structural causes of poverty and rights violation in a sustainable manner. With this regard poverty is seen as a consequence injustice caused by structures and shortage of developments.

2.6.4 Children as Holders of their Rights

Under this component children are viewed as legal entity which means that they are holders of their rights. Children are legally entitled to resources from government and organisations and their families and communities are responsible for ensuring that children get what they are entitled to. Government, organisations, families and communities are all duty bearers with regard to ensuring that children are catered for. For instance families have to work to ensure that their children live a healthy life on the other hand where families fail it is the duty of the state and other organisations to take lead in ensuring that children's needs are fully met.

2.6.5 Child Participation

This component puts emphasis on the fact that children are active human beings, who should be involved in their development, involvement include questioning and challenging any decision that has been made. Children should be encouraged to take part in decisions that affect their life's, the role of parents is to provide guidance and direction to children in making the right choices as they become active members of the society.

The child rights based approach is crucial for the study because child grant is considered as a response mechanism to child poverty, and also it is appropriate because the government is obliged to respond to the needs of the children in cases where families fail to take such responsibility, it is the right of children to have access to social services provided by the government. The government is compelled to respond to child poverty through legislation such as UN Convention on the rights of children because it has signed the treaties. Child Protection and Welfare Act, 2011 is one of the legislation that compels the government to respond to child vulnerability. There are four main contents of child rights based approach which are survival, development, protection and participation. Previously children were viewed as passive individuals as opposed to active participants in their own development and with the evolvement of child rights based approach things have been changing. Child rights based approach is an approach that was influenced by human rights and UN Convention on the rights of children.

The approach encourages children to participate in matters affecting them, for example if there are initiatives which are meant to change their lives the approach advocates that children should be part and parcel of such initiatives.

2.6.6 Mainstreaming Children's Rights Based Approach in all processes

Mainstreaming children's rights in all process involves all the activities and strategies that pave a way for people to realise children's rights, child participation, awareness raising, legal presentation and ensuring that implementation is done. Mainstreaming children's rights in all processes encompasses mobilising families, communities, social surroundings and all duty bearers. For projects to fully succeed in mainstreaming children's rights children should be involved in all stages of the project to fully answer their needs from situation analysis to project implementation. Duty bearers can only address challenges of children through involving children in all stages of project.

2.6.7 Adopting Child Rights Based Approach to the Study

Reviewed literature reveals that child grant helps households have access to social services such services include access to health services, access to education and access to all food, Child rights based approach largely puts emphasises on that duty bearers as responsible to ensure that

children's needs are fully met so as to assist children to develop fully. However, what is crucial in child developmental needs is that as much as duty bearers are held responsible for the needs of children, it is important for organisations to ensure that children's needs be considered in terms of rights and all structures that impede reduction of child poverty should be dealt with to ensure sustainable development of children. Additionally, for better development of children all the needs of children mentioned in child rights based approach should be fulfilled by parents and in case parents fail to provide, it is the responsibility of the government and stakeholders to assist the children so that they may reach their full potential.

Smith (2009) indicated that improving the level of people demands provision of better education, increased jobs, higher income and recognition of individual and community needs. Therefore, where families fail to provide for households, it is the responsibility of the state and non-governmental organisations to relieve households with social grants or any form of assistance.

Eradication of child poverty should include child participation, government and stakeholders will achieve the objective through involvement of children in matters affecting children. Children know their needs and are to be consulted to inquire them about their needs. If measures of eradicating poverty are excluding children, such measures are likely to fail. There are policies and laws that hold government accountable for provision of social services to children and such laws and policies should be taken into account as most of them are binding, however inclusion of children is paramount in implementation of such laws and policies.

2.8 Gaps in the Literature Review

There are several writings on impacts of child grant programme in households both in developed countries and in developing countries however there are few writings in the country of Lesotho. Additionally there are few writings which are recent in the context of Lesotho, the study will therefore be crucial to give insights on the impacts of child grant programme in Lesotho.

2.9 CHAPTER SUMMARY

This chapter examined psychological and cognitive impacts of child grant, the health impacts of child grant, the social impacts of child grant as well as the economic impacts of child grand. The last part that was discussed in the chapter is possible interventions and the theories used in the study. The next chapter will elaborate the methodology to be utilised in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology is a plan that a researcher decides on suitable research methods to be used and the choice of research methods relies on the type of paradigm undertaken (Crotty, 1998). This chapter reflects on philosophical underpinnings, ontological issues, research approach, study site, population, sampling and sampling procedure, inclusion criteria, exclusion criteria, methods of data collection, data analysis, ethical consideration, the trustworthiness of research and chapter summary.

3.2 Philosophical Underpinnings of the Study

According to Huff (2009) Philosophical underpinnings are defined as abstract ideas and beliefs that inform us about the research study, philosophical underpinnings are sometimes referred to as philosophical assumptions. They are very important in research because they assist the research on how to formulate the problem, how to formulate research questions, as well as how to seek answers to research questions. The ontological issues under qualitative and quantitative research will be elaborated below.

3.2.1 Ontological Issues

Ontological issues relate to the nature of reality and its characteristics. When conducting qualitative research it is very crucial to embrace different realities as well as individuals being studied with the intention of reporting those different realities. Evidence of realities is obtained from different themes which were constructed from data. Ontology deals with questions such as what is the form and nature of reality. What is there that can be known about it? (Guba, 1994). Constructivism is a main concept under ontology and it will be discussed below.

3.2.2 Ontology Constructivism

According to Elliot *et al.*(2000) constructivism is defined as an approach to learning that holds a notion that people create their own knowledge and the reality and it is influenced by the experiences of a learner. Arends (1998) noted that a learner makes personal construction based on the prior interactions and events and through this study the researcher will acquire new knowledge and gain knowledge from previous writings and such knowledge will be acquired through active engagement with recipients of child grant which will yield necessary interpretation of reality (Collins, 2012).

3.2.3 Interpretivism Epistemology

Interpretivism is the approach in research that aims to interpret the elements of the study. The researcher makes an assumption that access to reality is only constructed through social constructions such as language, consciousness, shared meanings and instruments. In this study, the a researcher utilised interviews and observations in order to make meaning through observation, that is to say meanings emerge towards the end of research process through the use of symbols which are constructed and the process is called symbolic interaction (Collins, 2012).

Interpretivism epistemology holds the notion that people cannot be separated from their knowledge and also that there is a clear linkage between the researcher and the researched as the researcher is the one rendering or conducting research. Interpretivism epistemology is associated with high level of validity, trustworthiness and honesty because of collecting data through interviews and observations which provide the researcher with direct and in-depth information from participant's readings (Collins, 2012).

Epistemology interpretivism is adopted because the study adopted mixed methods research which has an element of qualitative researches which will interpret some elements of the study in order to explain reality. Additionally the researcher used interpretivism because it uses interviews which will be used in the study as a method of data collection. Lastly epistemology interpretism is relevant

because knowledge is gained from participants and such knowledge is the one used to complete the study.

3.3 Research Approach

Research approach is defined as procedures and plans for the study that encompasses detailed methods of data collection, analysis and interpretation, the research approach is based on the nature of the problem, the issue being addressed by the researcher as well as the audience of the study (Creswell, 2003).

The study adopted a mixed method approach; a mixed method approach is an approach that involves collecting data and analysing data using both qualitative and quantitative methods. The study adopted mixed methods approach so as to provide a more holistic perspective or rather complete understanding of research problem and to obtain rich data that aims at closing the gaps that could have been left while using a single research approach (Creswell, 2003).

The usage of mixed methods improves the validity and reliability of the research, in his writings Bryman (2007, p, 99) concluded that 'Bringing quantitative and qualitative findings together has a potential to offer insight that could not otherwise be gleaned. Thus even when a fusion of two sets of findings was not envisioned at the outset of the project, it may be valuable to consider whether the findings suggest interesting contrast or help to clarify each other.

3.4The Study Site

The study site is explained as a place or a site where the research will be conducted (Johnson *et al* 2018). Kanana community council which is located in Berea District and it is chosen as a study site, in order to understand the site it is very important to look at history of Kanana Community Council in Berea. Kanana community council has 9 electoral divisions and 60 villages. Table 3.1 shows 9 electoral divisions and villages that fall under each electoral division.

