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REDUCING DEPENDENCY WHEN IMPLEMENTING THE BASIC INCOME GRANT IN NAMIBIA: VIEWS OF SOCIAL WORKERS AND ADMINISTRATIVE OFFICERS



UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

A report on a research study presented to
The Department of Social Work
School of Human and Community Development
Faculty of Humanities
University of the Witwatersrand

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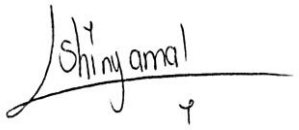
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DECLARATION

I, Loini Ndeshipanda Shinyama, Student Number 1743590 am a student registered for a Masters in Social Development Degree with the University of the Witwatersrand's Department of Social Work. I hereby declare the following:

- I am aware that plagiarism is wrong.
- I confirm that the work presented in this research report is my own. Where information has been derived from other sources, I confirm that this has been indicated in the report.
- I understand that the University of the Witwatersrand may take disciplinary action against me if there is evidence that this is not my own unaided work or that I have failed to acknowledge the source of the ideas or words in my writing.



DATE: April 2020 SIGNATURE:

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ABSTRACT

Namibia like many other developing countries has high levels of poverty due to unemployment and inequality, regardless of the grants provided. There is a need to reduce poverty through Basic Income Grant (BIG), there is a political debate on effectively implementing it without creating dependency. Against this background, the study was designed to explore social worker's views on how dependency can be reduced when implementing BIG. Furthermore, the researcher has also explored views of administrative officers. The study was qualitative in nature and employed a case study design to obtain in-depth and comprehensive exploration. A sample of nineteen (19) comprising; fourteen social workers, three administrative officers, one administrative officer volunteer and one community liaison officer was drawn from the target population of the Ministry of Gender Equality and Child Welfare in Namibia, through purposive and snow ball sampling. The data was collected through one-on-one interviews using a semi-structured interview schedule, and the data was analyzed using thematic analysis. The empirical findings of this research revealed that employing strategies such as utilizing means test to benefit only those who are in dire need, to encourage fair distribution of resources, providing grant attached to skills development and economic activities might reduce dependency on a BIG. To support these reforms, the study calls for skills development and education, for the BIG to be implemented with a criteria and for further research on different approaches towards social development apart from grants. The research recommends further research on the same topic with possible grant recipients as participants.

Key words: Basic income grant, dependency, social work, poverty and inequality

ACRONYMS

BIG	Basic Income Grant
CBS	Central Bureau of Statistics
CSDA	Centre for Social Development in Africa
CSG	Child Support Grant
ILO	International Labour Office
MGECW	Ministry of Gender Equality and Child Welfare
MOHSS	Ministry of Health and Social Services
NAMTAX	Namibian Tax Consortium
NDP	National Development Plan
NGO's	Non-Governmental Organization's
NPC	National Planning Commission
OVC's	Orphans and Vulnerable Children
SALDRU	Southern Labour and Development Research Unit
UN	United Nations
USA	United States of America

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

In order to eradicate poverty, social exclusion and contribute to asset redistribution, Namibia needs more active social security and social protection measures (Stiftung, 2016). However, social protection in terms of basic income grant must be provided in a reciprocal manner whereby the grant is attached to some sort of economic activities to reduce dependency because the basic income grant is criticized for frustrating the norm of reciprocity. Social protection in terms of grants have become prevalent way of enhancing the welfare of vulnerable groups in Namibia and beyond. The goals of these grants were to alleviate poverty and inequality through income distribution as well as to enhance the human capital capacity, there are also unintended effects on the beneficiaries' behavior (Sinyolo, Mudhara, & Wale, 2016; Sinyolo, Mudhara & Wale, 2017). There were considerable debates on the effectiveness of social grants in accomplishing those goals (Samson, 2009; Sinyolo, et al, 2016).

Although it is desirable for the government to assist individuals to meet their basic needs as well as to ease their financial constraints when they are unable to do so on their own, it's a concern that these type of social transfers may negatively affect their behaviors and create a culture of dependency. Literature from Sinyolo et al., (2016) states that, this culture of dependency occurs when providing assistance demoralizes the encouragements of the most vulnerable to participate in economic activities in order to earn a living. The effects of these trends are reflected in increasing political and social divisions.

Currently, the Namibian social protection measures include grants of the elderly, people living with disabilities, veterans, maintenance and for orphaned and vulnerable children (OVC)s which aims at meeting their basic needs as there are no other mechanisms for supporting the unemployed (International Labour Office, 2014; Kameeta, 2016). This is similar with the developmental approach which is inclusive to achieving social and financial impartiality, human privileges and active citizenship (Patel, 2015). It was the view of the researcher that upon implementing the basic income grant, strategies to reduce dependency on grants must be incorporated. It was hoped that the data on the views of social workers may provide information on how to develop and incorporate such strategies.

1.2 PROBLEM STATEMENT AND RATIONALE FOR THE STUDY

Namibia is a democratic, upper-middle income country, having splendid natural resources and an economy that grew on an average of 4.6% per year between 2012-2016 (National Development Plan 5, 2017; National Planning Commission, 2015). After 28 years of independence, the Namibian government made efforts to fight the social ills of poverty and unemployment through policies such as the National Development Plans 1 to 5, the Constitution of the Republic of Namibia, Vision 2030, Sustainable Development Goals, Harambee Prosperity Plan and Blue Print on Wealth Redistribution and Poverty Eradication. Irrespective of the gains and approaches used, the two predicaments remain huge concerns in the country. The gap between the haves and the have nots is still wide, categorizing the country as the second in the world with the most unequal distribution of income and about two thirds of the population living below the poverty line (Kameeta, 2016; Central Bureau of Statistics, 2008; Stiftung, 2016). The current state of poverty, unemployment and inequality in Namibia has highly been contributed by many years of apartheid and oppression by foreign countries, "including the laws of racial discrimination based on white supremacy, the denial of appropriate education and the policies of divide and rule" (Stiftung, 2016, p.1). Although Namibia got its independence from apartheid and became liberal in 1990 were by democracy was introduced, Namibia remains a deeply divided society today (Jauch, 2015; Stiftung, 2016). After independence, the Namibian government took prominent steps by reforming the provision of basic needs and services such as food, health and education with the goal of successfully terminating the apartheid period and addressing other forms of colonial imbalances.

While there is a need to reduce poverty, there is a considerable political debate on effectively implementing the basic income grant without creating dependency. The core of the debate is related to the unintended consequences of the grant on the beneficiaries' behavior (Sinyolo et al., 2016). Although this grant aims at assisting individuals to meet their basic needs, the concern is that this grant may affect beneficiaries' social and economic behavior negatively and establish a culture of dependency and entitlement (Sinyolo et al., 2016). The undesirable dependency culture, which is a concern occurs when assistance provision lowers the willingness of the beneficiaries to engage in income generating e.g. entrepreneurship, skills training as an inspiration to get out of poverty through their own effort (Sinyolo et at., 2016). The notion of 'dependency' generally carries negative meanings, mainly based on generalizations about human behavior (Chronic Poverty Research Centre, 2011). Therefore, it was my belief that, poverty, unemployment, lack of engagement in

economic activities and lack of skill development highly contributes to dependency on grants. To break the cycle of poverty and the dependency syndrome, a positive mind shift and behavior change is needed. People living in poor environments need to be empowered and enabled to become part of their own development and strive towards self-actualization and self-reliance. They should be stimulated to think innovatively and be creative to identify skills and talents in themselves as well as natural resources in their immediate environment for the purpose of income generating initiatives.

This study was drawn from the pilot study on the basic income grant conducted in Namibia in 2008 to 2009. The study demonstrated that income generating activities improved education, health, crime and productive work of recipients of income grants (Haarmann, Haarmann, Jauch, Shindondola, Nattrass, Niekerk, & Samson, 2009; Kameeta, 2016; Perkio, 2014). The findings contradict the claims that social protection in terms of a basic income would contribute to laziness and dependency (Frankman, 2010; Haarmann et al., 2009). Therefore, this study sought to explore the views of social workers on reducing dependency thus informing strategies that will reduce dependency on the basic income grant once it is implemented in order for recipients to one day emancipate themselves and not rely on the grant forever.

This study provided insights on how to break the cycle of grant dependency (Savard, 2018). It could also contribute to policy guidelines in accelerating a shift to strength-based and empowerment approaches, thus informing the upcoming basic income grant policy in Namibia.

1.3 DEFINITIONS OF KEY WORDS

Basic income grants: Van Parijs and Vanderborght (2017), describes basic income grant (BIG) as an income paid by a country's government, with no means testing and at regular intervals to each citizen of a country. It is stable, regardless of whether the person is rich or poor and employed or not employed. Erreygers and Conifer (2006), explained basic income in 1848 as an equal right for all without any division according to sex, economic status, age or occupation. Nollen, Birnbaum, Choi, Casassas, De Wispelaere, Drescher, Gobetti, Häni, Jacobi, Lambrecht, Vuolo, Mulvale, Starklof, Schulte-Basta, Suzuki, Van Parijs, Widerquist & Davio (2011), explains it as an income unconditionally granted to all on an individual basis rather than households without means test. According to Peterson (2014), it is a system of (re) distribution of money to every citizen of a

community through tax.

Dependency is described as an inability to meet direct basic necessities without any assistance (Harvey & Lind, 2005). It is also based on the emerge of communities where the individuals are not engaged in the labor market, where paid work is not a priority and individuals are happy and comfortable with the little income from the government in a form of grants (Noble, Ntshongwana, & Surrender, 2008). According to Bickel (2014), dependency on services by the public is usually created by government structures and programs which is exactly the case with Namibia.

Poverty is a state of deprivation defined in absolute and relative terms. Absolute is known as being unable to afford and meet ones basic necessities, whereby relative poverty is the standard of living in terms of the expectations within which an individual live (Kameeta, 2016). Poverty is also defined as a financial condition in which citizens do not earn an income in order to uphold the minimal level of living which includes health services, food, housing, clothing and education (Davids, Theron & Maphuny, 2009; Dinbabo, 2011). “In Namibia you are poor if, you go to bed hungry or eat from the dumpsite, share drinking water from a well with livestock, cannot afford a decent house, still rely on nearby bushes when nature calls and do not have access to decent health services” (Kameeta, 2016, p. 21).

Inequality is defined as unequal benefits or opportunities for individuals or groups within a community, applied for both economic and social aspects (Kameeta, 2006).

Social work is a profession that seeks to improve the human well-being and help meet the basic needs of all individuals with emphasis on the needs and empowerment of those who are more deprived, vulnerable and living in extreme poverty (National Association of Social Workers, 2017).

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Aim

To explore social workers and administrative officers' views on how dependency can be reduced when implementing the basic income grant.

1.4.2 Objectives

The following objectives guided the study:

1. To solicit social workers and administrative officers' views of what constitute grant dependency.
2. To explore the factors contributing to dependency due to grants.
3. To explore factors that may reduce dependency on grants.
4. To discover social workers and administrative officers' roles in reducing grant dependency.

1.5 RESEARCH QUESTIONS

This research aimed to explore strategies that may reduce dependency on the basic income grant by answering the following questions:

1. What do social workers and administrative officers view as grant dependency?
2. What factors contributes to dependency on grants?
3. What are possible strategies that can be employed to reduce dependency on grants?
4. What role can social workers and administrative officers play in reducing grant dependency?

1.6 OVERVIEW OF THE RESEARCH METHODOLOGY

The study was qualitative in nature and employed a case study design in order to obtain in-depth and comprehensive exploration. A sample of fourteen social workers, three administrative officers, one administrative officer volunteer and one community empowerment officer was drawn from the target population of Ministry of Gender Equality and Child Welfare in Namibia, through purposive and snow ball sampling. The data was collected through one-on-one interviews using a semi-structured interview schedule. Some of the interviews were audio recorded whereas some were only recorded on field notes and transcribed. The data was analyzed thematically and presented according to the objectives of the study.

