SOCIAL WORK'S CONTRIBUTION IN PROMOTING SOCIAL AND ECONOMIC EQUALITY: A NAMIBIAN CASE STUDY

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ABSTRACT

SOCIAL WORK'S CONTRIBUTION IN PROMOTING SOCIAL AND ECONOMIC EQUALITY: A NAMIBIAN CASE STUDY

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Namibia is a democratically governed nation that is classified amongst rich upper middle income countries (Republic of Namibia, 2012:xv). However, this rich nation is ridden with inequalities that exclude the majority of its people from accessing social and economic benefits. Since the social work profession is grounded in upholding human rights and social justice, social workers can significantly contribute to promote social and economic equality.

The goal of the study was to determine social work's contribution in promoting social and economic equality within the Namibian context.

The study adopted a qualitative research approach, it was exploratory and applied and utilised a collective case study design. The sample for the study was purposively selected and included ten social work participants. Data was collected through semi-structured one-on-one interviews and document analysis.

The findings show that the Government of the Republic of Namibia is attempting to shift "…social services from curative and remedial social work to a developmental approach" (Ministry of Health & Social Services, 2010:1). However, the majority of social service organisations in Namibia are still clinically focused and have not incorporated developmental social work into social workers' job descriptions. Nonetheless, some social workers within these organisations utilise their own initiative to carry out activities that have a developmental focus.

The study concludes that skills shortage, a lack of opportunities for continual professional development in the developmental social work approach and the poor coordination of social

welfare services are serious challenges that hinder social workers to promote social and economic equality in Namibia.

Recommendations include: implementing the provision in the *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a:30) to train, recruit and register social auxiliary workers and expediting the finalisation of the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014) in order to guide social welfare provision in Namibia.

KEY WORDS

Developmental social work

Social development

Social and economic equality

Social welfare policy

Social workers

Namibia

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CHAPTER ONE

GENERAL INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

Social and economic inequalities are endemic globally. Scholars (Lundy & Van Wormer, 2007:727; Ortiz, 2007:63), agree that the 21st century has seen an upward trend in social and economic inequalities between and within countries. As a member of the global community, Namibia is no exception to this world-wide reality. It is well documented (Jauch & Kaapama, 2011:2) that Namibia, though rich in resources, is ridden by unacceptably high levels of unemployment, poverty and inequalities. In cognisance of this paradoxical situation, addressing inequality is a key priority area for *Vision 2030* Namibia's Policy Framework for Long-Term National Development (Republic of Namibia, 2004b:7). *Vision 2030* acknowledges that for inequality to be tackled there is need for partnership between government, civil society and all members of the Namibian society (Republic of Namibia, 2004b:9-10). The social work profession in Namibia can also partner towards the realisation of *Vision 2030*. From an international perspective, the *Global Agenda for Social Work and Social Development* [hereafter *Global Agenda*] *(*2012:2) acknowledges the significant role that social workers can play in "supporting, influencing and promoting initiatives aimed at achieving social and economic equalities." In line with this, the *Global Agenda* (2012:1) calls on social workers world-wide to focus efforts during the period 2012 - 2016, on promoting social and economic equalities; promoting the dignity and worth of peoples; working towards environmental sustainability, and strengthening recognition of the importance of human relationships. This particular study was organised around the first pillar of the *Global Agenda*, as it explored social work's contribution in promoting social and economic equality in Namibia.

The following are the key concepts relevant to the study:

Social and economic equality

Social equality and economic equality are two different yet interrelated concepts. In this study, the phrase social and economic equality is used to denote a state in which every individual is afforded the opportunity to benefit from development and the equal rights and opportunities of all human beings are assured (International Bank for Reconstruction and Development, 2005:6). In this context, development is not synonymous with a rise in personal incomes, industrialisation or social modernisation; rather it entails the removal of

poverty and poor economic opportunities and the expansion of the real freedoms that people enjoy (Sen, 1999:3). The promotion of social and economic equality is centred on assuring access to human rights and to "basic necessities to ensure an existence worthy of human dignity, such as socially useful work at a reasonable wage, adequate shelter…food, health care and security in old age" (Wronka, 2011:440).

Namibia

Namibia is a democratically governed country located in Southern Africa. It borders South Africa, Angola, Zambia, Botswana and the Atlantic Ocean. Though Namibia is geographically vast (825,418 km²), it is a sparsely populated country with a mere 2 113 077 inhabitants (National Statistics Agency, 2011:3). Just like its close neighbour South Africa, Namibia emerged from a history of colonialism under the apartheid South African regime. Since attaining its independence in 1990, Namibia has experienced uninterrupted peace and stability.