Table 3.1 Electoral division by villages

ELECTRORAL DIVISION	VILLAGES
Ha foso	<ul style="list-style-type: none"> ▪ Khopane ▪ Mafikeng ▪ Setasi ▪ Maling ▪ Bobojane ▪ Potoloha ▪ Bochabela ▪ sepinare
2.Lekhalong	<ul style="list-style-type: none"> ▪ Lekhalong ▪ Matebeleng ▪ Sekoting ▪ Mafaesa ▪ Lipompong
3. Mokhethoaneng	<ul style="list-style-type: none"> ▪ Lioping ▪ Ha makhele ▪ Ha sebolai ▪ Tocha ▪ Malumeng ▪ Manganeng/Tumo ▪ Matseng
4.Baruting	<ul style="list-style-type: none"> ▪ Thuntsane ▪ Puthalichaba ▪ Bethane ▪ Motsekuoa ▪ Ralimo ▪ Baruting ▪ Masaleng ▪ Pareisi
5. Ntloana-tsoana	<ul style="list-style-type: none"> ▪ Qhooeng ▪ NtloanaTsoana ▪ Mosenekeng ▪ Sekujana ▪ Hatsolo ▪ Hamotumi ▪ Lefikeng ▪ Khotong ▪ Lilatoleng ▪ Rantajana/bethele
6. Sole	<ul style="list-style-type: none"> ▪ Makebe ▪ Liphiring ▪ Hasole ▪ HaJubile
7.Lovely rock	<ul style="list-style-type: none"> ▪ Ha majara ▪ Makola ▪ Letsatseng

8. Marabeng	<ul style="list-style-type: none"> ▪ Marabeng ▪ Berea ▪ Ha mokhoele ▪ Sekhutloanengtututsoaneng ▪ Jesang ▪ Mophokong ▪ Moholoaneng ▪ Lipeleng
9. Maqhaka	<ul style="list-style-type: none"> ▪ Lithakong ▪ maqhaka ▪ aupolase ▪ khauteng ▪ lebenkeleng ▪ maraca ▪ thotaneng

Source: Lesotho Bureau Statistics, 2006

The population of Kanana was 19, 3111 in 2006, and its elevation is 5,194 feet above sea level (Lesotho Bureau of statistics 2006). According to Marshal and Rosseman (1999:68) a researcher should have valid reasons which clearly indicate why a specific setting is more suitable than others in conducting research. Therefore, the study was chosen because the researcher had multiple interactions with recipients of child grant in Kanana Community Council in Berea District. Additionally, accessibility of the study site is one of the reasons for selection.

3. 5 Population

Population is described as a group or groups of interest to the research based on study questions. It provides a choice from which to choose a sample (Given, 2008). Gray (2015), describes population as the entire group that the researcher wants to draw conclusion about, it is defined in terms of location, age, income and other characteristics (Flower, 2009). The population of the research is 761; this is the overall number of clients who receive child grant at Kanana Community Council in Berea District.

3.6 Sampling and Sampling Procedure

There are two (2) types of sampling procedures which are probability sampling and non-probability sampling procedure. The procedure that will be adopted by this research is non-probability sampling and probability sampling because the study uses a mixed methods approach. According to Bryman

(2016) non-probability sampling involves selection of sample which is based on allowing a researcher to easily collect data, with this type of sampling procedure not everyone has a chance of being selected on the other hand probability sampling is the sampling technique whereby a researcher selects a sample from large population and each sample has equal chances of being selected, for probability sampling the researcher will use the formula of thumb rule of 10% of the population-this therefore means that hence our population is 761, the sample will therefore consist of 70 respondents and the probability sampling technique will be random sampling. Random sampling is a sampling in which respondents are chosen randomly and have equal chances of being selected from a sample.

The non-probability sampling technique that was used in the study is purposive sampling. Purposive sampling is the sampling technique that selects a sample based on characteristics which are present within specific population and overall study. Purposive sampling is sometimes called selective, subjective or judgemental because of selecting its own sample. (Bryman, 2016).The researcher will use five(5) children for focus group discussion, five (5) parents and guardians for focus group discussion and three (3) key informants.

3.6.1 Sample Size

According to Fowler (2009) a sample is a subset which contains characteristics of a larger group; a sample is used in statistical testing especially when the population size is too large for testing. The simple definition for sample is a group of individuals selected from the population who will actually participate in research.

3.6.2 Qualitative Sample

For qualitative data the researcher used two(2) focus groups, each group composed of 5 participants, the first group of children composed of five(5) children and the second group composed of five(5) parents and guardians. There were three (3) key informants, one (1) was a council secretary of Kanana Community Council, the second key informant was the auxiliary social worker and the last was the senior child welfare officer.

3.6.3 Quantitative Sample

For quantitative data the researcher used the formula of thumb rule of 10% of the population-this therefore means that hence our population is 761, the sample will therefore consist of 70 respondents and the probability sampling technique will be random sampling.

3.6.4 Inclusion Criteria

The inclusion criteria for the participants meet certain requirements which were recipient of child grant;they participated voluntarily in the study and signed and returned the informed consent form.

3.6.5 Exclusion Criteria

People who were excluded in the study are those who will fail to meet the requirements needed. The exclusion criteria are as follows those who are not willing to participate voluntarily in the study, those who are not willing to sign and return the informed consent form and those who are not recipients of child grant programme

3.6.6 Data Collection Methods and Instruments

The data collection method that was used under mixed methods, the tools that were used were in-depth interviews for key informants and focus group discussions for collecting qualitative data, and a survey for collecting quantitative data. The method of collecting data that was used for quantitative data is a survey and a tool that was used to collect data is a questionnaire as the study adopted mixed methods of research. And for data analysis the mixed method research was adopted, SPSS was used for analysing quantitative data and thematic analysis was used for analysing qualitative data.

3.6.7 In-depth Interviews

For qualitative aspects of the study, data were collected using in-depth interviews where open ended questions from interview guide for key informants and group discussion guide tools will be used such (Barbie 2001). The researcher will communicate with social development management in order to

identify the recipients of child grant. The recipients of child grant, data will be collected qualitatively through interviews; participants will be interviewed in a private room, one to one interview using semi to open ended questions. Focus group discussions will be conducted outside, one focus group discussion will be for parents and guardians which will consist of five (5) members and the other focus group discussion will consist of five (5) children. The participants will be interviewed in one week; the researcher will also interview key formats who are auxiliary social worker from Social Development, senior child welfare officer from Ministry of Social Development and District Senior Secretary of Kanana Community Council.

3.6.8 Survey and Questionnaire

A survey is a research method for collecting data that were adopted in the study and questionnaire is an instrument or tool of collecting data to be utilised in the study. A questionnaire consists of list of questions and such questions are assigned the choice of answers which are typed and printed in a sequence and are meant to acquire information from respondents. Questionnaire will be piloted and distributed to 70 respondents who will be randomly selected. The researcher will use close ended questionnaires, this type of questionnaires allow the respondents to select the answer among given answers.

The Table 3.2 below show the objectives, the research approach, method of data collection and tool to be used, this table is used to give a clear picture of how mixed method approach will be utilised throughout the study.

Table 3:2 Summary of research objectives and research methodology

Objective	Research approach	Data collection method	Tools
1. To assess psychological impacts of child grant on vulnerable households.	Qualitative	In-depth Interviews, key informants interviews and focus group discussions	In-depth interview guide, focus groups discussion guide, key informants interview guide.
2.To establish Social impacts of child grant on	Qualitative and quantitative	In-depth interviews focus group discussions, key	In-depth interview guide, key informants

vulnerable households		informants interviews and questionnaire.	interview guide, focus groups discussion guide and questionnaire.
3. To examine economic impacts of child grant on vulnerable households	Quantitative and qualitative	In-depth interviews focus group discussions, key informants interviews and questionnaire.	In-depth interview guide, key informants interview guide, focus groups discussion guide and questionnaire
4. To establish possible intervention for the programme functionality	qualitative	In-depth interviews focus group discussions, key informants interviews.	In-depth interview guide, focus group discussion guide and key informants interview guide.

3.7 Data Analysis

Data was analysed with both the use of thematic analysis for qualitative data and SPSS (Statistical Package for Social Sciences) for quantitative data. The research will clearly clarify how thematic analysis for qualitative functions and how SPSS functions.

3.7.1 Thematic Analysis

Thematic data analysis was adopted to analyse the interviewed data in the study. Thematic analysis is the method used to analyse qualitative data, the method was applied on set of texts such as interviews and transcripts. The researcher closely examined the data to identify the commonality in themes, topics, ideas and patterns of meaning that come frequently. Thematic analysis comprises of following six (6) steps which are familiarisation, coding, generating themes, reviewing themes defining and naming themes as well as writing up (Braun & Clarke 2012).

i. Familiarisation

It is important that a researcher gets a thorough overview of data before starting to analyse individual items. The researcher started familiarisation of data, listened attentively to recorded data in order to make meaning of what was said, recordings were converted into text format. It was important that the researcher made initial notes on date, time, audio file or name and duration of each recording.

ii. Coding

The second step is coding of data, coding means putting highlights on text especially on sentences and phrases and coming up with labels known as codes in order to describe them. The codes allow the researcher to gain overview of the main points and common meanings throughout the data.

iii. Step 3 Generating themes.