1.7 CHAPTER LAYOUT

Chapter one introduces the research study by looking at the background of the study focusing on the social protection in terms of grants in Namibia. It also outlines the problem statement and rationale of the study. It continues to define key concepts followed by presenting the overall aim, objectives and research questions. Lastly, it gives an overview of the research methodology.

Chapter two outlines the literature on the basic income grant with emphasis on conceptualizing it along with perceptions from developed nations and the nature of basic income grant in Namibia. It continues to highlight the social security legislations in Namibia including its constitution and the Harambee Prosperity Plan. This chapter also constitutes of the impact of basic income grant, factors contributing to dependency on grants as well as factors that may reduce dependency on grants. Finally, it summarizes the literature review section and discusses the theoretical framework.

Chapter three discusses the methodology used in the study as well as the ethical considerations and limitations of the study.

Chapter four presents and discusses the research findings based on the research questions.

Chapter five summarizes and concludes the main findings from the study in line with the objectives. Finally, recommendations are put in place.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This section presents the literature which has been gathered through consulting secondary sources. It will focus on the conceptualization of the basic income grant with perceptions from the developed nations, the nature of the grant in Namibia as well as the social security legislations in Namibia.

In developed countries like Canada and USA, the welfare regime is based on the neo-liberal ideology whereby the government's intervention is minimal (Ellison, 2012; Forget, 2012; Pratt, 2006). A long-term support through social safety nets would only be made available to the unemployed. Their belief is that this would eradicate the need for a small income which could be characterized as an ineffective initiative into the market system (Forget, 2012). The same author also mentioned that, it would eradicate the welfare dependency trap in which citizens depending on the welfare system and into the market system encountered a strong disincentive. This plays a role of market relations in disciplining individuals, to actively play a gradually residual, 'enabling' and supportive role (Barchiesi, 2006, p. 3).

On the other hand, Namibia has a comprehensive social protect system that plays a significant role in its economy and society based on the social democracy ideology. The themes below have been chosen specifically for the literature review because they are linked to the objectives of the study.

2.2 BASIC INCOME GRANT

2.2.1 Conceptualizing and perceptions from developed nations

A BIG is an income paid in a form of a grant by the government to all its citizens on an individual basis, and not provided following a criteria (Van Parijs, 2009). It is paid monthly and in cash, rather than in kind (Van Parijs & Vanderborght, 2017). "A basic income is not a new phenomenon because it's very first article was published in 1967 by the Nobel Prize winning economist James Tobin and in 1972 George McGovern endorsed the idea which was then referred to as a 'demogrant' in his presidential campaign" (Van Parijs, 2009, p. 2). A BIG has been discussed politically in Europe since

the late 1970s and is now being considered by several governments globally including Namibia. According to its advocates, “it is the most effective way of promoting entrepreneurship and social justice” (Van Parijs, 2009, p. 3). The main advantage of the basic income grant is its ability to enhance everyone's life by eliminating deprivation as well as reducing poverty and inequality (Haarmann & Haarmann, 2005; Stiftung, 2016).

A BIG enables the employment opportunities as it invests in human capital for far greater returns because humans need security to thrive. BIG is a secure economic base to transform the present and build a more solid future which will lift people out of the dependency mode of survival. This is because the income is independent and guarantees a monthly preparatory salary that will lift the vulnerable above the poverty line until one qualifies for the pension grant at 60 years, so no one would be categorized as living in extreme poverty (Peterson, 2014; Santens, 2017; Van Parijs & Vanderborght, 2017). This means that, it will be more effective than the current existing social safety nets at assuring a least revenue for all which will reduce poverty and inequality. These benefits or arguments promote social justice, recognition, efficiency, full security, dignity, empowerment, rights to choices and control of self-ownership instead of forced services (Fitzpatrick, 1999; Widerquist, 2013). The cash paid to those who are not in need, is recuperated through the tax system. Therefore, deliberations on the basic income are applicable to the Namibian context which is characterized by poverty, inequality, unfair distribution of wealth and unemployment.

2.2.2 Nature of basic income grant in Namibia

According to Kameeta (2016), about twenty-seven percent of the Namibian population lives in poverty and fifteen percent under severe poverty. The Namibia’s Poverty Mapping (2015, p. 11) indicates that the country recorded “a forty-one (41) percent reduction in absolute poverty between 2001 and 2011 from high level of thirty-seven point nine (37.9) percent to twenty-six point nine (26.9) percent with the largest decline of fifty-nine (59) percent under severe poverty being from twenty-three (23) to fifteen (15) percent”. “A minimal decline in the country’s Gini poverty coefficient from 0.6003 in 2003/04 to 0.593 in 2009/10 suggests a slight improvement in income distribution, largely due to the government’s generous social safety net programme for the elderly, people with disabilities, orphans and vulnerable children. This is a result of the unemployment rate which was at twenty-nine percent in 2013” (Kameeta, 2016, p. 8). It is against this background that poverty is perceived as a deprivation of human rights, capabilities and lack of empowerment

(Ministry of Health and Social Services, 2016). This is because; people living in poor circumstances are placed in predicaments of injustice, vulnerability and thus deprived of dignity which contradicts with Article 95 of the Constitution of Namibia that upholds the fundamental human rights and freedoms of Namibians.

After independence, the Namibian government has implemented numerous social grants including the pension, maintenance and foster care, disability as well as the veteran's grants (Kameeta, 2016; Namibia Poverty Mapping, 2015). The universal pension caters for the elderly above the age of 60-years-old whereas the beneficiaries of the maintenance and foster care grants for children increased drastically in the last years, which is the same for the disability and veteran's grants (Basic Income Grant Coalition, 2015). This is evident that there is only a safety net for some vulnerable groups in Namibia but far too many people still fall under the poverty line. Despite the safety net programmes and other developmental strategies put in place, poverty remains high with about twenty-seven (27) percent of the population under poverty and fifteen (15) percent under severe poverty (Kameeta, 2016).

The Basic Income Grant (BIG) Coalition was formed in 2004 and consisted of churches, trade unions and Non-Governmental Organizations (NGOs) in support of the proposed basic income grant as well as to lobby for the implementation of the BIG (Jauch, 2015). It implemented a pilot project which was the first universal cash-transfer pilot project in the world to practically demonstrate the effects of the grant which demonstrated more positive outcomes than the negatives as well as to move the political debate forward (Haarmann et al., 2009). The first suggestion for the grant was introduced by the Namibian government's tax commission (NAMTAX), which proposed the grant as the most effective way of fighting poverty as well as to reduce inequality (Haarmann et al., 2009; Jauch, 2015; Kameeta, 2016). This according to the NAMTAX would achieve sustainable economic development in Namibia if poverty and inequality are to be addressed. It is due to that statement that NAMTAX suggested that the grant should be financed through a tax system on the wealthy citizens (Haarmann et al., 2009). The tax commission recommended that each citizen receive not less than N$100 monthly as a citizenship and economic right until they are eligible for the pension grant when they turn 60-years-old (Haarmann, et al., 2009).

Although the grant cannot completely eradicate poverty, they characterized it as an act of empowerment as it sets a base for financial empowerment, freedom, personal responsibility, ownership and restores human dignity (Jauch, 2015). Even though the Commission's

recommendations were not widely circulated and barely debated in public, they provided a motivation for the formation of Namibia's BIG Coalition in 2004 and the campaign for the introduction of a BIG in Namibia (Haarmann et al, 2009; Jauch, 2015). The aim of the BIG Coalition was to reduce poverty and inequality as well as fostering social and economic development by following a developmental approach. However, to achieve these, they needed to work together with the Namibian government to implement the basic income grant for all Namibian citizens (Haarmann & Haarmann, 2005).

The experience from other African countries revealed that pilot studies highly contributed to the successful implementation of national programmes. For example, a pilot project in countries such as Haiti, Rwanda and South Africa proved that antiretroviral (ARVs) treatment could be provided successfully to the poor and vulnerable individuals including those in remote and rural zones (Haarmann et al., 2009; Jauch, 2015). It is against that background that the BIG Coalition hoped that by piloting a BIG project, government political leaders and other stakeholders could see the transformation of the BIG into a national social protection program. Therefore, the BIG coalition in 2007, decided to successfully implement the pilot project in order to move the social protection policy debate forward and to evaluate and document the impact of BIG on poverty and on sustainable development of individuals and of the community (Haarmann & Haarmann, 2005; Haarmann et al., 2009; Jauch, 2015; Perkio, 2014). The grant was piloted in a low income, remote area of Otjivero-Omitara considered to be living in extreme poverty with a high number of deprivation, unemployment and hunger. The pilot study ran from January 2008 up to December 2008 (Haarmann & Haarmann, 2005; Haarmann et al., 2009; Jauch, 2015; Perkio, 2014). The project provided 930 residents below 60 years old with N$100 equivalent to South African Rand (ZAR) 100 each month with no conditions attached. Regardless of the positive results, the BIG was not implemented in Namibia because a mass campaign was not influenced by the coalition and trade unions did not play a fully active role. Also, its leadership withdrew from the coalition regardless of support for the BIG amongst union members (Jauch, 2015).

This section has conceptualized the basic income grant by providing perceptions from developed nations as well as the nature of basic income grant in Namibia. The next section will thus present the social security legislations in Namibia.

2.3 SOCIAL SECURITY LEGISLATIONS IN NAMIBIA

The social security legislations are relevant to this study as they confirm the fundamental human right that citizens have towards welfare services and also how the legislations strategize in combating unemployment, inequality and poverty in the country towards sustainable development. This section will present the Constitution of Namibia and the Harambee Prosperity Plan.

2.3.1 Constitution of Namibia

The Namibian Constitution recognizes the integral dignity, the equal and undeniable rights of all members of the human family as essential for freedom, justice and peace. Article 95 of the Namibian Constitution (1990, p. 45), "provides that the state shall actively promote and maintain the welfare of its citizens by adopting inter alia and policies aimed at the following:

- Enactment of legislation to ensure equality of opportunity for women, to enable them to participate fully in all spheres of Namibian society.
- Ensure that citizens are entitled to and do receive a regular pension adequate for the maintenance of a decent standard of living and the enjoyment of social and cultural opportunities.
- Enactment of legislation to ensure that the unemployed, the incapacitated, the indigent and the disadvantaged are accorded such social benefits and amenities as are determined by Parliament to be just and affordable with due regard to the resources of the State.
- Consistent planning to raise and maintain an acceptable level of nutrition and standard of living of the Namibian people and to improve public health".

2.3.2 Harambee Prosperity Plan

The Harambee Prosperity Plan (2016), is an action plan aimed to accelerate development within priority key areas to attain prosperity for all in Namibia. The Plan does not replace any current legislation, but complements the overall goals of the National Development Plans (NDPs) and Vision 2030. It focuses more on fast tracking development in areas where progress is insufficient or not evident. "It also incorporates new development opportunities and aims to address challenges that have emerged after the formulation of NDPs" (Harambee Prosperity Plan, 2016, p. 6). This plan highlights that "the most effective way to address poverty is through wealth creation, which is done by growing the economy in a sustainable inclusive manner, through the creation of decent employment opportunities as well as a continuation of targeted social safety nets" (Harambee Prosperity Plan, 2016, p. 7).

The Namibian Constitution is the Supreme law of Namibia and the Harambee Prosperity Plan acts as an action plan to accelerate the country's development towards prosperity for all. That is the relevance they have for this study because they promote human dignity by contributing towards sustainable development. All developmental programmes and social protection policies must be in line with the Constitution of Namibia.

The next section presents the impacts of the basic income grant as well as the possible factors that might contribute and reduce dependency on the grant system.