Social development

Social development is a theory and approach to social work that emphasises the fact that economic development should be combined with social interventions (Midgley & Conley, 2010:xiv). Hence social development employs integrated social and economic development to bring about improved standards of living.

Developmental social work

Social work that is underpinned by the social development paradigm is termed developmental social work. It functions within a human rights based framework, promotes social and economic inclusion, facilitates the participation and empowerment of client groups and emphasises partnerships on micro, mezzo and macro levels of intervention (Patel, 2005:207). Developmental social work is not only concerned with social well-being but with economic well-being as well and garners the collaboration of multi-stakeholders in simultaneously addressing social and economic problems.

1.2 Theoretical framework

Theory informed practice is indispensable in social work. Teater (2010:1) maintains that "theory is an essential ingredient in practice that guides the way in which social workers view and approach individuals, groups, communities and society." The social work profession is underpinned by a set of theories of social work, social sciences, humanities and indigenous knowledge that enable social workers to engage people and structures in enhancing human

well-being and in addressing life challenges (International Federation of Social Workers (IFSW) & International Association of Schools of Social Work (IASSW), 2014:para.1). Social development theory served as the theoretical framework for this study. Midgley (2014:13) defines social development as "a process of planned social change designed to promote the well-being of the population as a whole within the context of a dynamic multifaceted development process." Guided by this theoretical framework, the researcher undertook to explore how social workers in Namibia are contributing towards social and economic equality. A more detailed discussion of this theoretical framework follows in chapter two (see sub-section 2.4).

1.3 Rationale and problem statement

The rationale of the study was linked to the high levels of inequality prevalent in Namibia. The National Statistics Agency (2012:14) gives overwhelming evidence to substantiate the pronounced magnitude of poverty and inequalities in Namibia. Although this statistics body utilises variations in household income to validate the prevalence of inequalities, it is without doubt that inequalities also persist in other social and economic spheres of Namibian life. *Vision 2030* considers inequality as a social ill (Republic of Namibia, 2004b:9). The vision for a socially just Namibia provides the impetus for social workers in Namibia to partner in addressing inequality. Considering the dearth of documented evidence on how social workers in Namibia are contributing towards social and economic equality, this research attempted to explore whether such contributions really exist.

The study was guided by the following research question:

- What is social work's contribution in promoting social and economic equality in Namibia?

The research question was underpinned by the following sub-questions:

- How do social workers respond to the challenge of social and economic inequality?
- What individual, community and statist interventions promote social and economic equality?
- How do social workers view their role in promoting productive employment, social and human capital formation with the view of promoting social and economic equality?

1.4 Goal and objectives of the study

The goal and objectives of the study were as follows:

1.4.1 Research goal

- To determine social work's contribution in promoting social and economic equality within the Namibian context.

1.4.2 Research objectives

- To conceptualise social and economic equality and the contribution of social work within a social development paradigm.
- To determine how social workers in Namibia are promoting social and economic equality, with specific reference to human and social capital formation, increasing cost effectiveness in social welfare, facilitating productive employment and the accumulation of assets.
- To determine the individual, community and statist interventions which are employed by social workers in Namibia in promoting social and economic equality.
- To determine the challenges faced by social workers in promoting social and economic equality in Namibia.

1.5 Research methodology

This section gives a brief overview of the research methodology employed in the study. A more detailed outline of the research methodology is presented in chapter three, sub-sections 3.2 – 3.7. The study utilised a qualitative research approach in order to enable the researcher to mirror as closely as possible, the subjective thoughts, feelings and experiences of research participants (Lietz, Langer & Furman, 2006:444). The study was exploratory in that it explored social work's contributions in promoting social and economic equality. It attempted to provide useful information on the implementation of a social development paradigm in Namibia that can be rigorously studied at a later stage (Dodd & Epstein, 2012:39). The study has immediate relevance to current social work practices, procedures and policies (Leedy & Ormrod, 2010:44) and as such it can be regarded as applied research. A collective case study design was utilised by examining several cases to shed light into how social workers in Namibia are contributing towards social and economic equality (Stake, 2005:445). The population for the study consisted of social workers employed in governmental, parastatal and non-governmental organisations in Namibia. From this population, the researcher utilised

her own discretion to purposively select a sample which comprised of a few unique cases that the researcher deemed as informative to the research topic (Neuman, 2006:222). Semi-structured one-on-one interviews and a document study were the research's primary data collection methods. Data analysis was accomplished by means of a qualitative data analysis process (Creswell, 2014:196-200) and content analysis (Leedy & Ormrod, 2010:144; Welman, Kruger, & Mitchell, 2010:148). The ethical aspects relevant to the study are discussed in chapter three, section 3.8.