The next step was to look at codes that have been created, identify patterns among them and generate themes. This is the step where several codes were combined into a single theme, irrelevant codes were discarded.

iv. Reviewing themes

The researcher looked at data and compared the data to themes to find out if there was anything missing or all data is captured into themes. Themes can be changed if there is a need, the researcher can also split themes and create new ones.

v. Step 5 defining and naming themes.

After having a final list of themes the researcher names and defines themes and figure out how the themes help us understand data.

vi. Step 6 writing up

Finally the researcher wrote the report stating with introduction, methodology, method of data collection and thoroughly explain how thematic analysis took place. The analysis should whether the research has answered the research questions or not.

vii. Statistical Package for Social Sciences data analysis

Raw data was imported into the SPSS through excel, the SPSS will analyse data as per the commands given to the software by the researcher, for instance the researcher can analyse data using frequencies, bar charts and pie charts just to mention a few.

3.8 Ethical Considerations

According to Bryman (2016), ethical considerations are guiding principles in research that all researcher should take into consideration when collecting data from people, they can be generally called code of conduct in social research. Research ethics ensure that participation in study is

voluntary, informed and safe for research subjects; it also ensures that research does not violate the rights of participants and dignity.

The researcher honoured ethical standards set by generic research ethics. The participants will be informed about all the steps to be undertaken under the study. The participants were informed that the study is voluntary and they were not forced into participating. The key ethical issues under qualitative research were voluntary participation, informed consent, anonymity and confidentiality.

3.8.1 Voluntary Participation

Voluntary participation is defined as free to participate in research study without being coerced. The participants were free to withdraw at any time they felt like quitting, and the research clearly stated to participants that there were not be negative implications on them if they do not participate (Bryaman, 2016).

3.8.2 Informed Consent

Every individual who participate in the study was freely consented to participate. No participant was forced to take part in the study. Every individual who participated in the study informed about what participation entailed, and w assured that declining to take part will not affect the grants they are receiving from the Ministry (files (Tom Beauchamp and Jim Childress 1983). Clarification of the research included the nature of the study, the participant's role, the identity of the researcher, the objective of the research and how the results will benefit the participants. In order to gain participants consent, all participants signed a consent form.

3.8.3 Confidentiality

According to Richards and Stake (1995) confidentiality means no personal information is to be known by others except in certain situation, the researcher should clearly elaborate which person will have access to initial data and how data will be utilised. The researcher considered the ethics of confidentiality in the study because it was important to protect the identity of the participant whom

data was collected from. After data collection the identity of all participants was protected, and will not be left around in notebooks and computer files (Tom Beauchamp & Jim Childress 1983).

3.8.4 Autonomy

Autonomy implies respect of the rights of participants. This was very important especially as the researcher used semi structured interviews; the interviewer needed to pay close attention to intellectual competence and cultural differences during communication. The interviewer understood the personal beliefs of respondents during the interview.

3.8.5 Deception

The principle of deception is explained as holding information from participants by misleading them of misinterpreting facts. It was important that the researcher did not deceive participant but rather provided true information about the study, its objectives and how they benefited if there was any benefit. It was also important because participation was voluntary. The researcher ensured that participants were given the correct information about the study without distorting any information.

3.8.6 Trustworthiness of the Research

Trustworthiness refers to how confident the researcher is in the data, interpretation and the methods used in research to ensure the quality of research (Pilot & Beck 2014). The researcher followed proper protocols and procedures so that the research can be considered as worthy. There were four (4) components of trustworthiness which are credibility, conformability, dependability and transferability, and they are explained below.

3.8.7 Credibility

Credibility is explained as how confident the qualitative research is in the truth of the research findings. To obtain credibility the researcher probed more during interview process so as to ensure consistency in the answers provided by the respondents. To ensure credibility the researcher was hoping to get support from the supervisor with several debriefing sessions which tested ideas and testing ground for a researcher.

The researcher used triangulation to show that the findings were credible and triangulation used different source of data such as data existing research (Creswell 2003). Triangulation refers to usage of many data sources to validate conclusions. Data will be conducted from male and female, guardians, parents from different villages and different electoral divisions.

3.8.8 Conformability

Conformability explains how neutral the research findings are, the neutrality of research was achieved because the findings relied on participants responses and not on personal motive of the researcher. It required the researcher to demonstrate how the conclusions and interpretations have been reached. To ensure conformability of the study the researcher was supervised and monitored by the supervisor accordingly from formulating the tools to how the tools were will be utilised (Creswell 2003).

3.8.9 Dependability

Other researcher can have interest in replicating the same study, the expectation is that the research process should have logic and be clearly documented (Creswell 2003), to achieve dependability the researcher wrote all data obtained from the study. Interviews were clearly captured, the answers to questionnaires were also captured clearly and any changes in research process were documented.

3.8.10 Transferability

It implies findings which could be applicable to other settings; it entails providing proper description of the participants and the process of research to the reader so that findings can be transferable(Creswell 2003) To acquire transferability in the study methodological processes were clearly outlined and defined, the sampling procedures were articulated in the study.

3.9 Chapter Summary

This chapter captured the methodology and procedures which will be utilised in order to find out the impacts of child grant in Kanana Community Council in Berea District. The chapter begins with outlining the philosophical underpinnings of the research, outlining the research approach and

design, the study site, population, sampling procedures, data collection and analysis techniques, reviewing ethical considerations and concludes with trustworthiness of data. The next chapter will be on data analysis and findings.

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

The chapter presents the findings which were obtained in the study that is aimed at investigating the impacts of Child Grant Programme on vulnerable households in Kanana Community Council in Lesotho. As the study used mixed methods the finding will be elaborated from both qualitative data analysis and quantitative analysis. The findings are presented on qualitative data for demographics of participants and psychological impacts of child grant, the findings on social impacts of child grant are presented with both qualitative and quantitative data analysis, lastly the findings on economic impacts of child grant were analysed using only quantitative data analysis.

4.1 PRESENTATION OF FINDINGS

The section below will present the findings of the study; the findings will be presented using themes and subthemes as guided by the study objectives, statement of the problem and theoretical framework of the study.

4.2 The Psychological Impacts of Child Grant

The qualitative analysis of data established the psychological impacts of child grant as one of the key themes to the study, under this theme, the sub themes to be discussed are child grant and stress and child grant, child grant and feelings as well as child grant and behaviour of children.

4.2.1. Child Grant and Stress

The participants were asked about financial pressures caused by grant, majority of participants mentioned that there are a number of reasons the money causes stress in the household, among reasons, some it is difficult for their parents to prioritise what to buy and what not to buy with the money they received from child grant, the demands are too huge and then amount is too little.

However few of participants said it reduced stress; *they said 'the money has reduced the level of stress that our mother used to have, for she is unemployed'*,

Another participant said *“it has always been difficult for us to buy anything as we used to live on handouts from people; the money is playing a big role in my family”*

4.2.2. Child grant and Behaviour of Children

In focus group discussion of children, the children were asked how grant has affected their behaviour, majority of participants pointed that it has affected them positively as their needs are met to a certain extent, some said it has affected them negatively as in its absence the guardians treat them harshly and scold them, some mentioned that they have many fights at home as a result of little amount that has to be shared among many siblings.

From the focus group of parents and guardians, the parents were asked to what extend does grant affect the behaviour of children, majority of parents complained that the children whom the grant's booklet is written in their names portray inappropriate behaviour and delinquent behaviour, they were demanding and preferred the money to be controlled by them, some children prefer when the money is utilised to buy items for them and exclude other children and this has hugely affected harmonious relationships in the household. One parent said;

‘These children want to call the shots regarding the usage of funds, in many cases we fight after payments as a result of disagreements on how to utilise the money’. Few parents acknowledged that they have full control of the funds and the children portray an appropriate behaviour’.

4.3 Social Impacts of Child Grant

The qualitative and quantitative analysis established the main theme social impacts of grant on households, under the theme of social impacts of child grant, the findings of the following subthemes will be discussed; child grant and access to health services, child grant and nutrition, child grant and school enrolment, child grant and school attendance, child grant and grade progression

4.3.1 Child Grant and Access to Health Services

Some parents cited that the presence of a health centre in the village is of great importance as they travel by foot for short distance to access free health services and they do not pay for services at such clinics, these were the clients who reside at Maqhaka which is next to Kanana Community

Council. The presence of village health workers in some villages plays a pivotal role in many health issues; the village health workers provide assistance in the form of health education, nutritional supplements, vaccinations and post natal care. Other participants mentioned that they approach the Ministry of Social Development to get medical exemption which covers all medical bills.