2.4 THE IMPACT OF BASIC INCOME GRANT

Studies have been conducted to assess the effect of providing aid in the form of grants to population in need. The findings of the basic income grant pilot project in Namibia show improvements in education, health, crime and productive work (Haarmann et al., 2009). The data from the BIG study shows gains in both employment and income. During the study, unemployment rate dropped from sixty (60) percent in November of 2007 to fifty-two (52) in July of 2008 to forty-five (45) percent in November of 2008 (Haarmann et al., 2009; Jauch, 2015). The drop in unemployment rates reflected increased employment lowering the size of the labor force (Haarmann et al., 2009; Jauch, 2015). The amount of those actively involved in income-generating activities improved from forty-four (44) percent to fifty-five (55) percent (Haarmann et al., 2009; Kameeta, 2016).

These findings also resulted in reducing the dependency of women on men for survival away from transactional sex. The findings in Namibia contradict the claims made by the neo-liberals that a basic income would lead to laziness and dependency (Frankman, 2010; Haarmann et al., 2009). Haarmann et al., (2009), believes that some people are not capable of spending their money wisely and sometimes they turn to substance use. However, the conclusion of the pilot project was that providing giving money to the less fortunate is likely to contribute towards positive effects as discussed earlier which enhance the livelihoods of individuals, households or groups, communities towards social development (Haarmann et al., 2009; Frankman, 2010). It was clear to all BIG recipients of the piloted area that the success or failure of the pilot project highly depended on them.

A BIG pilot projects in countries such as India and Namibia have produced a remarkable list of achievements whereby laziness did not prevail (Haarmann et al., 2009; Santens, 2017). There have been positive effects on social cohesion, physical and mental health in Namibia as well as a drop at forty-two (42) percent in crime. This system marries the entire population in a general society

without obstructing personal freedom and all people who clearly comprehends this approach will automatically assist its distribution and implementation when he does not hate humanity (Erreygers & Cunliffe, 2006).

This section has presented the positive impact of the basic income grant in countries where it has been piloted. However, the negative impact of grants cannot be ignored as it will be discussed in the next section.

2.5 FACTORS CONTRIBUTING TO DEPENDENCY ON GRANTS

The cycle of poverty in which people find themselves and unemployment may drive people to be dependent on grants. A lack of viable and available employment options in a situation of unusually high unemployment is a significant factor that explains the low labor market participation rates of active grant beneficiaries (ILO, 2014; Patel, 2015). Other factors are lack of skills and low levels of education that limit their access to low-paid jobs or temporary casual work (ILO, 2014; Patel, 2015). The undesirable dependency culture, which is a concern occurs when assistance provision undermines the encouragements of the beneficiaries to participate in economic activities e.g. entrepreneurship, skills training as a motivation to climb out of poverty through their own effort (Sinyolo et al., 2016).

Ellison (2012); Pratt (2006) and Widerquist et al., (2013) neo-liberal's objects that, a basic income creates the possibility for people to stop working and live off the basic income by spending all their time and money on leisure. This assumes that it creates "laziness and permanent dependency on handouts." This argument comes from industrialized countries where political and academic social welfare discourses entail a strong focus on the problem of welfare dependency (Chronic Poverty Research Centre, 2011:2). Therefore, it is my belief that, poverty, unemployment, lack of engaging in economic activities and lack of skill development highly contributes to dependency on grants (ILO, 2014; Patel, 2015). Anything that perpetuates poverty deepens dependency.

It can thus be argued that, there are those vulnerable groups who are expected to be depended on grants because of their inability to work. Regional Hunger and Vulnerability Programme (2010), refers to that as the positive dependency for those who are economically inactive to participate in the labor market. Contrary beliefs found that grant recipients do not want to continuing being dependent as they value to get paid employment as aspirations. It was also found that beneficiaries

who were unemployed were highly motivated to get employment and get out of the welfare system (Patel, 2015).

2.6 FACTORS THAT MAY REDUCE DEPENDENCY ON GRANTS

Some proponents of basic income grant such as Cahill, (2012) and Ginsberg, (1987) have argued that, there should be conditions placed on the recipients, for example, the reciprocity approach which argues that every person receiving an income from the government owes a give-and-take responsibility to contribute back to society in any form. This means that all recipients must work to generate the payment or if they don't, then they will be seen as exploiting those who contributes through taxes (Cahill, 2012; Ginsberg, 1987; Widerquist, 2013). It is the arguments of the current study that, the grant should be granted in a reciprocity approach for those who are still active and healthy because "common sense says that a something-for-nothing income is wrong" (Fitzpatrick 1999, p. 69). On the same view Pratt, (2006) and Ellison (2012), a neo-liberal believes that individuals should be responsible for their own welfare and well-being, while Barchiesi (2006), argue that for people to be responsible for their own lives, they need start-up assistance from the state or other organizations in terms of skills training and capital as well as letting the most deprived individuals have a little income, which could highly contribute and be beneficial to their economic potential.

Olivier (2000, p. 35), also "argued for a BIG, infused with adherence to the work ethic imperative and a movement to active labor market policy measures. He also emphasized, to counterbalance possible burdens on the fiscal system, the supportive role of poor people's 'mutuality' and 'reciprocity' in the form of micro-lending and savings schemes". For citizens or grant beneficiaries to fully participate in economic activities by strengthening their capacities through education and skills development (Patel, 2015; ILO, 2014), Namibia must grow the economy sustainably, inclusively and in a holistic manner to create wealth and generate employment opportunities (Kameeta, 2016). Additionally, a national social protection policy needs to be adapted to provide strategic direction and evaluation for delivery of social protection services.

2.7 THEORETICAL FRAMEWORK

2.7.1 Dependency Theory

The theoretical framework that was employed in this research was the dependency theory, developed by Prebisch in the 1950s under the Director of the United Nationals Economic Commission for Latin America (Ferraro, 2008). In the 1960s and 1970s, dependency theory constituted an explicit Marxist economic development approach whereby the economic system was based upon great exploitation and thirst for profit (Ferraro, 2008). Businesses compelled employees to engage in low waged, exploitative labor. "This theory indicates that third world dependency thinkers were concerned with explaining the unequal and unjust situations in which they and their nations found themselves." (Ferraro, 2008, p. 59). They were poor and experienced hunger, poor health conditions to name a few, while the developed nations had all the benefits. Dependency theorists questioned as to why that sort of inequalities occurred as their central concern was to comprehend the causes of inequality.

This theory holds that, the independent variable which is defined by Neuman (2014, p. 178), as the "force or condition that acts on something" (basic income grant) to influence or explain the dependent variable (dependency) defined as "the effect, result or outcome of another variable" (Neuman, 2014, p. 179). People rely or depend on grants for survival especially in cases where they live in poverty and are unemployed. Behind debates about dependency, lies a history of attitudes towards the poor because they have radical views that poverty is seen in terms of personal failing (Harvey & Lind, 2005; Pratt, 2006). Its aim is to develop a more effective coverage of social services from the government, to impoverished group because they are usually forced to depend on relatives/friends or on social grants for survival. So whether or not they are dependent on social grants, they will somehow possess a dependency of some form (Basic Income Coalition, 2011). Therefore, opportunities for empowerment and employment need to be created to detach people from being dependent on the welfare state. Economic theory predicts that social grants may encourage negative behavioral changes and establish a dependency and entitlement syndrome (Ellison, 2012; Gomersall 2013; Sinyolo et al., 2017). The rationale behind this is that households having a lot of grant beneficiaries do not participate in income generating projects (Sinyolo et al., 2017). While literature generally showed the positive impact social grants have on the beneficiaries' lives, little is known about whether social grants have positive or negative effects on the labor market participation (Sinyolo et al., 2017).

The theory was used to study social welfare in South Africa: Curing or Causing Poverty? In that study the theory indicates that, welfare either causes dependency on the state or produces good benefits that the most vulnerable would not otherwise have access to and that dependency varies between grants (Potts, 2011).

The reason why this theory was chosen for this study was the view that grants beneficiaries became accustomed to receiving free income, causing them to be less willing to make contributions to the market community through development projects (Harvey & Lind, 2005). The concern was less about whether people in desperate need should be assisted through grants, but more about whether the way in which they are assisted also respects their basic need for autonomy by enabling them to exercise a capability for self-reliance. In other words, how could the upcoming basic income grant beneficiaries play an active role in ensuring that they contribute to the market system and slowly emancipate themselves from grant dependency? (Harvey & Lind, 2005; Sinyolo et al., 2017).

After the study was conducted, linking theory with the data showed that, the unequal relationships between the haves and the have nots contribute to the poor economy of the country. The aspect of poverty in the country including the detachment of dependency from the welfare system can only be achieved through the possibility of investment in education as well as the involvement and integration of citizens into the free market. Regardless of that, some participants argued that the grant would contribute to some sort of development in a person's life and later to a country's economy. There were some whose school of thought is that grant would threaten the country's development as it may create a dependency syndrome towards the welfare system.

2.7.2 Social Development

Another theoretical framework that was employed in this research was social development. According to Midgley (2014, p. 95), social development is defined "as a process of planned social change designed to promote social welfare and the well-being of the population as a whole within a dynamic process of economic development". The social development practice model provides a lens to integrate the various strategies to realize the best social outcomes. The social development approach to social policy was first introduced by the United Nations to address human development needs in the world's poorest nations (Patel, 2015, p. 29). It later emerged as a response to unequal

and distorted development.

The relevance of social development to this research is that, it is a people-centered approach to development and is known as a productivist approach to social welfare, in that it promotes citizen participation in the economy and strengthens the voice of the voiceless in decision-making which in turn leads to positive economic returns. It focused on targeted interventions on the poor and socially excluded groups including most grants beneficiaries. This approach increases participation, connectedness, healing, and stability opposed to being dependent on social grants. Patel (2015), made reference to employment programmes, skills development, public works, self-employment as strategies for economic growth that will minimize the dependency on grants.

Social development like other theories has been criticized. Payne (1997), criticized it by stating that, it only works and is effective within existing social structures and does not approach social change from a critical perspective. Midgley (2014), criticized it by stating that, the approach overlooks the socio-cultural dimension of development because of its evolutionary from traditional stage to a modern level of civilization.

2.8 SUMMARY

In summary, literature indicates that, the cycle of poverty in which people find themselves including unemployment drives people to be dependent on grants. Other factors include lack of skills and low levels of education that limit their access to paid jobs or temporary employment. Contrary beliefs found that grant recipients do not wish to be dependent and continue to place high values on paid employment as aspirations. To reduce dependency on grants, there is some indication from the literature that there should be conditions placed on the grant recipients, for example, the reciprocity approach which argues that every person receiving a payment from society through government owes a reciprocal obligation to contribute back to society. Literature also stated that a successful BIG implementation must be infused with adherence to the work ethic imperative and a movement to active labor market policy measures which means that people need to actively participate in the market system for enhancement of self-reliance through the developmental approach in attainment of social development.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methodological aspects which include the research approach and design as well as the population, and sampling procedures that were used during the study. It also includes the methods of data collection and data analysis. It continues to highlight the ethical considerations as well as the limitations to the study.

3.2 RESEARCH APPROACH AND DESIGN

Research design is defined as a plan of how a research is intended to be conducted (Creswell, 2014; Mouton, 2012; Neuman, 2014). A qualitative research approach with an exploratory purpose was used. Qualitative studies seek to signify the complex worlds of participants in an all-inclusive and on-the-ground manner. They emphasize independent or otherwise subjective meanings and thus also questions the existence of a single objective reality (Neuman, 2014). The qualitative research approach was relevant for this study because it sought to explore the views regarding the provision of social grants which informed strategies that was going to reduce dependency on the basic income grant once implemented. Whereas, the exploratory purpose aimed at exploring situations by collecting in-depth information that would give rich meaning to the study via intensive engagement without limitation (Neuman, 2014). Within this approach, a case study design was utilized because the study was conducted in two different townships in Namibia; namely Windhoek and Rehoboth. It was regarded as a thorough examination of units enabling a researcher to closely inspect the data within a specific context (Zainal, 2007). It was determined by the art of exploring perceptions (Fouche & Shurink, 2011; Marshall & Rossman, 2016) and thus was utilized because it was going to permit the researcher to get detailed perceptions and views of social workers and administrative officers regarding the provision of social grants and if they create a culture of dependency. This is a useful tool used for investigating trends by using how, what and why questions (Fouche & Shurink, 2011; Marshall & Rossman, 2016).