1.6 Division of the research report

The research report is divided into four chapters. Chapter one gives a general introduction and orientation to the study. It briefly highlights the theoretical framework as well as the methodology around which the study revolved. Chapter two provides a literature review on promoting social and economic equality within the social development paradigm. This contribution is discussed from a global, regional and Namibian perspective. Chapter three discusses the research methodology in greater depth. It also reports on the empirical findings and interprets these from a literature perspective. The last chapter (chapter four) presents the key findings, conclusions and recommendations.

CHAPTER TWO

PROMOTING SOCIAL AND ECONOMIC EQUALITY WITHIN THE SOCIAL DEVELOPMENT PARADIGM

2.1 INTRODUCTION

In relation to promoting social and economic equality, social workers in various contexts can play a passive, maintenance role that does not bring about any meaningful changes in the lives of marginalised communities. Alternatively, social workers can proactively utilise various strategies and interventions to champion social and economic equality, with the view of enhancing human well-being. Social work is defined as "a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people" (IFSW & IASSW, 2014:para.1). Social workers in Namibia and across the globe have an obligation "to defend, enrich and realise the values and principles reflected in this definition" (IFSW & IASSW, 2014:para.15). Through engaging in activities that promote social and economic equality, social workers can act as change agents, bringing about positive changes in the lives of the marginalised. However, the extent to which social workers in Namibia are contributing to the values and principles enshrined in the global definition of social work is unknown. Within the context of exploring social work's contribution in promoting equality, the social development model provided the theoretical underpinning for this study.

This chapter provides a review of the literature pertaining to social work's contribution in promoting social and economic equality. It starts by conceptualising social and economic equality and contextualises inequalities within the Namibian setting. Thereafter, the residual and social development models of social welfare are discussed, with particular emphasis on the differences between the two models, and on how they are perceived as contributing to equality/inequality. The researcher will also deliberate on how social work policies in Namibia are moving towards a developmental focus. Social work values that prompt social workers to take action against social and economic disparities will also be outlined. Lastly, the strategies and interventions that social workers can utilise in promoting social and economic equality are highlighted.

2.2 SOCIAL AND ECONOMIC INEQUALITY IN NAMIBIA

As mentioned already in chapter one (see key concepts in sub-section 1.1), social equality and economic equality are different yet interrelated concepts that are all centred on assuring

access to social and economic rights. Social and economic equality is related to the unhindered access to second generation rights. These second generation rights encompass "socio-economic and cultural rights that include the rights to reasonable levels of education, healthcare, and housing…" (IFSW & IASSW, 2014, para.10). Whilst ensuring the fulfilment of human rights lies at the heart of social and economic equality, inequality violates basic human rights.

The United Nations General Assembly (2013:5) defines social inequality as "the existence of unequal opportunities and rewards across socially-defined groups that are often rooted in historical circumstances." As illustrated in this definition, social inequality is not necessarily income-related, it evolves over a long period of time and simultaneously benefits and disadvantages well-defined societal groups. Contrariwise, economic inequality is more income related and has to do with wealth and income disparities evidenced by certain groups of people living in abject poverty whilst others thrive in extreme luxury (Dye, 2014:para.1). Differential access to social and economic opportunities can exist amongst countries, between the rich and the poor and between rural and urban populations within the same country (United Nations General Assembly, 2012:3). For instance, within the Namibian setting, urban dwellers as opposed to their rural counterparts might enjoy better access to employment and basic social services such as housing, schools and healthcare. Concomitantly, those living in more affluent urban suburbs might have even greater access to employment and basic social services when compared to those residing in informal settlements within the same locality.

Namibia is classified as a rich, upper middle income country (Republic of Namibia, 2012:xv). However with a gini coefficient of 0.5971, the levels of inequality in this sparsely populated nation ranks amongst the highest in the world (National Statistics Agency, 2012:15). This sad reality demonstrates the fact that not all segments of the Namibian nation derive benefits from its immense wealth. To give an example, over recent years, Namibian news media has been flooded by reports of significant numbers of adults and children scavenging for discarded food at the Kupferburg dumpsite in Windhoek (Smith, 2011:1). The photo below (May, 2011:para.1), of people scrambling for freshly dumped garbage provides visual evidence to substantiate these reports.