Few participants reported that the money is not enough to allow participants to have access to health services; the amount received could not even be used to transport them to nearer health centres.

Some of the participants mentioned they mentioned that' the amount was only used to buy basic food only and failed even to cover all of them', In this regard one of the participant said; *“The money was used to buy maize meal and bread flour only”*.

4.3.2 Child Grant and Nutrition

For quantitative analysis of subtheme of child grant and nutrition, frequency of sleeping without food and whether families eat balanced diet were used as indicators to measure nutrition.

4.3.3. Frequency of Sleeping without food

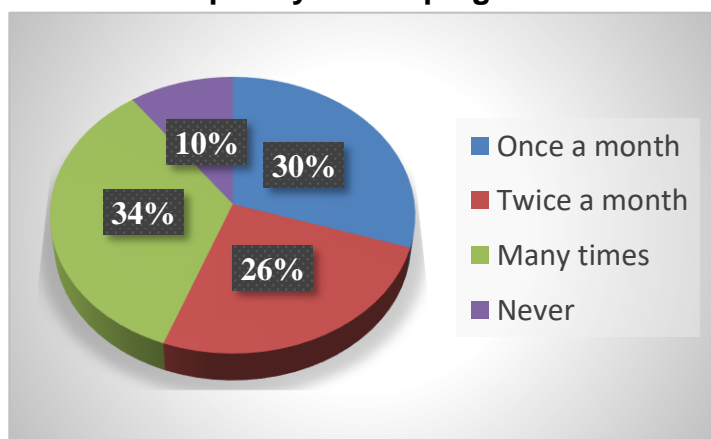


Figure 4.1: Distribution of respondents by frequency of sleeping without food

The respondents were asked how many times they slept without food, the findings were as follows: (34%) many times, (30%) once a month, (26%) twice a month and (10%) never. Figure 4.5 presents distribution of respondents by frequency of sleeping without food

4.3.3. Eating Balanced Diet.

The respondents were asked whether they the household members were able to eat balanced diet, the findings showed that (78%) of respondents said they do not eat balanced diet, (19%) of respondents said they sometimes eat balanced diet and , three percent of the respondents said they ate balanced diet. Figure 4.6 shows the distribution of respondents by whether the families eat

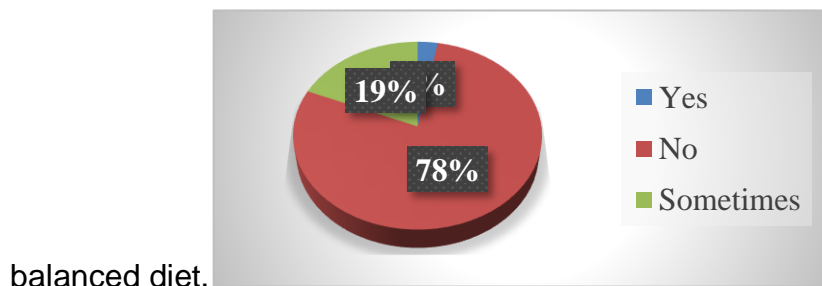


Figure 4.2: Distribution of respondents by whether the families eat balanced diet

4.3.4 Child Grant and Birth Rate

From qualitative data, many participants indicated that the rate at which children are born in their households has increased with the hope of receiving large sums of money, one participant said;

'my husband insists that we have many kids so that we can receive M750 , we only have 3 children and we receive 600 quarterly so he said if at least we increase the number of children by two(2) we will receive more money'.

Other participants acknowledged that they do not want to have more children as the grant is too little and fails to cover the basic needs of children, the demands and the needs of children are too many and having more children meant digging their lives to more vulnerability.

4.3.5 Child grants and School Enrolment

Respondents were probed to indicate whether child grant has increased school enrolment in their households and majority of the respondents (57%) agreed 43% of them disagreed. The findings are shown in Figure 4.7.

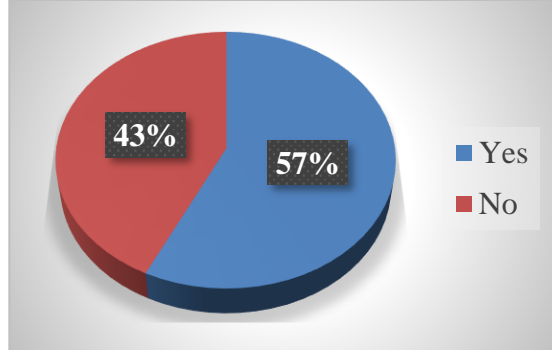


Figure 4.3: Distribution of respondents by whether the grant increased school enrolment for children in the household

Findings from qualitative data indicated that some children were pleased with Child grant Programme as they mentioned that as they complete primary schools they are enrolled in governmental high schools without a pay—that is to say Child Grant Programme has a bursary component in it for children in high schools. Through the bursary component the following school consumables are paid for, school fees, boarding fees and stationery.

4.3.6 Child Grants and School Attendance

The findings in Table 4.1 reflect the opinions of respondents regarding to the number of children who attend school in the households and the responses are shown as follows: (57.1%) 1-2 children, (32.9%) 3-4 children, (5.7%) all children, (4.3%) None

Table 4.1 Children attending school in the household

NO. ATTENDING SCHOOL	FREQUENCY	PERCENTAGE
1-2	40	57.1%
3-4	23	32.9%
ALL CHILDREN	4	5.7
NONE	3	4.3%
TOTAL	70	100

Source: Field survey, 2022

4.3.7 Child Grant and School Consumable

Qualitative data showed that majority of participants from focus group of children were happy with bursary which buys school material such as school fees, boarding school fees and stationery. Other

participants were asked which school material is bought with the money, the participants showed that the money is used to buy school material such as books, pencils and school bags, minority of children mentioned that they use the money for transportation. One participant highlighted that his relative is the one who buys school material for him as the money is used to buy food.

Data from quantitative analysis in the Figure 4.8 below presents distribution of respondents according to the ability of parents to buy school material. The findings reveal that majority of the respondents (78%) are not able to buy school material for the children and 22% of them have the ability to buy school material for their children.

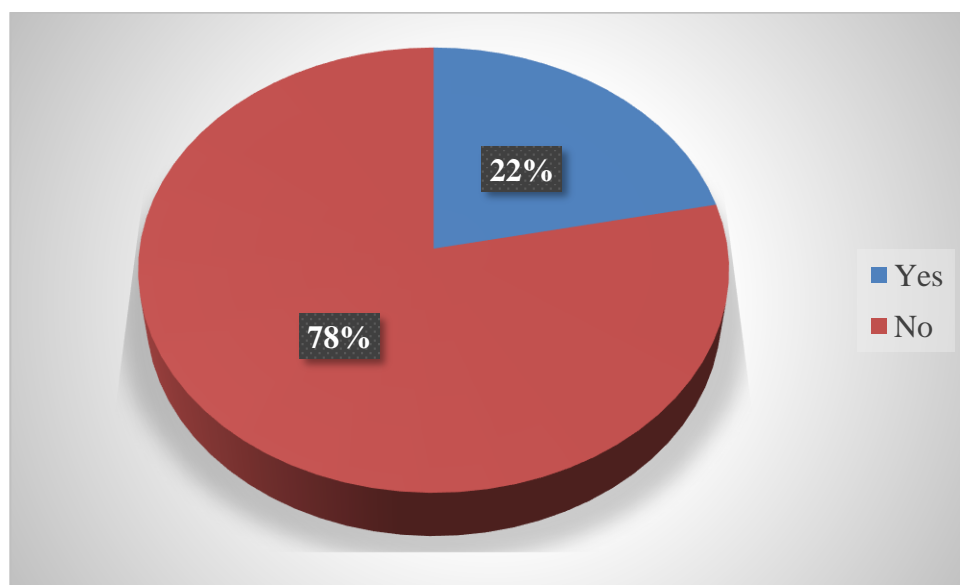


Figure 4.4 Distribution of respondents by ability of parents to buy school material

4.3.8 Child Grants and Grade Progress

The findings on grade progress revealed that majority of children pass grade and proceed to the next class with the fear of being taken out of the bursary scheme, the scheme terminates children when they fail class. There are some children fail to progress to next classes due to the fact that they fail to pay for themselves after the bursary scheme has terminated their names, some children miss classes and therefore repeat classes as a result of schools that are far from the villages.

4.4 Economic Impacts of Child Grant

The qualitative and quantitative analysis established the main theme economic impacts of child grant on households, under the theme of economic impacts of child grant, the findings of the following

subthemes will be presented; child grant and local economy, child grant and child poverty as well as child grant, employment and unemployment.