3.3 POPULATION, SAMPLE AND SAMPLING

3.3.1 Population

Kumar (2011, p. 194), explained population as “a group of elements or units that the research problem is focused on, from which the sample is selected.” This study has employed a population

of thirty social workers rendering social services within the Ministry of Health and Social Services (MoHSS) & Ministry of Gender Equality and Child Welfare (MGECW) in Khomas Region. According to Bless & Higson-Smith (2000, p. 86), a sample is "the subset of the whole population which is investigated by a researcher and whose characteristics were generalized to the whole population." However, only a sample of fourteen social workers from the MGECW was drawn from the total population including three administrative officers and one volunteer as an administrative officer. Although the study was initially to be conducted with twenty social workers, twenty of them could not be reached because permission from the MoHSS was not granted on time to the researcher. That is the reason why administrative officers who registers clients for grants were included as well as one community empowerment officer. All participants were employed at the Ministry at the time of the study, and had more than one year working experience.

3.3.2 Sample and Sampling

The study utilized a purposive sampling technique to purposefully select an appropriate sample from the whole population as well as snow ball sampling to identify participants through a referral method. These sampling methods allowed the researcher to select participants who met the criteria for participating. Considering that the researcher did not know all the social workers, the researcher contacted one of the social work supervisors of different departments to help purposively identify the social workers. Social work supervisors are those responsible for the overall management of social welfare services being rendered by social workers. The researcher was provided with a list of social workers along with their contact details and hence they were conducted one by one to arrange for interview meetings. Not all social worker's details were on the contact list; therefore, the researcher used the snowball sampling to recruit other social workers by asking the already interviewed social workers to provide contact details of those that were not on the list. The administrative officers were all approached at the same time, had a meeting with them that briefed them on the purpose of the research and only the few that agreed to participate were interviewed individually on two executive days. Lastly, the community empowerment officer was referred to the researcher by one of the administrative officers whereby a meeting was arranged.

The sample of the study is presented in the table below.

Table 1: Sample of the study

Number of participants	Occupation	Location/Town
2	Social workers	Greysblock Center
2	Social workers	Gender Based Violence Protection Unit
9	Social workers	MoGECW Head Office
1	Social worker	Windhoek
1	Administrative officer	MoGECW Head Office
2	Administrative officers	Rehoboth
1	Administrative officer volunteer	MoGECW Head Office
1	Community liaison officer	Rehoboth

The study has employed a total sample size of 19 participants. Participants were identified and recruited by focusing on their occupations, number of year's employed, the ministry's they worked for as well as their age groups.

3.4 RESEARCH INSTRUMENT

3.4.1 Semi-Structured Interview Guide

The research instrument for this study was a semi-structured interview guide (Appendix D). It is defined as a tool that explores in-depth experiences of research participants in order to understand the meanings that they associate to those experiences (Adams, 2010). The principal aim of the semi-structured interview guide was to get the participant's subjective response to a known situation from his or her experience (Detko, 2015). The researcher used the research questions and broke them in sub-questions which have encouraged probing for in depth responses. The research instrument was written in English because it was the official language that the researcher and participants were

comfortable with.

Some of the interviews were audio recorded and some were not because participants were not comfortable to be recorded. The total of those who were not recorded were three social workers and two administrative officers and therefore, notes were taken and this was a time consuming method during the interviews. The recordings were helpful in transcribing. Participants that gave consent for audio recording signed the attached audio recording forms (Appendix C) whereas the other responses were just recorded in a journal for those that did not give consent for audio recording. Audio recording is a method of data collection data and allows participants to directly share their reality.

3.5 PRE-TESTING OF RESEARCH INSTRUMENT

A pre-test was carried out before the actual study to determine the feasibility of the research instrument and to test the data collection tool on persons having similar characteristics to the targeted respondents (Fouche & Shurink 2011; Marshall & Rossman, 2016). The purpose of pre-testing was mainly to eliminate vague questions, to identify problems in structuring the questions as well as to reformulate any unclear questions for the actual study. The pre-testing was conducted with two social workers in Rehoboth which is a town situated in the southern regions of Namibia, using the same semi-structured interview guide. They were encouraged to provide constructive feedback regarding the questions, including possible changes that could be made. These social workers were excluded in the main study. The same selection procedures and criteria for the main study were utilized in the pre-testing. The outcome of the pre-testing was that the questions were understandable and easy to answer. It also determined that the data collected was valid and reliable.

3.6 METHODS OF DATA COLLECTION

3.6.1 Individual Face-to-Face Interview

The data was collected through one-on-one interviews and thereafter transcribed. The researcher read out the prepared questions on the semi-structured interview schedule and the participant would answer. The participants who agreed to be audio recorded were thus recorded and those who did not give consent were not audio recorded. As the data collection process went on, some questions were added but made sure that the initial questions were answered. Some interviews lasted for 36 minutes. This depends on the engagement of discussions by the participant as well as due to the addition of follow up questions by the researcher.

3.7 METHOD OF DATA ANALYSIS

Thematic analysis was chosen for this study. It is explained as a technique for identifying, analyzing and reporting themes within data that has been collected. It organizes and describes data in rich detail (Braun & Clarke, 2006; Mouton, 2012).

The data was analyzed as follows:

- The researcher organized and prepared the data for analysis by transcribing interview; typed up field notes.
- Read through the notes of the data collected.
- Listened to the voice notes repeatedly to make sense of the information and able to generate themes.
- Data from conversations on audio was transcribed.
- The data was coded by collecting the same codes of information together manually by writing on paper.
- The researcher strove to enhance the credibility and codes that let the supervisor to review them and determine the biasness.

The researcher followed Tesch's (1990) eight steps in the coding process as mentioned below:

- Read all the transcriptions carefully and jotted down some ideas as they came to mind.
- Picked up one interview document, went through it, found out what its underlying meaning was and wrote down thoughts as they emerged. Repeated the process with all the interview documents.
- Made a list of all topics, collected together similar topics and recorded them in columns.
- Took the list, went back to the data, abbreviated the topics into codes and organized them.
- Found descriptive wordings for topics and turned them into categories.
- Alphabetized these codes.
- Assembled the data belonging to each category in one place and performed a preliminary analysis.
- Recoded existing data.

After the data was analyzed, the researcher compared the findings with literature to determine whether the data collected relates to various literatures (Creswell, 2014).

3.8 ETHICAL CONSIDERATIONS

3.8.1 Introduction

Research ethics is defined as "ethical issues that are concerns and dilemmas that arise over the proper way to execute research, more specifically not to create harmful conditions for the subjects of inquiry, humans, in the research process" (Creswell, 2014, p. 208).

It is due to the above mentioned that the study ensured the following:

3.8.2 Ethics approval and permission

- Literature review of data from secondary sources was compiled.
- The researcher had a responsibility to respect and consider the rights, needs, values and desires of the participants.
- The researcher applied for ethical clearance that was needed from the Research Ethics Committee (Leedy & Ormrod, 2016). Ethical clearance was sought from the Departmental Research Ethics Committee at Wits. Permission was received as per attached in Appendix F, the clearance number is SW/18/11/67. The Faculty of Humanities also approved the research proposal as per Appendix E.
- Asked permission from the Research departments of the two ministries by writing letters through the Director or Permanent Secretary to engage the participants in the study from the Ministry of Gender Equality and Child Welfare as well as Ministry of Health and Social Services. Without the ethics clearance, the researcher was not able to obtain a permission letter. However, only the Ministry of Gender Equality and Child Welfare granted permission. Appendix G attached.
- Started collecting data when permissions were granted by the University and the Ministry of Gender Equality and Child Welfare.

3.8.3 Informed consent process

- Participant information sheet (Appendix A) was given which According to Neuman (2014, p. 149) is "a brief description of the purpose and procedure of the research, including the expected duration of the study, risks to be encountered and guarantee of anonymity and confidentiality which will be signed by researcher.
- Participants were informed that, all their responses were accepted and no answers were regarded as false.
- Consent was requested verbally and participants were thus asked to sign the consent form because

they were all competent to sign due to their age and capability.

- The researcher has provided the final research report to the participants.

3.8.4 Voluntary participation

- Made it clear to them that the study was voluntary, and if they wished to withdraw from it at any time, they had the right to do so (Kumar, 2011; Leedy & Ormrod, 2016; Neuman, 2014).
- The researcher did not force participants to sign consent forms.
- Participants were given the information sheet stating the procedures as well as the possible risks.
- The participants have read through the information sheet before the initial interview so that they can decide whether to take part in the study or not.
- The information sheet was written in simple language that was easy to understand.
- Participants were allowed to ask questions regarding the research before or after the interview.

3.8.5 Confidentiality

- They were informed that their privacy was to be respected at all times during the data collection and that everything they share will be treated as confidential from the onset till the end of the research (Neuman, 2014).
- All participants were assured that their names will not be revealed. However, some did not have a problem with their names being revealed.
- In written documentation the participants' first names and surnames were not be used. Numbers were used instead.
- The data collected is being kept in a password protected computer so that it is not easily accessible by other people.
- There was no third person in the venues were the interviews took place. It was just the researcher and participant.

3.8.6 Minimizing harm

The participants were assured that no intentional harm on them before the initial recordings took place.

Some of the interviews took place at the participants' offices and some at their houses as they preferred.

3.9 TRUSTWORTHINESS OF THE STUDY

The researcher evaluated the quality of the study by applying credibility, confirmability, dependability and transferability strategies to ensure trustworthiness of the findings (Lietz & Zayas, 2010).

3.9.1 Credibility

Credibility refers to the degree to which a study's findings represent the meaning conveyed by the research participants (Lincoln & Cuba, 1985). To ensure and strengthen the credibility of this study, the researcher transcribed the data collected and developed themes from that data. The audio recordings along with their transcripts will be submitted for review of trustworthiness.

3.9.2 Confirmability

Confirmability is means ensuring that the researcher is truthful in conducting the study (Bryman, et al., 2009). To ensure confirmability, the researcher sent audio recordings and transcripts to the supervisor to ensure that the data that has been gathered is the same data that has been reported in this research report. Also to contribute to confirmability by giving feedback to the researcher on the interpretations and conclusions made from the data. Additionally, the researcher showed how the data was gathered and processed as well as how it led to the formation of recommendations. For record keeping, the data collected is being kept in a password protected computer so that it is not easily accessible by other people. Whereas the hard copy documents were kept in a locked cabinet that is only accessible by the researcher.

3.9.3 Dependability

According to Babbie and Mouton, (2014, p. 278), "an enquiry must also provide its audience with evidence that if it were to be repeated with the same or similar respondents (subjects) in the same (or similar) context, its findings would be similar". This entailed keeping complete records of all

phases of the research process including field notes, informed consent forms, participant information sheet, as well as interview audios and transcripts. All the aforementioned documents were stored for record purpose and proof that the interviews have taken place.

3.9.4 Transferability

Transferability relates to the extent to which data can exceed the boundaries of the study environment and be applied to a similar environment elsewhere (Shenton, 2003). During data analysis and the literature review, it was evident that studies on social grants had been conducted using various approaches. This study was conducted in two townships, the approach could be replicated in different settings.

3.10 LIMITATIONS OF THE STUDY

Although the study was successfully carried out, there were some limitations throughout the data collection process which are described below.

Generalizability: Research was only conducted with a small number of participants from two townships and not throughout the whole country and therefore will be generalized. Future research can thus be inclusive to Social Workers and Administrative Officers across the whole Namibian country.

Sampling and sample: Sometimes participants would cancel the meetings due to unintended obligations and reschedule it for a different day.

Another limitation was that, most potential participants refused to participate, which prolonged the data collection process as other participants had to be recruited.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

This chapter presents the results emanated from the data analysis. The findings are presented in themes which emerged from in-depth interviews with study participants. The data was largely informed by participants' perceptions and experiences in interacting with policy formulation or providing service to grant recipients and potential grant recipients in Namibia. This chapter is divided into two sections: section (a) dealt with the demographic information of the participants, while section (b) focused on seven themes; grant dependency, aspirations of grant recipients, factors contributing to dependency on grants, possible factors that might reduce dependency on grants, role of government in the provision of grants, lessons learned from other active grants which are needed to positively influence the BIG and social workers' roles regarding the reduction of grant dependency. The researcher has ensured that the findings are presented in quotations and set against literature reviewed which supports or goes against participants' claims has been provided.

Specifically, this research had the following four () research objectives:

1. To solicit social worker's workers and administrative officers' views of what constitute grant dependency;
2. To explore the factors contributing to dependency due to grants;
3. To explore factors that may reduce dependency on grants; and
4. To discover social workers and administrative officers' roles in reducing grant dependency.

The study has answered the following research questions which were driven from the research objectives:

1. What do social workers and administrative officers view as grant dependency?
2. What factors contributes to dependency on grants?

3. What are possible strategies that can be employed to reduce dependency on grants?

4. What role can social workers and administrative officers play in reducing grant dependency?

4.2 SECTION A

4.2.1 Demographic information

There were nineteen (19) participants in total consisting of one male and eighteen females. This may be attributed to the demographic gender distribution of administrative officers and social workers in the Ministry of Gender as well as in the whole country at large. The ages of the participants were between twenty-four (24) and fifty-five (55) years old. Having the age groups in this study has indicated that the participants could recall the experiences of their clients who in this research referred them to as grant recipients.

The demographic summary of participants is illustrated in the table 2 below:

Table 2: Demographic summary of the participants

Demographic Factor	Sub-Category	Number
Gender	**Female**	**18**
	Male	**1**
Age	**>24**	**1**
	25 – 29	**3**
	30 – 34	**7**
	35 – 39	**4**
	40 – 44	**1**
	45 – 49	**2**
	50 – 54	**1**
Racial Group	**Black**	**19**
Occupation	**Administration officer**	**3**
		1

	Administration officer	
	volunteer	**14**
	Social workers	**1**
	Community liaison officer	
Work	**1-3 year**	**8**
Experience	**4- 6 years**	**3**
	7- 9 years	**4**
	< 10 year	**4**

4.3 SECTION B

Data in this section is presented as themes and sub-themes below.

Table 3: Themes and sub-themes

Themes	Sub-themes
Grant dependency	• Sole dependency
Perceived aspirations of grant recipients	• Difficult to secure employment • State must accept responsibility for meeting the needs of all citizens • Feelings of despondency • A transit to better education • Make a living • Better circumstance • Support families • Eligible to qualify for a loan
Factors contributing to dependency on grants	• Continuation of receiving grants • Only source of income • Laziness • Entitlement

	• No opportunities
Factors that might reduce dependency on grants	• Skills training, • Empowerment is necessary • Initiation of projects • Earning own money • Support and assistance from NGO's
Role of government in the provision of grants	• Strict measures • Monitoring and evaluation • Linkage of line ministries
Lessons learned from other active grants, which are needed to positively influence the BIG	• BIG must not be implemented in isolation
Social workers' roles regarding the reduction of grant dependency	• Exploration of individual strengths • Community involvement • Social workers need to adopt a strengths and asset-based approach

4.3.1 Grant dependency

The definition of 'grant dependency' from the participants was necessary in order to grasp the meaning the participants put on the concept of grant dependency.

Participants had perceptions about grant recipients and thus defined grant dependency where they elaborated that a person is dependent on a grant when they have no other means of income as illustrated by this participant that "*a recipient depends only on the grant and not getting any other means of income*" (participant 4, a social worker). The participants' responses also indicate that recipients get stuck in the dependency circle because they are not interested in getting income from

elsewhere as confirmed by the same social worker that, "*recipients depend on grants without thinking about other alternatives to survive in life*."

"*The grant provides basic needs and for survival, they can't go without it*" (participant 9, social worker) and this contributes to them "*remaining under the poverty line and there is no movement upwards or downwards*" (participant 3, social worker).

4.3.2 Perceived aspirations of grant recipients

The researcher sought to determine the aspirations of grant recipients in order to determine future plans opposed to a continuation of receiving grants. The participants' responses indicate that grant recipients as clients of the participants had aspirations in order to live a better life. It is however important to note that, as much as there are responses indicating that grant recipients aspire to do something apart from just receiving grants, there are responses contradicting and stating that some grant recipients are content with what they have and do not aspire to do more.

Participants perceive the recipients of the current grants as having aspirations. According to these participants, the recipients aspire to get jobs for financial security and not to solely rely on grants as highlighted in the following quote "*some of the people want to get jobs or create jobs*" (participant 6, social worker).

It was highlighted that some recipients invest the grant money for the future and some use the grant for the purpose of school including university and also as a transit to better career paths. It was evident from the responses that participants believe that recipients "*invest the grant money for future*" as indicated by (participant 13, social worker). Participant 5, social worker also narrated that, "*Some of them utilized grants as a transit to better education and a clear career path*". The same participant added that some do "*aspire to use the grants for the purpose of being on the system to go to school until they finish their grade 12 and go to the university. Some are still motivated to do such so that they can finish their education she narrated*" (participant 5, social worker).

The participants' responses demonstrated that grant recipients aspire to make a living and better their circumstances. They want financial security in order to fulfil their needs and those of their families. There are those who are hopeful and do something to earn an extra income because they feel that the grant is not sufficient. The following quotes demonstrates this:

"*All of us wants to live a better life and whenever people are going through difficulties or adversaries, their wishes are to better their circumstances*" (participant 7, a social worker). This is similar to what participant 5, social worker narrated that, "*people just want to make a living*." Similarly, "*people just want to have money that they can use to fulfil their needs. Everybody wants to live a better life with better conditions*" (participant 9, social worker). Participant 6, social worker mentioned that "*those who are hopeful feels that the grant is not enough and they do something about it by working hard to earn an extra income*." Overall participant 14, social worker made it clear that, the "*only aspirations that these grant recipients have is really just to make a living*."

The responses from the study indicate that grant recipients aspire to support their families as observed by participant 8, social worker "*I have noticed with foster care grant, the parents just want to be able to support the kids*." "*Nothing more to it than just wanting to support their families"* (participant 5, a social worker).

The grants received by recipients gives them the eligibility to qualify for and have access to a loan at the Namibian Post Office because the credit markets require a person to have a reliable source of income before they are given a loan. "*Receiving a grant gives recipients and opportunity of being eligible to qualify for a loan from the post office as well as loans or food from home shops*" (participant 17, community liaison officer).

4.3.3 Factors contributing to dependency on grants

Grant recipients were described by participants as financially insecure, lacking skills and resources to be proactive. This theme describes the data obtained from participants on factors that contribute to dependency on grants.

It was highlighted that, recipients are happy with the grants they receive and would appreciate if it could be increased. This means that, they are not motivated on how to become emancipated from grants as illustrated in this quote, "*Most of them are content with the fact that they receive grants, and thus wished that the grants could be increased so that they could earn more*" (participant 13, administrative officer). "*This is a result of lack of enthusiasm in ones' life, discouraged and not motivated to do more out of the comfort zone*" (participant 6, social worker). The former statement made a similar connection with what participant 17, a community liaison officer said that "*they want the grants to be increased*."

The absence of other income forced recipients to receive grants as well as being dependent on them, as mentioned in the following quote, "*I don't think people want to receive a grant just because they want to cheat the government or want to get rich, I think they are just in dire need of additional support because people who receive grants apart from the war veterans are people who do not have other source of income*" (participant 5, a social worker). Due to the fact that most of the recipients are unemployed, unable to get a job or cannot work at all, they are better off knowing that "*at least there is an income coming into the household"* (participant 9, social worker). This study results are similar to the study done by Tseeke (2015), on the validity of claims of a dependency syndrome amongst black South Africans, with social grant recipients in Bophelong and its informal settlements that, "for some of the households, grants served as the only income".

The study participant view laziness among other contributing factors of grant dependency. They stated that, people do not want to be pro-active by getting up and doing something productive. However, some recipients are viewed as having a fear of losing the grant if they start working. Another relevant factor highlighted was that the grant system itself creates laziness and dependency. The grant system is not initiated in a way that is restorative and motivational, as confirmed in following quotes; "*laziness is caused by when individuals do not want to get up and work or do something productive*" (participant 18, social worker). "*Some are afraid to lose the grant if they start working*" (participant 18, social worker). Similarly, participant 17, community liaison officer also affirmed that, "*grant system is a good initiative, but it creates laziness and dependency*."

The contributing factors as stated by participants included entitlement. Grant recipients are aware of the fact that, the government plays a role in taking care of its citizens, reason why they feel entitled to receiving grants. Participant 18, a social worker mentioned that, "*people feel entitled to the grant and that mentality takes away their citizenship responsibilities*." This result is consistent with a study by Gomersall, (2013) on the performance of the child support grant stating that, "social grants may affect people's social and economic behavior negatively and entrench a culture of dependency and entitlement"

It was narrated that a lack of opportunities including skills development and unemployment highly contributes to dependency on grants. Participant 6, social worker affirmed that, "*people are dependent on the grants because of lack of opportunities*." She confirmed the importance of a provision of skills development in the following quote: "*Recipients must be provided with skills because the gap that I have seen in our country is skills development*". The same participant narrated

the concern on the absence of state owned and affordable skills development institutions by making the following remark: "*We do not have institutions and those that are there are private and people don't access it*" she added. "*So there are these bulk numbers of people that fall through the system that cannot go to tertiary level and there are not enough vocational skills development centers and the people cannot afford it*" (participant 6, social worker).

Participant 3, social worker believes that lack of job opportunities is a critical aspect by stating the following: "*there are no job opportunities and when jobs are created its unskilled labor were people are paid N$1300 per month*."

4.3.4. Hopelessness and helplessness

It was mentioned that people lost hope and are helpless into doing something with their lives apart from being reliant on grants. This was highly contributed by the fact that the grant system is currently not restorative and people are not motivated into engaging in small economic activities. This was narrated by participant 3, social worker that, "*recipients of grants are hopeless and sometimes helpless as they appeared not to see the light. Nobody tells them that they are worthy. We are just putting people deeper into a hopeless situation and then we question why they are always so hopeless. That's what the system is right now. It's not restorative"* she added. The same participant also narrated that, "*people are made more aware of their problem but are not offered any solution*." This had a similar link with what participant 14, social worker stated that "*people have no vision of starting something small that could add on to the grant*."

Due to the hopelessness, recipients end up being helpless as mentioned by participant 3, social worker stated that, "*there is learned helplessness and it seems to spread like a contagious disease so people give up. There is nothing they can do, there is nowhere they can go, and there are no jobs*." She continued narrating that, "*it's that pitfall that people fall into that there seem to be no other way out. It is learned helplessness but most of our clients also seem to have hopelessness and they are so problem saturated that they seem to be unable to see light*." "*People are not enthusiastic about going out to doing things for themselves*" (participant 6, social worker).