4.4. 1 Child Grant and local Economy

The qualitative findings on child grant and local economy showed that Child Grant Programme increased local economy as respondents used their money to buy local goods such as maize meal, sorghum, peas and beans after receiving money. Additionally many recipients move from far villages to collect their grant on payment date and they use local transport to reach to payment sides and that increased local economy for taxi owners. The exchange of money from the recipients to local business owners like taxi owners and farmers had a positive impact on local economy. In this regard one of the farmers said; *“My family rely on money from child grant because a sell sorghum and maize seasonally, sometimes I sell vegetables which I plough in my fields, I am a farmer and farming sustains my family”*.

4.4.2 Increment of Household Income due to received Child Grant

As per quantitative data, the respondents were requested to indicate whether the grant has increased the income of their household levels. According to the findings, as summarised in Table 4.2 the distribution of respondents by increment of household income due to received grant are as follows: very much 38.6%, to certain extend 34.3%, not at all 27.1%.

Table 4.2 increment of household income due to received grant

Level of household income increment	frequency	Percentage
Very much	27	38.6%
To a certain extend	24	34.3%
Not at all	19	27.1%
Total	70	100%

Source: Field survey, 2022

4.4.3 Increased Rate of Buying Food due to Child Grant Received

From quantitative data analysis, the respondents were asked if the child grant they receive has increased their rate of buying food. The findings are presented in Figure 4.9 Majority of the

respondents (56%) disagreed while 44% of them acknowledged that the grant has increased their rate of buying food.

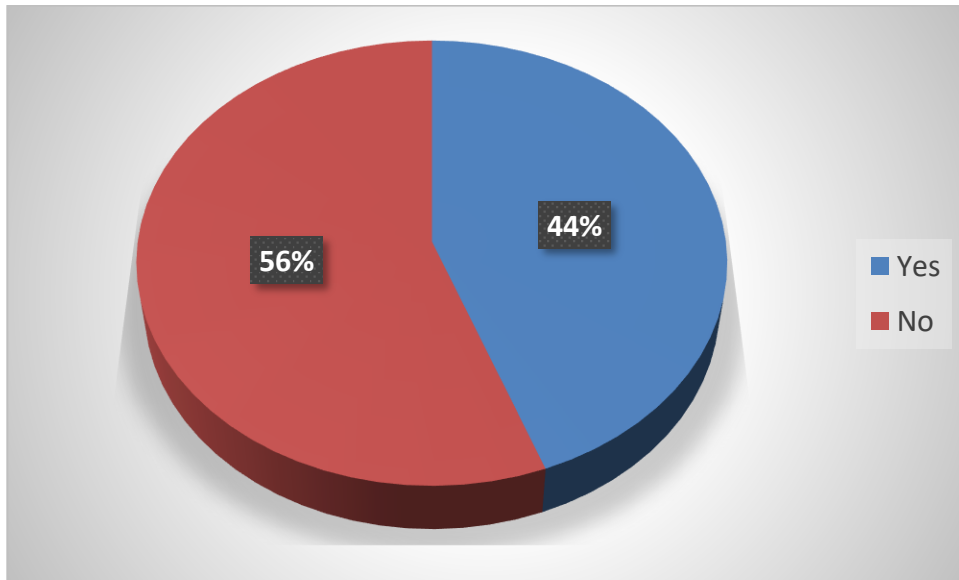


Figure 4.5 Distribution of respondents by increased rate of buying food due to received grant

4.4. 4 Increased Chance of Investment

The respondents were requested to indicate whether the child grant has increased chances of employment. The findings presented in Figure 4.10 reveals that majority of respondents (57%) disagreed with the opinion that the grant has increased the chances of employment and 43% of them agreed.

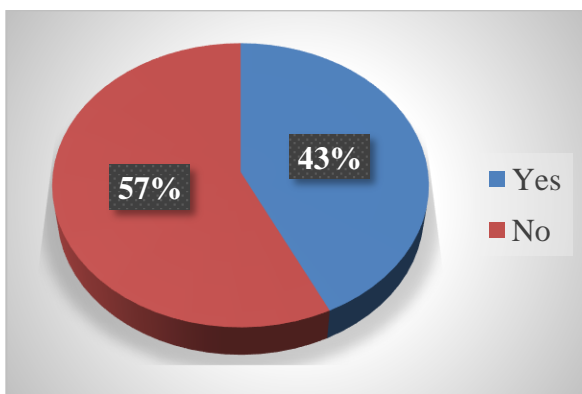


Figure 4.6 Distribution of respondents by whether grant increased chances of investment

4.4.5 Child Grant and Child Poverty

Child grant's Positive Effect on Child Poverty

The respondents were asked whether child grant has effect on child poverty, the finding showed that 56% of the respondents said there was no positive effect while 44% of them agreed that the grant has positive effect. Figure 4.11 presents findings on the distribution of respondents according to child grant's positive effect on poverty.

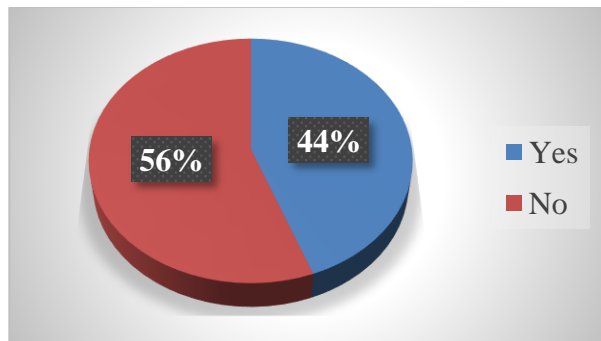


Figure4.7 Distribution of by child grant's impact on poverty

4.4.6 How Child Grant Reduced Child Poverty

The finding presented in Table 4.3 reflects responses pertaining to the child grant's positive effect on poverty. They indicate that 44.3% of the respondents noted that they are able to buy food, 24% of them highlighted that children are able to attend school. However, 31.4% of the respondents indicated that the grant has no positive effect on poverty eradication.

Table 4.3 the grant effect in eradicating child poverty

The grant effect in eradicating child poverty	Frequency	Percentage
Because they are able to buy food	31	43%
Because they are able to attend school	17	24.3%
No effect	22	31.4%
Total	70	100%

Source: Field survey, 2022

4.4.7 Child Grant, Employment and Unemployment

The respondents were requested to indicate whether the child grant has increased chances of employment. The findings presented in Figure 4.12 reveals that majority of respondents (57%) disagreed with the opinion that the grant has increased the chances of employment and 43% of them agreed.

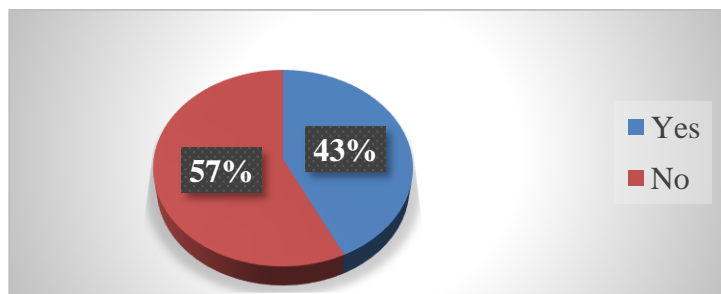


Figure 4.8 Distribution of respondents on whether the grant increased chances of employment

4.5 Possible Interventions for Better Functionality of Grant.

The section below represents the possible interventions that were outlined by key informants; the possible interventions will assist the ministry for better functionality of the programme. The interventions are as follows;

4.5.1 Monitoring and Evaluation

One of the key informants mentioned that possible intervention include among others comprehensive and effective monitoring and evaluation. She confirmed that child grant programme is one of the most important strategies for poverty alleviation, but the main weakness is that offices of the Ministry of Social Development do not monitor whether the usage of the funds is appropriate or effective hence the usage can be negatively affected.

4.5.2 Amount issued

Another key informant complained that the amount received is very low and does not cover even the needs of a single child, still on that when taxes increase the amount is not increased to be equivalent to the increased tax, this therefore means that the amount meets only certain needs of household. For the grant to be continually answerable to the needs of children in a meaningful way, it is therefore important to expand the value of child Grant Programme.

From focus groups discussions of children much emphasis was on the amounts, the children pointed that the amounts are too little and fail to cover even the needs of a single child.

One child said that

'360 is not enough to sustain me as a single child for 1 month, it's even worse for 3 months, the money is very little'

4.5.3 Case Management System

The key informants also noted that there are delays in case management systems, the delays come in terms of changing names of the payee, adding a new child in a household to mention but a few, the children said that the delays causes a lot of inconvenience as in some other cases, they have to return without grant if the names of the payee have not been corrected, some emphasised that many children share the amount not equivalent to the number of children in the household.