4.3.5 Factors that might reduce dependency on grants

Empowering people through skills training was key, considering that not everyone is academically smart. Participants felt that, by assisting the people to find out their aspirations and talents would be of great magnificent. They also asserted that, people must be willing to do something, instead of just

sitting and waiting for handouts. However, it was made clear that people are currently not empowered due to lack of resources including human resources. This theme describes the factors that might reduce dependency on grants. This theme aims to enhance peoples' capabilities to prioritizing on the following sub-themes that transpired: empowering people with skills training, initiation of projects, earning own money as well as support and assistance from NGO's.

Skills training is critical and vital for enhancing one's chances of being skilled and employed towards self-development and emancipation from grant dependency. Participant 3, social worker was of the opinion that enhancing peoples' knowledge by providing them with skills might reduce dependency on grants as illustrated that: "*we need to find NGOs that will be able to provide skills training, so that when a client has a particular skill of building, and people do not want to hire him because he is not really good, there are NGOs or civil society that already has programs in place to help link these people considering that not everyone is academically smart*" said participant 9, social worker. Additionally, participant 3, social worker emphasized on the importance of monitoring these skills training programs as she narrated that: "*If we can be strengthened by organizations like NGO's or civil society, that can say, this person will go into this program and is monitored right to the point where that person is now in a position to say thank you very much for your help, I can stand on my own two feet now*." Participant 16, administrative officer stated that, "*there is a need to open up a place like RAMATEX, a garment factory for affordable skills training*" because as mentioned by participant 3, social worker "*these people don't have money, so you can't link them with an organisation that requires them to pay N$3000 for the course*."

Participant 16, an administrative officer also added that, "*People have the passion to do something for themselves but they do not have the business management skills and startup income*." The latter statement of "no start up income" makes a connection with what was stated by Kameeta (2016), in his findings on wealth redistribution and poverty eradication that, it is recognized that most vulnerable people are not engaging in business in Namibia due to lack of access to finance among other challenges." *People seem not to want to be trained as they stay away but community empowerment through skills training might reduce dependency*" (participant 16, administrative officer).

Participant 18, social worker stated that, "*the government must implement projects that will teach people survival skills on how to sustain themselves instead of just handing out money, with the idea of, I can't give you a fish without teaching you how to fish, or else if this happens, then Namibia is*

heading towards a communist approach where the government is the big brother and thus controls actions of all its citizens, which is wrong as it limits people to explore new ventures" she added. "*People should be encouraged to apply for community projects*" (community liaison, participant 17). Also "*initiating projects or employing people in the agricultural sector*" (participant 7, social worker). This latter statement was similar to the study conducted by Sinyolo et al (2017), on assessing the impact of social grant-dependency on participation of KwaZulu-Natal rural households in farming stating that, "households should be involved in farming activities."

This result shows that, in order for recipients to stop being dependent on social grants, they need to start earning their own income. By this, the participants meant initiating and working in home gardens to produce vegetables. This has been supported by what participant 13, administrative officer narrated that, "*individuals or families can earn their own income if they come up with home gardens by planting tomatoes and selling them for an income instead of having to buy them.*" She also made it clear that, "*not only does it act as a source of income but as learning a skill*. So, "*As long as people can make their own income, then they won't depend on that little support that they are getting"* (participant 4, social worker).

External assistance is vital because the government alone cannot provide for all its citizens in need of care and support. Participant 3, social worker emphasized on the importance of support from Non-Governmental Organizations' in order to reduce dependency on grants by stating that, "*if we can have outside organizations that can pick up where we cannot go forward, then we have a supporting structure, on top of a supporting structure*." She added that, "*if we can get this support from NGO's and civil society, we would be able to get people out of the poverty*" (participant 3, social worker).

4.3.6 Role of government in the provision of grants

This theme describes the role of the government in the provision of grants and the findings revealed the following three sub-themes that emerged from this theme: put strict measures in place, proper monitoring and evaluation, link grant system with Social Security and Ministry of Home Affairs and Immigration.

The views of participants reinforced the idea that strict measures on the distribution of grants must be put in place with an emphasis on making sure that those who are in need do benefit.

"*There must be strict measures put in place for grant recipients.*" "*Making sure that grants benefit those who are really in need*" (participant 11, administrative officer). Those who are in dire need are

those who are not in a position to assist themselves nor their offspring's due to life predicaments. Similarly, when asked about factors that would reduce dependency on grants, participant 7, social worker made a similar connection by stating that "*there should be strict measures in place guided by a policy*."

The views of the participants emphasized that, if a recipient is employed and receives an income, they must not receive the grant and if they do, it must be withdrawn in order to balance the gap between the haves and the have nots. "*The grant should be implemented in such a way that, if one has an income, then you are eligible to be disqualified because it will not balance the gap between the poor and the rich*" (participant 18, social worker). An example that was given by this participant entailed the following: *"If an employed person receives a BIG, they will be able to invest that amount monthly for their children's future whereas those who are unemployed will not be able to do the same for their children because instead of investing, they will have to cater for the immediate basic needs which are not fair."*

It was stated that regular monitoring and evaluation should be performed when implementing the BIG in order to help refocus the grant for better targeting and ensuring that eligible beneficiaries are included as well as ensuring that the objectives are met. "*If the BIG has to be implemented, it should be executed with some criteria and the criteria must be in such a way that it can be monitored and make sure that the intended outcomes or the objectives of that grant are achieved*" (participant 9, social worker). However, this participant was skeptical about the idea of implementing the BIG as she believed that "*giving people money through the grant will not be sustainable*." Similarly, "*better monitoring will prevent grant misuse that causes substance abuse*" (participant 18, social worker). A study done by the Ministry of Gender Equality and Child Welfare (2010), on the effectiveness of child welfare grants in Namibia with beneficiaries, caregivers and eligible non-beneficiaries also found that there is a need for monitoring the implementation of grants. It has been highlighted that the coordination between ministries is crucial. "*There's no coordination between us and Ministry of Home Affairs, so that they can inform us about the death of any recipient*" (participant 9, social worker). "*Payments are made for children who have died 10 years ago, and caregivers don't come in to report*". The same participant mentioned that "*there is no link with social security to say these are the people that are employed. Whether they are employed, they still receive the vulnerable grant*." This weakness of ministries not working together because the systems are not linked was also found in the study done by the Ministry of Gender Equality and Child Welfare (2010), on the

effectiveness of child welfare grants in Namibia with beneficiaries, caregivers and eligible non-beneficiaries. "So *we have a lot of people receiving the grant who is not supposed to receive the grant"* (participant 9, social worker).

The same participant added that, "*the system only uses the ID of the applicant, which is one of the parents, which mean that different parents can apply for the same child. This makes it difficult for us to increase the grant amount because we keep on putting children on the system but children are not removed*" (participant 9, social worker). Similarly, participant 18, social worker said that, "*there should be an 'I' system put in place that links all government entities to each other, as this will be easier to determine if an individual already receives a different sort of grant and that will promote a fair contribution of resources.*"

These findings concur with the views of Kameeta (2016), who examined the redistribution of wealth and poverty eradication in Namibia. He demonstrates that: There is a need to institute a well-articulated and functional coordination mechanism of entities to avoid duplication, overlapping and waste of resources.

4.3.7 Lessons learned from other active grants, which are needed to positively influence the BIG

This theme entails the lessons learned from other active grants, which are needed to positively influence the basic income grant upon implementation**.** One sub-theme, which is the BIG must not be implemented in isolation emerged from this theme and is described below.

It was narrated that the BIG must not be implemented in isolation, it must be implemented in coordination with skills development programs or other strings attached in order for it to be effective. Participant 6, social worker stipulated that "*the BIG must not be implemented in isolation by itself; it must go with other empowering and skills development programs for it to be effective*." She gave a practical example described below:

"*Person A is going to get this grant and parallel to that, they will have to do this and that. After a while, person A's situation will be revisited to see the progress and if the goal has been achieved, the next person can be considered. So that the people also understand that it is not a matter of you getting dependent and settling with it but as a means of excelling in life*."

Similarly, participant 5, social worker stated that, "*grants are supposed to be provided with conditions attached, for example: If you failed grade 12, you are compelled to register with NAMCOL (Namibian College of Open Learning) or other skills development training in order to be eligible for a grant*." This finding is supported by what participant 3, social worker mentioned that "*a grant system can only be successful or only truly have an impact once there are supporting underlining programs already in place*."

This supports the findings of Kameeta (2016), which states the importance of setting up of a coordination mechanism that allows for sharing of experiences by different entities, coordination of various programmes by different structures and for creation of synergies and targeting of interventions for maximum desired impact.

4.3.8 Social workers' roles regarding the reduction of grant

The participants felt that social workers' roles are to empower the communities by educating them through awareness raising and individual or group sessions. This should be done by emphasizing on the importance of skills training and gaining knowledge for self-sustainability. According to the participants, recipient must be linked to the available resources and their strengths must be explored by producing a care plan including goals together with the individuals. This theme transpired as social workers' roles regarding the reduction of grant dependency towards financial independent. Two sub-themes which are an exploration of individual strengths and community involvement emerged from this theme and are described below.

Participant 6, social worker mentioned that, "*When people are assisted to be interested in their own lives, the paradigm shifts*." She continued saying that, "*we must all explore our potentials; empower each other in our strengths, talents and our potentials*." "*It is no use if we are becoming a nanny state and do not give people the proper tools to lift themselves up*" (participant 3, social worker). *"They can actually start being excited and enthusiastic about life and about empowering themselves*" (participant 6, social worker)." Participant 18, social worker stated that "*social workers must render reconstructive services* that will *empower clients for self-sustainability although we need resources to do that*."

Participant 3, 6 and 9 are all social workers who stated in their responses the need for community involvement by social workers to be crucial and their views are as follows:

"We need to start as social workers get out of our offices and start moving into the communities" (participant 3, social worker). *"Our effort as human scientists and community developers should be more on bringing about the paradigm shift in our community"* (participant 6, social worker).

"If we can be more active in the community using the community work model, then we can at least empower people to come up with community gardens" (participant 9, social worker).

"We must act as enablers and catalysts within the community to push people to come up with their own strategies, for their own needs on how to solve their problems and also to help them find resources" (participant 9, social worker).

This chapter presented results that emanated from the data analysis. The themes related to the study objectives emerged and were as follows: (a) grant dependency, (b) perceived aspirations of grant recipients, (c) factors contributing to dependency on grants, (d) hopelessness and helplessness, (e) factors that might reduce dependency on grants, (f) role of government in the provision of grants, (g) lessons learned from other active grants, which are needed to positively influence the BIG, (h) social workers' roles regarding the reduction of grant. The next chapter will explain the connections between some of the results and the literature. It will also summarise by bringing together the main areas covered in the research paper and therefore give recommendations.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The chapter discusses main findings of the research and elucidates the connections between some of the results and the literature. It answers the fundamental questions of the research study and further reveals and provides recommendations to the government and various stakeholders, which can better inform the policy debate on how the BIG can be implemented. This chapter is divided into three sections which includes; the findings, conclusions and recommendations of the study.

5.2 SECTION 1

5.2.1 SUMMARY AND FINDINGS

5.2.1.1 SUMMARY

The purpose of this study sought views of social workers and administrative officers to reduce dependency when implementing the basic income grant in Namibia. This study was carried out from two townships [in the Ministry of Gender Equality and Child Welfare in Windhoek and Sub-Ministry of Gender Equality and Child Welfare at Rehoboth in the southern regions of Namibia. The study employed a qualitative method. The data were collected from a sample of 19 participants (18 females and 1 male). The participants had their ages between a minimum of 24 years to a maximum of 54 years old. All the participants were black by racial group, holds the following positions: 74% (14) out of 19 participants were social workers at the time of this study; 16% (3) out of 19 participants were administrative officers, while 5% (1) of the participants was an administrative volunteer. Another 5% of the participants was a community liaison officer at the time of this study. This study found out that 42% (8) out of 19 participants had work experience between 1-3 years; 21% (4) of the participants had worked between 7-9 years, while another 21% worked for more than 10 years. The results also shows that 16% of participants had their work experience between 4-6 years during the conduct of this study. This study also revealed that most grant beneficiaries only depends on social grants as there was no other means of income, while other participants suggested for creating more employment opportunities as the only way to push them out of grand zone dependency.