4.5.4 Inclusion and Exclusion Errors

The key informants also noted that some vulnerable households are still excluded in the program and this leaves their households suffering intensively. Some households are included though they are not vulnerable.

4.6. DISCUSSION AND INTERPRETATION OF FINDINGS

The section provides a discussion and interpretation within the context of reviewed literature and theoretical framework that informed the study. The themes are as follows; psychological impacts of child grant on children, social impacts of child grant on households, economic impacts of child grant on households as well as possible intervention for making child grant functional.

4.6.1. Psychological Impacts of Child Grant in Children

The main theme psychological impacts of Child Grant Programme on households sought to establish the findings of the subthemes to be discussed are stress and behaviour which will be discussed below;

The findings established that the parents and guardians were confronted as to whether child grant brings stress, the findings highlighted that 97% of the respondents showed that child grant had negative impacts on stress and only three (3) percent said that it had positive impacts. The findings are similar to those of America Psychological Association (2015) who found out that people from vulnerable households experienced financial stress because they have no source of income. Additionally qualitative findings confirmed that parents had stress caused by child grant as the money is too little and fails to cover the basic needs. The findings affirmed those of Mistry *et al* (2002) who found that in Mexico parents worry about paying bills, having enough food buying school material. However, the other findings from few participants still proved three percent of parents who said they had less stress and the other findings from few participants confirmed that there was reduction of stress as they managed to at least buy basic food provisions such as super maize meal through child grant. The findings reflected to those of Bonilla *et al* (2017) Child Grant Support in South Africa gave them opportunity to have control over their lives as it reduced stress of not knowing where the next meal will come from and empowers women financially.

Findings from participants showed that majority of parents and guardians were complaining about disrespectful and inappropriate behaviour portrayed by children who wanted to control the funds, and similar findings reflected to those of SASSA & UNICEF (2012) who asserted that children who received Child Grant Support showed inappropriate and criminal behaviour by 22%. This therefore implicate that there needs to be proper education provided to household members inclusive of children to make children aware that the amounts received are meant to assist the whole household and not only children whom their names appear in the booklet. This further implies that parenting skills are needed to guide children on life skills. Consistent with the chosen theory, the theory puts emphasise on the fact that children should be included in all matters affecting them, how much the grant is, how the households plan to utilise the grant, participation and inclusion of children from planning stage to usage of grant will reduce inappropriate behaviour reported from the findings.

4.6.2. Social Impacts of Child Grant Programme on Households

The research objective wanted to establish the social impacts of child grant on households, the findings established from the objective to be discussed are child grant and access to health services, child grant and nutrition, child grant and school enrolment, child grant school attendance, child grant and school consumable, child grant and grade progress, child grant and relationships in community.

Few participants mentioned that the amount they receive is inadequate to cover health services, hence others make use of the village health workers who provide them with medical services for illness such as health education, vaccination and post natal care services. The findings reflected those of UNICEF (2020) which identified that grant allows them to take care of basic medical services for illness such as diarrhoea, flu and common cold. The findings further reflected that grant allows people to at least access few health services which they could have failed to access had it not been with the assistance of Child Grant.

The findings proved that the many households do not eat balance diet because the money fails to cover even just basic foods; it manages to buy maize meal and little food.

The findings proved that there is an increase on the rates at which children are born as a result of child grant, there were similar findings noted by UNICEF (2013) the findings showed an increase in birth registration by 37% among children aged 0-6 years which meant an increase in birth rate though it's not every individual who registers a child after birth. There is likelihood that people have more children because they want to have more money from child grant.

The findings of the study revealed that there is increase of enrolment in schools especially for high schools as there is bursary scheme that comes as a component of Child Grant Programme; this therefore has increased the rate of enrolment at schools for many children. The findings reflected those of Flores (2005) who found that the Red de la Proteccion social in Nicaragua resulted in 22 percent increase in school enrolment in primary school with target population between 2000 and 2004.

Likewise, the findings of Case *et al* (2005) noted that there was an increase in school enrolment by 8.1 percentages in Kwazulu Natal among 6 years old children. Similarly, the finding in Lesotho the

findings of (Pellerano, 2014) proved that there were positive outcomes of Child Grant Programme, children from the ages of 6-19 were enrolled in school, there was five (5) percentage increases of children enrolled. Generally, it seemed that Child Grant Programme had positive impacts on school enrolment for children in Kanana Community Council in Berea, Lesotho.

As a result of bursary scheme which is a component of Child Grant Programme more children were attending school for all their school expenses were paid. The findings were similar to those of Cardoso & Souza (2003) on impacts of child labour and school attendance, the findings indicated that the program had significant impacts in school attendance with a three (3) percentage increase among boys, no noticeable impact among girls.

It became easy for students to have access to school material as a result of receiving Child grant, children had access to stationery and their school fees and boarding fees were catered for. The findings were similar to those of Blunt (1999) who noted positive impacts on child grant and school consumables, for example in Mexico the finding of the grant program indicated there was an increase of 1.5 percentage points households for household as they owned 1 to 3 books after receiving child grant, it was highlighted that grant play a major role in financing stationery for school children.

4.6.3. Economic Impacts of Child Grant

The objective was to examine economic impacts of child grant on households, under the objective; the discussion will focus on child grant and local economy, child grant and employment and child grant and child poverty.

The use of child grant increases local economy through income increment in households, the findings showed high percentage of 38% of people who noted income high levels in the households as well as increased chances of employment. The qualitative findings also showed that recipients of CGP utilise their money to buy from farmers who sell maize meal, sorghum and vegetables, they also use money for transport as some stay in far places and the money they use increases local economy. The findings reflected those of Oxford Management Policy (2014) which indicated increase in local

economy through buying and selling. This therefore means that there is clear linkage between child grant and increase in local economy as people are able to exchange money through buying and selling of necessary items used in households. Similar findings of Vally (2016) on local economy proved that there was increase in economic activities in the village as people gather in local market to pay back borrowed loans, pay saving associations to pay insurances as well as buy basic food necessities.

The quantitative findings showed that respondents were also asked whether CGP increases chances of employment or not, the findings revealed that 57% of respondents said no while 43% of respondents agreed. From qualitative findings respondents said they manage to buy snacks and sell them and that creates employment for them.

The respondents were asked whether child grant has effect on child poverty, the findings proved that grant has positive impact on child poverty because they are able to buy food for the household and the rate at which children attend school has increased, additionally parents and guardians are able to buy stationery for children and those who are in high school have access to school fees and stationery through bursary scheme which is a component of Child Grant Program in Lesotho. Similarly findings of (Castro & Modesto, 2010) showed that there was reduction of child poverty between 1999 and 2000 as children had access to basic needs such as food, health services and education services.

4.6.4 Possible Interventions for Better Functionality of Grant.

The findings on child grant has possible interventions that are meant to improve functionality of child grant. Monitoring and evaluation of usage of child grants was noted as one of the most important for improvement of grants. The participants encouraged the Ministry of Social development not to terminate children as they reach 18 years of age especially if the children are still attending schools. The participants highly recommended the Ministry to increase the amounts to cover inflation costs. More emphasises is still placed on exclusion errors as well as case management system.

For better functionality of the programme it is of great importance that the case management system become clear and have clear follow ups so that cases can be solved, decentralisation of case

management systems in districts or community councils can play a huge role in solving cases faster and effectively.

Monitoring of usage of funds is necessary to ensure that the funds are used accordingly and by the vulnerable households as they are meant to assist vulnerable households. It is important that social workers and auxiliary social workers assess cases and monitor how grant is utilised, regular follow ups are also very crucial for tracking of cases.

4.7 Application of theory

Child rights based approach is the approach that puts more emphasis on ensuring that all structures include child in structures that are meant to alleviate and reduce challenges that hinder development of children. Child participation and children's rights are central to community rights based approach, through considering rights of children and their participation makes it easier for organisations to effectively tackle challenges of children. The approach was used in the study by including children in focus group discussion so as to help the Ministry to address challenges faced by children and households, inclusion of children is important as it helps children to participate in matters directly or indirectly affecting children.

All structures should include children from project mapping to implementation, and in the study the children ideas were taken into account as they will assist with better functionality of the Child Grant Programme in Kanana Community Council in Berea, Lesotho.

4.8 Chapter Summary

The chapter focused on presentation of findings and discussions of finding as guided by reviewed literature and theoretical framework that informed the study. The chapter began by presenting the demographic profiles of the participants and proceeded to present findings of the three themes. Theme one investigated the psychological impacts of child grant on households. Findings established were from child grant and stress as well as child grant and behaviour of children. The study found out that household experience stress as to how they should prioritise the usage of money as the amount is too low. The study also found out the negative impact of child grant on behaviour as children portrayed inappropriate behaviour by wanting to control how the money is utilised. Theme two

established social impacts of CGP on households, findings revealed that households had access to health services because of availability of clinics in the village; the availability of village health workers also brought a positive impact on access to health and the use of medical exemption from the Ministry of Social Development. School enrolment and school attendance increased because of bursary scheme which is a component of CGP. Birth rate increased with the aim of receiving more money. Theme three established economic impacts of CGP on households, findings revealed that there was increase in local economy through buying and selling. CGP did not increase chances of employment for many households however some households noted that they were able to buy snacks which they sold.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECCOMENDATIONS

5.0 INTRODUCTION

The aim of the study was to explore the impacts of Child Grant Programme on vulnerable households in Kanana Community Council in Berea, Lesotho. This chapter gives out presentation of summary of findings, conclusion to the study, recommendations as informed by the study and challenges encountered. The findings were analysed using mixed methods, that is to say for qualitative data thematic analysis was used and for quantitative data analysis SPSS was used. The study used mixed methods approach and the findings were elaborated from both qualitative and quantitative findings. Findings from theme one will be summarised using only qualitative data, findings from theme two(2) will be summarised using qualitative and quantitative data and findings from theme three will be summarised using quantitative and qualitative data The chapter concludes with further suggestion for future research.

5.1 Summary of findings

The findings relied on three themes which were psychological impacts of CGP on households, theme two was on social impacts of CGP on households and theme three was on economic impacts of CGP On households.

The findings showed that there were both positive and negative psychological impacts of Child Grant Programme; the negative impacts proved that parents and guardians had stress due to the fact that the amount is low and they fail to prioritise the needs and therefore it fails to cover the needs of the household members. . Still on negative psychological impacts of Child Grant Programme, the findings indicated that children portrayed inappropriate behaviour and want to control the usage of funds which lead to many conflicts in the households.

In line with psychological impacts of CGP, the findings showed that some participants noted they had stress of not knowing how to prioritise the usage of money because it is too little on the other hand, the findings proved that few beneficiaries noted positive psychological impacts stress as they had no worries as to what they will buy food with.

The findings on social impacts of Child Grant Programme (CGP) were both negative and positive, the positive findings identified that participants are able to have access to health services because the health clinics which are free, the presence of health village workers was also noted, availability of medical exemption from ministry of social development played a big role for easy access of health services.

The negative social impacts of CGP highlighted that nutrition of participants was affected because they fail to buy enough food and therefore their nutrition is affected, in some instances they sleep without food. An increase in birth rates was revealed by participants as the aim is to get more money from child grant.

The positive social impacts of CGP revealed that child grant has increased the enrolment of children as well as increase in school attendance especially for those in high school because of bursary scheme which is a component of CGP. With the bursary scheme children have access to stationery, their school fees are paid and they also have access to school accommodation. Additionally, it was easy for children in high school to have access to school consumable as the bursary pays for school fees, boarding school fees and stationery. There were negative social impacts identified in households which came as a result of the grant not being enough to cover needs but rather managed to buy necessities like maize meal.

There were positive economic impacts of child grant noted, CGP increased local economy through buying and selling during payment, it also increases chances of employment as parents and guardians could go look for employment of buy snacks for selling.

5.2 Conclusions

The research revealed information on impacts of child grant on vulnerable households of Kanana Community Council in Berea, Lesotho. The Child Grant Programme has impacts on vulnerable households which are psychological, social, and economic as stated by the findings.

Firstly, the study aimed to assess the psychological impacts of CGP, the study made the following conclusions; there were both negative and positive psychological impacts of Child Grant Programme on households, the negative impacts showed that majority of parents complained that the amount as a result they have stress after receiving grant as they fail to prioritise which needs to buy and which not to buy. Additionally, children showed inappropriate behaviour as they want to control how the money should be utilised in the household and the inappropriate behaviour led to many conflicts in the family. However a minority group noted positive psychological impacts as they had less worries on where they will have money to buy necessities like maize meal. The conclusions made is sought to answer the research question 'What are the psychological impacts of CGP on households'?

Secondly, the study aimed at establishing the social impacts of CGP, there were positive social impacts noted, there was an increase in school enrolment of children perpetuated by the fact bursary scheme in high school is a component within Child Grant Programme, the bursary scheme also had positive impact on school attendance of children as children did not miss school days. Children who were in high school had access to school consumable as the bursary scheme buys stationery for children.

Furthermore, the positive social impacts on health were observed, households could easily have access to health services for those residing in Maqhaka village because they had clinic available in the village, the availability of village health workers made it easier for people to health services. Issuing of medical exemption offered by Ministry of Social Development made it easier for clients to get medical assistance at hospitals. An increase in birth rate of children was also noted by the findings. The negative social impacts of CGP were identified on nutrition of households, households

failed to cover nutritional needs of households as the money failed to cover majority of basic foods but rather only necessities. The conclusions made were meant to answer the research question 'what are the social impacts of Child Grant Programme on households?'

Thirdly, the study aimed to examine the economic impacts of CGP on households, there were positive economic impacts identified in the study, the acquisition of Child Grant Programme made it easier for people to exchange income through buying and selling and it created chances of employment for households as they could buy snacks and sell in local markets. The conclusion made sought to answer the research question 'what are economic impacts of CGP on households?'

5.3 Recommendations

Based on the findings obtained in the study, the recommendations put forward to guide social work practice and child grant policies in Lesotho with the purpose of better functionality of Child Grant Programme for vulnerable households in Kanana Community Council in Berea, Lesotho.

5.3.1 Recommendations for Specific Agencies

This section presents the recommendation for specific agencies in line with enhancing the delivery and effectiveness of the Child Grant Programme in Lesotho. The specific agencies considered in this regard Ministry of Social Development and World Vision.

5.3.2 Recommendations for Ministry of social Development

The key informants and majority of parents made the following recommendations for Ministry of Social Development to develop comprehensive monitoring and evaluation strategy for the program so as to identify challenges and make necessary adjustments.

-Decentralise case management systems in the districts in order to speed up case management processes, and do regular updates.

- Equip auxiliaries with necessary skills for monitoring and evaluation needed for better tracking of cases.

- Formulate discussion groups with recipients to discuss issues of concern.
- Consider child grants extension to cover all vulnerable groups and avoid exclusion errors.
- Consider comprehensive packages such as agricultural as to answer nutritional needs of children.
- Increase the amount to cover needs of vulnerable households.
- The usage of banks and mobile banking clients to have access to the funds.
- Community gatherings: participants mentioned that there are households who have been excluded in the program; this therefore means that message delivery should be enhanced to ensure that dissemination of messages about enrolments reach to all places.

5.3.3 Recommendations for World Vision

- As one of the child based organisation, it should assist the Ministry of Social Development to involve children from policy to implementation of the program so as to ensure that the program has contents of child rights based approach.

5.3.4 Recommendations for Social Work Practice

Social work practice is a discipline that focuses on human empowerment and enhancement as well as promoting wellbeing of people on individual level, group level and community level, with that note the following recommendations for social work practice were reached with the intention of improving the functionality of Child Grant in Kanana Community Council in Berea, Lesotho.

- **Community projects:** There is a need for community projects for households receiving grants with the aim to reduce dependency, projects should be formed to allow guardians and parents to graduate from receiving child grant and such projects should be community based to ensure sustainability.
- **Parenting skills:** majority of participants mentioned that there are conflicts that arise as a result of children wanting to control the money; therefore there is a need for parents to be equipped with parenting skills with purpose of minimising the conflicts that arise as a result of how the amount is being spent in the household.

- **Mentorship programs for children:** Some parents raised the issues of inappropriate behaviour of children who want to control the usage of child grant, it is therefore important that children be taught manners and appropriate behaviours and instil in them that the money is meant to help households as a whole not individuals.

5.3.5 Recommendations for Policy Implications

- Child Grant Programme should aim at helping vulnerable groups to graduate from poverty through introduction of community projects that help households to have sustainable projects. Availability of community projects could assist vulnerable households to own assets. For instance the project could be coupled with agricultural products and financial capacity building so as to compensate the grant and reduce child poverty.
- There is a need for linkages of projects in government and nongovernmental organisations, the linkages or collaboration could help to further increase school enrolment and access to health services in the communities.