5.2.1.2 FINDINGS

The factors contributing to dependency on grants were identified by study participants as lack of skills, financial insecurity, opportunities for engaging in income generating initiatives and resources impact on grant recipients to be proactive. Patel (2015), states that lack of skills and low level education are major contributing factors to creating dependency on state. This indicates that there is a challenge in terms of competing in the labour market and thus discourages the involvement in job seeking. The results of the study also highlighted the absence of other income and of state owned affordable skills development institutions as a contributing factor to dependency on grants. Similar findings were from a study conducted with the social recipients in Bopheong, South Africa on the validity of claims of a dependency syndrome amongst black South Africans (Tseeke, 2015), which showed "a lack of income" as a contributing factor.

Furthermore, the study participants added that recipients depend on grants due to laziness and because they feel entitled to receiving a grant. In contrast, the study by Kubheka (2013), on the relationship between child support grant and teenage pregnancy, "revealed that there is no significant relationship between teenage pregnancy and child support grant". Disputing the perceptions that CSG contributes to teenage pregnancy. Similarly, a study done by Makiwane (2010, p. 202) on the Child Support Grant and teenage childbearing in South Africa also revealed that "there is no apparent positive association between the grant and the empirical trend in teenage fertility". Lastly in another similar research on early childbearing in the context of the child support grant: a case study of young women in Mtubatuba, South Africa, perceptions were that young women fall pregnant so that they can access the grant, but these perceptions contradicted with the findings that stated that "the CSG is not associated with early childbearing" (Ngubane 2015, p. 79). In relation to the neo-liberal ideology which entails the market oriented reform, I believe that the BIG idea is not just about giving and creating laziness, but as an empowerment tool where people themselves will be active and engaged with projects that will create change.

Inclusively, the study found that the grant system itself creates a dependency syndrome because it is not restorative and motivational. Thus some people lose hope and are helpless into doing something productive with their lives including the engagement in small economic activities for empowerment. These results manifest through lack of access to basic services, unemployment, poverty and inequality in Namibia which has resulted in unacceptable levels of hunger and destitution (Stiftung, 2016). On the contrary, research conducted by the Southern Labour and Development Research Unit

(SALDRU) shows that “there is little empirical evidence to confirm that people who are receiving social grants are not motivated to look for jobs”. This was supported by the Centre for Social Development in Africa (CSDA), which indicates that “the majority of grant recipients do not wish to be dependent on grants because they are extremely motivated to look for jobs, in order to get out of the welfare system as soon as they can” (Ferreira 2017; Surrender et al. 2010).

With regard to the factors that might reduce dependency on grants, the results emphasize the importance of empowering people through skills training in order to promote self-development and emancipation from grant dependency. The results also indicate that skills training must recognize individual aspirations and talents as this might motivate people into doing what they are interested in. In so doing, if one could not find a job, then one is able to create a job for oneself through the hidden talents. The former result indicates a positive relationship between skills development and reduction of dependency towards poverty eradication. Similar results were found in the study done by Kameeta (2016, p. 53), on wealth redistribution and poverty eradication which highlighted that “access to education, training and skills development opportunity provides a good avenue for poverty eradication. Through education, the families gain sustainable employment and/or sustainable ways of income generation.”

Although the study found that, most people have the passion to do something for themselves, they somewhat lack business management skills and a start-up income. This made a connection with the Kameeta (2016), in his findings on wealth redistribution and poverty eradication that, “most vulnerable people are not engaging in business in Namibia due to lack of access to finance among other challenges”. Therefore, one can argue that some grant beneficiaries cannot be equipped with skills development due to the costs associated with the trainings. Additionally, communities that lack resources have lower quality educational services which ends up negatively affecting training enrolment rates as demonstrated by Gutura and Tanga (2014), in their study on the intended consequences of the social assistance grants in South Africa. Poverty therefore erodes opportunities for beneficiaries to engage in skills training programs. This causes a cycle of vulnerability by not respecting the individuals’ capability to accumulate the human capital needed to break the cycle of poverty. It is thus safe to say that education and skills training are necessary for improving the human capacity, productivity and competitiveness of an economy but it alone cannot automatically create jobs and alleviate poverty. It requires an enabling environment that facilitates the creation of jobs, which is economic growth. Nevertheless, the results of the study point to the notion that the

engagement in the agricultural sector must be prioritized and people must be trained on the importance of initiating home gardens as it does not require a lot of start-up income.

As indicated in the findings of the study, there must be strict measures put in place for grant recipients guided by a policy in order to make sure that grants benefit those who are really in need. The study also found that the government must implement it with some criteria in order to help refocus the grant for better targeting and ensuring that eligible beneficiaries are included as well as ensuring that the objectives are met. In line with the arguments of the reciprocity approach, Cahill (2012) and Ginsberg (1987), argued that "there should be conditions placed on the recipients." Moreover, the results of the study outline that monitoring and evaluation should be focal as it is lacking in the current grant system with the aim of preventing grant misuse in order to sustain it. This according to the researcher means that, the BIG must not be implemented in isolation, it must be implemented in coordination with skills development programs or other strings attached in order for it to be effective and sustainable. It is thus safe to say that, the aim is to build a developmental and not a welfare state. Furthermore, the study discovered a lack of coordination and link in terms of a database between Ministries and Social Security to determine the living and employment status of a beneficiary. The latter findings concur with those of the Ministry of Gender Equality and Child Welfare (2010), who also observed that, there is no link between Ministries and relevant institutions.

The results of the study found that, social workers must empower the communities by educating them through awareness raising, individual or group sessions. They must encourage people to use their own hands and conduct more community work. The results also specify that this should be done by emphasizing on the importance of skills training and gaining knowledge for self-sustainability. Furthermore, the results made emphasis that social workers must assist recipients by linking them to the available resources and their strengths must be explored by producing a care plan including goals together with the individuals. This demand will highly enhance positive behavior change, promote self-sufficiency and reduce dependency. The idea that social workers must empower the recipients to function effectively as economic actors in the market is being promoted in some developing countries such as the Philippines (Midgley, Social Development: The Developmental Perspective in Social Welfare, 1999). Although these efforts are not always successful and can be criticized for fostering what Angela Reidy (1981) calls an inappropriate market-based welfare approach, it offers opportunities for social workers to address the problems of

the poor in tangible material ways (Midgley, 1999). Additionally, it offers a basis for formulating a treatment approach which is compatible with an individualist approach to social development.

5.3 SECTION 2

5.3.1 CONCLUSIONS

This qualitative study has examined how the BIG should be implemented without creating dependency in Namibia, a topic that has not been sufficiently researched on. This was achieved primarily through one-on-one discussions. It should be confirmed that, due to the study's research design and a small sample size, findings should not be generalized to the whole country.

It is globally recognized that knowledge is a more critical determinant of economic growth. Therefore, based on the findings, the study concludes that the findings indicate a lack of opportunities including skills development and unemployment highly contributes to dependency on grants. The results made emphasis that skills training, education and job opportunities might reduce dependency on the BIG once it is implemented. So as such, the study found a positive relationship between social grants and skills development. Therefore, the results conclude that the BIG should be provided through means testing and in a reciprocal manner to reduce dependency. The study also indicated that the government must adapt a policy option that will link the BIG with economic activities of skills development upon implementation so that the potential complementarity between the two interventions can be effective and sustainable.

In addition, findings from this study determines that, there should be an 'I' system put in place that links all government entities to each other, as this will be easier to determine if an individual already receives a different sort of grant, for a fair re-distribution of resources and avoiding duplication. It can also be concluded that, recipient's negative behavior of entitlement amongst others should be diverted to positive behavior change in order to promote self-sufficiency/skills development, restore dignity, improve coping skills/resilience, and reduce dependency/vulnerability. It is time to shift attention from a problem centered approach towards a strengths based approach for policy design, empowerment and social development. This study proposes a number of policy decisions and deliberations that is hoped to stimulus the reduction of dependency when implementing the BIG.

Namibia's social grants have provided important lessons that might positively influence the BIG upon implementation concerned with reducing dependency. This research has identified that if implemented with strings attached, it might become effective and sustainable. A BIG will only be a

mean to an end but will not be effective if implemented in isolation. There is at least immediate hope that the dependency pandemic can be defeated but only if the necessary measures are put in place and all key stakeholders fulfil their roles. In the light that poverty and unemployment is high in the country, it is likely that grant dependency might continue. However, grants alone will not eradicate poverty, it will need to be associated with other programs. That way it will be hoped that there might be a decrease in grant dependency.

5.4 SECTION 3

5.4.1 RECOMMENDATIONS

Based on the conclusions above, the following recommendations are made.

5.4.1 BIG to be implemented with some criteria

It should be a priority to make sure that the people who are in dire need of the grant are the ones to benefit, instead of providing it with no criteria. Also, the scope of the grant needs to be looked at, focusing on the coverage of the BIG due to the economic situation in the country and put control measures in place. This report recommends prioritizing skills development or the involvement in projects in conjunction with a BIG. This is with the assumption to accelerate a shift towards adopting strength-based and empowerment approaches when providing a BIG to citizens. There should be a blueprint on how the BIG should be implemented and proper planning is required. For increased efficacy of the BIG upon implementation, there should be consistent monitoring and evaluation of the program to ensure that the targeted population receives significant impact.

5.4.2 Skills training and Education for empowerment

A greater emphasis should be put on providing and enhancing skills development towards self-reliance and self-determination. Social workers must focus more on community awareness raising along with other stakeholders to educate the nation on different disputes. Attention should also be put on exploring people's talents and potentials as an empowerment tool. Only when a nation is empowered through knowledge skills can they take ownership of their own lives. Institutions that provide education and skills training should be easily accessible and affordable.

5.4.3 Further Research

A weakness of the study was that, the study participants were social workers who only observes and works closely with recipients and possible future recipients. However, they do not experience and feel the pinch of what recipients would feel. Therefore, for future research, grant recipients should be involved as participants so that their experiences could be heard.

The conclusion questions how the BIG will be sustained in this economic situation in the country and thus requests further research on different approaches towards social development apart from distribution through grants. Also, the conclusions drawn from this research were views of social

workers, administrative officers and community empowerment officer only; therefore, it is of great importance that views of other stakeholders be explored too, in order to balance the perspectives of different groups. Further study can also focus on answering the following questions:

- How will the BIG be sustained when implemented?
- How will the government target all those who are really in dire need and make sure that they all receive the grant?
- How will the government ensure that the strict measures are adhered to when implementing the BIG?

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APPENDIX A: Participant information sheet

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473

Reducing Dependency When Implementing The Basic Income Grant In Namibia: Views Of Social Workers And Administrative Officers

Good day,

My name is Loini Shinyama, and I am a post graduate student registered for the degree MA in Social Development with the University of Witwatersrand in Johannesburg, South Africa. As part of the requirements for the degree, I am conducting research exploring views of social workers on the strategies that can be employed to reduce dependency on grant recipients once the basic income grant (BIG) is implemented in Namibia. It is hoped that the anticipated results will identify strategies that will assist grant beneficiaries in breaking the cycle of grant dependency. The outcome of this study could also inform the policy of the BIG on possible ways to implement.