5.4 Future Research

It is important that the research influences existing and non-existing policies for better functionality of Child Grant Programme, the findings of the impacts of child grant on households has produced the following research recommendations;

- Firstly there is a need for qualitative data to find out the compressive programs that are child based and that will assist reduction of child poverty; in the study there was a recommendation that there should be programs that assist child grant program so that they can assist the program in reducing child poverty.
- There is also a need for qualitative data to examine the impacts of bursary scheme on vulnerable households, the findings highlighted the importance of bursary scheme as a main component of Child grant Programme that is aimed at paying school expenses, and there is limited literature on impacts of bursary scheme on households.

5.5. Chapter Summary

The chapter presented the discussion of findings, challenges encountered, conclusions reached and recommendations outlined for specific agencies so as to improve Child Grant Programme. The chapter was concluded with future research and chapter summary.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR PARENTS AND GUARDIANS

Topic: Impacts of Child Grant on Vulnerable Households In Kanana Community Council Berea, Lesotho

1. To what extend does child grant cause stress?
2. What kind of behaviour do children who receive child grant portray?
3. How do you spend money for your household?
4. Which school material do parents/guardians buy with the money?
5. What are financial pressures you experience due to demands in the household?
6. To what extend has child grant increased the local economy?
- . 7. How do you think child grant should be improved?

TOPIC: Impacts of Child grant on Vulnerable Households in Kanana Community Council Berea, Lesotho

1. Who are the people that collect money on your behalf?
2. Who spends money collected from child grant?
3. How is the money spent?
4. Which school material do parents/guardians buy with the money?
5. How has grant affected your behaviour?
6. What are financial pressures you experience due to demands in the household?
7. What are your views about the amounts you receive?
8. How do you think child grant should be improved?

APPENDIX 3:QUESTIONNAIRE FOR RESPONDENTS

Topic: Impacts of child grant programme in Kanana Community Council in Berea District in Lesotho.

Questionnaire number		

<p>Survey of impacts of child grant in Kanana Community Council in Berea District, Lesotho</p>

INTERVIEWER NAME		
SUPERVISOR NAME		
PAY POINT		

My name is Makatleho Senaoana. I am from National University of Lesotho and I am here to conduct the study on impacts of Child Grant Programme on vulnerable Households in Kanana Community Council Berea, Lesotho. I am going to conduct interviews from you as beneficiaries so as to gain a better understanding on psychological impacts, social impacts and economic impacts of child grant. Many questions will be on how the grants are utilised in our households. Every information you provide will be confidential and your name will not be revealed. Your households were selected because there is a beneficiary of Child Grant in your household. Your participation in the study will help improve the system.

Instruction: **Please tick the correct answer**

SECTIONA: BIOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Village of the respondents.....

2. Sex of the respondents

(a) Male	
(b) Female	

3. Age of the respondents.

(a) 20-29	
(b) 30-39	
(c) 40-49	
(d) 50 and above	

4. How many members of does your household consists of?

(a)1-5	
(b) 6-10	
(c) 11-15	

SECTION B-PYCHOLOGICAL IMPACTS OF CHILD GRANT PROGRAMME

5. Does grant have impact on stress?

(a) Yes	
(b) No	

6. If your answer to question 5 is yes, what kind of impacts?

(a) Academic impact	
(b) Health impact	
(c) Financial impact	
(d) Social impact	

7. What are your feelings about receiving grant?

(a)Happy	
(b)Sad	
(c) Fear	
(d) Angry	

8. Does the grant have impact on child’s cognitive development?

(a)Yes	
(b) No	

9. If the answer is yes to question 8, explain how?

(a) The child thinks critically	
(b) The child grasp quickly	

(c) The child understands better.	
(d) all answers mentioned above	
(e) None of the above	

10. What are the impacts of child grant on children's behaviour?

(a) Appropriate behaviour	
(b) Inappropriate behaviour	

SECTION C – SOCIAL IMPACTS OF CHILD GRANT PROGRAMME

11. Do you ever go to sleep without food?

(a) Yes	
(b) No	
(c) Sometimes	

12. If your answer is yes to question 11, how often?

(a) Once a month	
(b) Twice a month	
(c) Many time	

13. Does the family manage to eat balance diet?

(a) Yes	
(b) No	
(c) Sometimes	

14. From the time the child grant is received in your household, how many children have been born?

1-5	
6-10	
11-15	

15. Has the grant increased school enrolment for children in your household?

Yes	
No	

16. How many children attend school in your household?

(a)	1-2	
(b)	3-4	
(c)	All children	
(d)	none	

17. Are your parents able to buy school material?

(a) Yes	
(b) No	

18. Are you able to access to health services?

(a) Yes	
(b) No	

19. How many meals do you have per day?

(a) Once a day	
(b) Twice a day	
(c) 3 or more times a day	
(d) None	

20. Does your household have enough food to sustain the household?

(a) Yes	
(b) No	

21. Do children go for immunization as a result of receiving child grant?

(a) Yes	
(b) No	

22. Are the children able to attend school as a result of receiving Child Grant?

(a) Yes	
(b) No	

23. Are the children passing well without repeating grades?

(a) Yes	
(b) No	

24. How can you describe the relationship among community members who receive Child grant?

(a) Close relationships	
(b) None-close relationships	

SECTION D-CHILD GRANT IMPACT ON ECONOMIC WELLBEING OF CHILDREN

25. Has the grant increased your income household levels?

(a) Very much	
(b) To a certain extend	
(c)Not at all	

26. How much does your household receive?

(a) 100-300	
(b) 400-600	
(c)700-900	
(d)1000 and above	

27. Has the amount increased the rate at which you buy food?

(a) Yes	
(b) No	

28. Do you think Child grant has a positive effect on poverty?

(a) Yes	
(b) No	

29. If your answer is yes to question 28, how?

(a) Because we are able to have food	
(a) (b) Because we are able to attend school	
(c) We are able have clothes	
(d) If other specify	

30. Do you think the amounts households receive is enough to sustain families?

(a) Yes	
(b) No	

31. If your answer is yes to question 30, in what ways is the grant sustaining the families?

(a) Meeting food and nutrition needs	
(b) Meeting educational needs	
(c) Meeting health needs	
(d) Meeting financial needs	

32. Has the grant increased chances of employment?

(a) Yes	
(b) No	

33. If the answer is yes to question 32, explain how.....

SECTION E-POSSIBLE INTERVENTION STRATEGIES OF CHILD GRANT FUNCTIONALITY

34. How successful is the grant in responding to child poverty?

(a) Very successful	
(b) Not successful	

35. How do you think the grant should be improved?

a) The amount should be increased	
b) The payment schedule should be revised	
c) The intake schedule should be changed	
d) The termination schedule should be revised	

36. Do you think child grant should be given in all households that have children?

(a) Yes	
(b) No	

37. Do you think the amount received quarterly should be increased?

(a) Yes	
(b) No	

38. Do you think child grant system should terminate children as they reach 18 years of age, or wait for the child to complete school?

(a) Yes	
(b) No	



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22 February 2022

TO WHOM IT MAY CONCERN

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN RESPECT
OF MAKATLEHO SENAOANA (Student Registration No. : 200400679)

Dear Sir/Madam

The above named applicant is a Master of Social Work student with the Department of Sociology and Social Work at the National University of Lesotho (NUL). It is a Departmental requirement that all final year Master of Social Work students contribute to the existing body of knowledge through conducting scientific research and produce dissertations.

This communication, therefore, serves as a kind request for your consideration in permitting the student to conduct her research within your institution/organisation.

In case of any further information you may require, please feel free to contact the undersigned.

Yours Faithfully

Dr M.Mundau
Research Supervisor



APPENDIX 5: LETTER OF CONSENT FORM REQUESTING BENEFICIARIES OF CHILD GRANT PROGRAMME TO PARTICIPATE IN THE STUDY.

My name is Makatleho Senaoana. I am a student at National University of Lesotho, I am doing Masters of clinic social work, and I am working on a dissertation entitled 'Impacts of Child Grant Programme on vulnerable households in Kanana Community Council Berea, Lesotho in fulfilment of obtaining masters of clinical social work. Therefore, I politely request your full participation in sharing the knowledge and experiences on impacts of Child Grant Programme.

The study will look at psychological, social and economic impacts of child grant programme in Kanana Community Council in Berea, Lesotho, the information will help in filling the gaps of existing research studies and new knowledge will be acquired which will assist in influencing new policies.

The study will utilise face to face interviews and questionnaires. The information you provide will be kept confidential and you are not forced to participate and have a right to decline the participation. You are sincerely asked to sign a consent form as a way of showing that you have agreed to take part in the study and to answer the questions.

Participation Declaration: I have read and I understand the information provided to me regarding the study on impacts of child grant Programme. I understand that my participation I free and I can withdraw from participation any time. I therefore agree to participate in the interview and for the results to be published.

Signature of the participant
.....

Signature of the researcher
.....

Date.....

PAPERNAME

AUTHOR

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Summary