I wish to invite you to participate in my study as a social worker, to contribute to my research. If you accept my invitation, your participation would be entirely voluntary and you are free to withdraw at any time without penalty. You may also refuse to answer any questions that you feel uncomfortable with answering. There are no consequences or personal benefits of participating in this study. If you agree to take part, I would arrange to interview you at your work place or any quiet place that is suitable for you. The interview will last approximately forty minutes to an hour. I will be utilizing a semi-structured interview schedule whereby I will be reading out the questions and you will answer. If you decide to participate, I will ask your permission to audio-record the interview. No one other than me and my supervisor will have access to the audio recordings. Data will be protected through anonymization to maintain your confidentiality. A copy of your interview transcript without any identifying information will be stored in a locked cabinet accessed by me and my supervisor.

Whereas the recorded data will be stored on a password protected computer for three years following any publications. Also, be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report. A summary of findings will be made available to participants on request.

Please contact me on +264813364352 or lshinyama@yahoo.com, or my supervisor Dr. Busisiwe Nkala-Dlamini on busisiwe.nkala-dlamini@wits.ac.za if you have any questions regarding my study. We shall answer them to the best of our ability. If you have any concerns and complaints about the study, please contact Human Research Ethics Committee (Non-Medical) on Jasper.Knight@wits.ac.za or Ms. Shaun Schoeman on +277 11 717 1408 or Shaun.Shoeman@wits.ac.za.

Thank you for taking the time to consider participating in the study

Yours sincerely,



Loini Shinyama

APPENDIX B: Consent Form for Participating in Study

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473

Reducing Dependency When Implementing The Basic Income Grant In Namibia: Views Of Social Workers And Administrative Officers

I hereby consent to participate in the research study and consent to audio-recording of the interview. The purpose and procedures of the study have been explained to me.

I understand that:

- I am giving consent to be interviewed.
- My participation in this study is voluntary and I may withdraw from the study without being disadvantaged in any way.
- I may choose not to answer any specific questions asked if I do not wish to do so.
- There are no foreseeable benefits or particular risks associated with participation in this study.
- My identity will be kept strictly confidential, and any information that may identify me, will be removed from the interview transcript.
- A copy of my interview transcript without any identifying information will be stored in a locked cabinet and may be used for proof and analyzing purposes.
- I understand that my responses will be used in the write up of a master's degree and may also be published.

Number of Participant: _____

Date: _____

Signature: _____

APPENDIX C: Consent form for audio-recording of the interview

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473

Reducing Dependency When Implementing The Basic Income Grant In Namibia: Views Of Social Workers And Administrative Officers

I hereby consent to participate in the research study and consent to audio-recording of the interview. The purpose and procedures of the study have been explained to me.

I understand that:

- I agree for an audio recording to be utilized during the interview.
- The recording will be stored in a secured location (a password-protected computer) with restricted access to the researcher and the research supervisor.
- The recording will be transcribed.
- When the data analysis and write-up of the research study is complete, the audio-recording of the interview will be kept for two years following any publications for archiving.
- Direct quotes from my interview, without any information that could identify me may be cited in the research report or other write-ups of the research.
- I am aware that the research findings will be published, be stored in the main library and Anyone will be able to access it.

Number of Participant: _____

Date: _____

Signature: _____

APPENDIX D: Interview Schedule (Semi-structured interview)

Reducing Dependency when Implementing Basic Income Grant: An Exploration of Social Workers and Administrative Officers' views in Namibia

SECTION A: BIOGRAPHIC INFORMATION

1. Sex
2. Age in years
3. Number of years as a social worker
4. The Ministry you work for _____

SECTION B: QUESTIONS REGARDING GRANTS

5. What are the aspirations for grant recipients?
6. What do social workers and administrative officers view as grant dependency?
7. What factors contributes to dependency on grants?
8. What factors reduces dependency on grants?

SECTION C: SERVICE PROVIDERS ROLES

9. What are your views regarding the role of the government in the provision of grants?
10. What must the government and non-state actors do to compliment the basic income grant when being implemented?
11. What are the lessons learned from other active grants, which are needed to positively influence the basic income grant?
12. Are current grant beneficiaries involved in economic activities?

13. What roles do social workers and administrative officers play regarding the reduction of grant dependency towards

**Note: Additional follow-up questions will be asked, as appropriate, with each participant.*

APPENDIX E: Approval of proposal from faculty

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

FACULTY OF HUMANITIES
POSTGRADUATE OFFICE

Student Number: 1743590

Miss Loini Shinyama
Pobox 60255 Katutura
Windhoek
90000
Namibia

1 November 2018

Dear Miss Shinyama

APPROVAL OF PROPOSAL FOR THE DEGREE OF MASTER OF ARTS BY COURSEWORK AND RESEARCH REPORT IN SOCIAL DEVELOPMENT

I am pleased to be able to advise you that the readers of the Graduate Studies Committee have approved your proposal entitled "***Reducing dependency when implementing basic income grant: An exploration of social workers views in Namibia***" I confirm that Ms Busisiwe Nkala-Dlamini has been appointed as your supervisor in the School of SHCD.

The research report is normally submitted to the Faculty Office by 15 February, if you have started the beginning of the year, and for mid-year the deadline is 31 July. All students are required to RE-REGISTER at the beginning of each year.

You are required to submit 2 bound copies and one unbound copy plus 1 CD in pdf (Adobe) format of your research report to the Faculty Office. The 2 bound copies go to the examiners and are retained by them and the unbound copy is retained by the Faculty Office as back up.

Please note that should you miss the deadline of 15 February or 31 July you will be required to submit an application for extension of time and register for the research report extension. Any candidate who misses the deadline of 15 February will be charged fees for the research report extension.

Kindly keep us informed of any changes of address during the year.

Note: All MA and PhD candidates who intend graduating shortly must meet your ETD requirements at least 6 weeks after your supervisor has received the examiners reports. **A student must remain registered at the Faculty Office until graduation.**

Yours Sincerely

G Kamfer
Genevieve Kamfer (Mrs)
Faculty Officer
Faculty of Humanities

South West Engineering Building, Room 4, Ground Floor, Braamfontein Campus East, Yale Road, Braamfontein
Private Bag 3, Wits, 2050, South Africa | **T** +27 11 717 4002/4007/4008/8202 | **F** +27 11 717 8259 | **E** help.humanities@wits.ac.za
www.wits.ac.za/humanities

APPENDIX F: Ethics Clearance



DEPARTMENTAL HUMAN RESEARCH ETHICS COMMITTEE (SOCIAL WORK) CLEARANCE CERTIFICATE

PROTOCOL NUMBER: SW/18/11/67

PROJECT TITLE: Reducing dependency when implementing basic income grant: an exploration of social workers' views in Namibia

RESEARCHER/S: L Ndeshipanda (1743590)

SCHOOL/DEPARTMENT: SHCD Social Work

DATE CONSIDERED: 12 November 2018

DECISION OF THE COMMITTEE: Approved

EXPIRY DATE: 31 January 2020

DATE: 18 December 2018 **CHAIRPERSON: Dr E Pretorius**

Cc: Supervisor: Mrs B Nkala-Dlamini

DECLARATION OF RESEARCHER(S)

To be completed in **DUPLICATE** and **ONE COPY** returned to the Administrative Assistant, Room 8, Department of Social Work, Umthombo Building Basement.

I/We fully understand the conditions under which I am/we are authorised to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the committee. **For Masters and PhD an annual progress report is required.**

SIGNATURE ---21----/---01----/---2019----- DATE

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX G: Permission from Ministry of Gender Equality and Child Welfare

REPUBLIC OF NAMIBIA

MINISTRY OF GENDER EQUALITY AND CHILD WELFARE

Tel: + 264 61 283 3111
Fax: + 264 61 238 941/240 898
E-mail: genderequality@mgecw.gov.na

Private Bag 13359
Windhoek
Namibia

Our Ref.: 4/9/1
Your Ref.:
Inquiries: Mr. TK Shipindo
283 3187

14 November 2018

Ms. Loini Shinyama
Box 60255
Katutura
Windhoek
Namibia

Dear Ms. Shinyama

SUB: REQUEST TO CONDUCT RESEARCH WITH SOCIAL WORKERS ON HOW TO REDUCE DEPENDENCY ON GRANTS WHEN IMPLEMENTING THE BASIC INCOME GRANT.

Receipt of your letter dated 08 August 2018 with regard to the above mentioned subject is hereby acknowledged with appreciation.

This letter serves to grant you permission to conduct a research study with our Social Workers. We recommend that you also interview our Administrative Officers dealing with grants if possible. However, the research study should be meant for studies purposes only and not for public consumption. The Ministry therefore holds you to the highest ethical conduct possible.

Wishing you all the best in your research and we hope you will share your findings with us.

Yours sincerely,

Ms. Wilhencia Uiras
PERMANENT SECRETARY

PERMANENT SECRETARY
2018 -11- 14

All official correspondence must be addressed to the Permanent Secretary

APPENDIX H: Letter from the research report editor 1

UNAM
UNIVERSITY OF NAMIBIA

29 November, 2019

Ms. Busisiwe Nkala-Dlamini
Faculty of Humanities
Department of Social Work of Human and Community Development

I am writing to testify, as her former lecturer, that I have reviewed and edited Ms Loini Ndeshipanda Shinyama's report on a research study on Reducing Dependency When Implementing Basic Income Grant: An Exploration Of Social Worker's Views In Namibia. I have found it relevant and ready to be submitted. The review covered the following areas:

1. **Introduction**

The student has given sufficient general overview and background of the research problem and formulated a concise statement of the problem by clearly indicating research issues she investigated in her study.

2. **The objectives of the study and research questions**

The student has unambiguously stated, based on the statement of the problem, the objectives and research questions.

3. **Literature Review**

The student has prepared, engaged, synthesized and integrated relevant literature reviews that demonstrate the need and justification of her studies. The reviews show gaps in knowledge, theoretical and methodological shortcomings that need for further research, unanswered questions, and disagreements in literature and theoretical frameworks that may need to be revised to resolve controversies. In addition, the reviews demonstrate what has been done in research areas of interest and what remains to be investigated.

4. **Research Methods**

The student has provided clear statement on her research designs used. She also has specified how she used a particular research design in her study.

5. Technical and editorial aspects:

The information is logically presented, readable and flowing manner that is easy to follow , without grammatical errors/typing errors.

I would be pleased to provide additional information should you wish to speak with me further. You can reach me at: nkamwanyah@unam.na or my phone: +264816616861

Dr Ndumba J Kamwanyah (Public Policy)
Lecturer in the Social Work Department, and Deputy Director for Professional Development, Teaching and Learning Improvement
Tel: +264 (0)61 206 4759 or 0816616861
E-mail: nkamwanyah@unam.na



APPENDIX I: Letter from the research report editor 2

SMA GRAPHIX DESIGN
CREATIVITY ATTRACT EYES

The Department of Social Work
School of Human and Community Development
Faculty of Humanities
University of the Witwatersrand
South Africa

March 19, 2020

To: Mrs. Busisiwe Nkala-Dlamini

CC: Examiners

MBA Committee

Publisher

Dear Mrs. Busisiwe Nkala-Dlamini

RE: EDITORIAL LETTER FOR THE THESIS TITLED "REDUCING DEPENDENCY WHEN IMPLEMENTING THE BASIC INCOME GRANT IN NAMIBIA: VIEWS OF SOCIAL WORKERS AND ADMINISTRATIVE OFFICERS"

This editorial letter serves to inform you that I have read and considered the language fitness of the MBA thesis for the aforesaid title by **Ms. Loini Shinyama; 1743590**. The document was edited in the following categories:

- Grammar errors were checked and corrected;
- Content adjustment was made;
- Reference in APA style was checked and corrected; and
- Document layout was also done.

The candidate's holistic approach to the project was to notch. Therefore, I have no doubt to say that; the thesis has met the standard requirements of publication.

Should you have questions for further information in this regard, please do not hesitate to contact the undersigned.

Yours sincerely,

Mr. Gervasiu Taveuli
T: +264 81 767 3773
E: taveuligerry@gmail.com