Figure 2.1: Rubbish dump scavenging in Windhoek, Namibia

Such revelations served to highlight the fact that the magnitude of food insecurity in Namibia was not only a rural area phenomenon but an urban problem as well (Nakale, 2014:4). The reports thus confirm the conspicuous presence of inequality and the paradox of poverty in the midst of great wealth. Sen (1999:3) notes that, "despite unprecedented increases in overall opulence, the contemporary world denies elementary freedoms to…the majority of people." This statement suggests that the enigma of poverty and inequality in the midst of great wealth is not only unique to Namibia but is a world-wide phenomenon. Whereas some supermarket giants had the luxury of discarding out-of-date food, deemed unfit for human consumption, the poor had no choice but to scavenge for this refuse. Without doubt, foraging dumpsites is not only degrading but it also poses significant health risks to the consumers; however poor individuals often risk it all, for the sake of survival.

Jauch, Edwards and Cupido (2011:243) attribute inequality in present day Namibia to the South African apartheid colonial regime, which left Namibia with a highly dualistic society comprised of the extremely rich and the extremely poor. Sepúlveda (2012:para.9,16) acknowledges the damaging effects that apartheid had on Namibia but argues that since Namibia has enjoyed political stability and steady economic growth evidenced by an increase in gross domestic product, the poorest sectors of the Namibian society have not benefited the way they should as poverty and inequality have remained high. Whilst, the Republic of Namibia (2014:7) acknowledges that economic growth is necessary for overcoming social problems, it argues that such growth cannot exclusively or sufficiently eradicate social and economic challenges. Scholars (cf. Midgley & Conley 2010:xiv; Ortiz 2007:7) also attest to the fact that economic growth alone is not sufficient to eradicate extreme poverty and inequality, as growth does not necessarily trickle down to the poor. As such, deliberate efforts

to tackle poverty and inequality are required. Furthermore, equating economic growth with development is deeply flawed as development should have more to do with expanding social and economic opportunities (Sen, 1999:3). In Kaseke's (1995:17) words, "development is no development unless it can improve the welfare of people."

The manifestations of inequality are somehow intertwined with poverty. According to IFSW (2013:1), social and economic inequalities function as key drivers of widespread poverty and oppression, and they accomplish this by excluding certain groups of people from accessing basic human rights and the benefits of development. Hence, inequalities hamper all efforts to achieve the Millennium Development Goals (United Nations General Assembly, 2012:2). The Millennium Development Goals aim by the year 2015 to; eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and women empowerment, reduce child mortality, improve maternal health, combat HIV/Aids, malaria, and other diseases, as well as to ensure environmental sustainability (United Nations General Assembly, 2000:5).

The National Statistics Agency (2012:14) gives statistical evidence to confirm the levels of poverty and inequality in Namibia. It reports that the "income per capita in households where Khoisan is the main language spoken, is N$6 631 compared to N$150 730 in households, where German is the main language." These figures highlight massive income disparities as "individuals in a German-speaking household on average have a level of income that is 23 times higher than individuals in a Khoisan-speaking household" (National Statistics Agency, 2012:14). The Khoisan, better known as the San, have a history of social and economic marginalisation and are the most marginalised ethnic group in Namibia (United Nations Scientific and Cultural Organisation, 2012:para.2). Although assessing poverty and inequality in terms of income differences is useful, "real poverty in terms of capability deprivation may be, in a significant sense, more intense than what appears in the income space" (Sen, 1999:88). As such, assessing poverty in terms of income levels cannot adequately bring out its magnitude in terms of a lack of social and economic opportunities. As an alternative to this narrow focus, Sen (1999:20) postulates the capabilities approach which views poverty "as a deprivation of basic capabilities..." The United Nations (1995:41) adopts a similar view and acknowledges that in addition to a lack of income, poverty has various manifestations that include lack of access to education, hunger, malnutrition, ill-health, increased morbidity and mortality due to illness, homelessness, inadequate housing, unsafe living environments, social discrimination, exclusion and a lack of participation in decision-making and in civil,

social and cultural life. Living in extreme poverty also poses additional challenges such as lack of access to information (Sepúlveda, 2012:para.12). The abovementioned dimensions were utilised in this study to give a holistic picture of how social and economic inequality manifest. The next sub-section continues the discussion on social and economic inequality, with particular reference to the most affected populations in Namibia.

2.2.1 Populations disproportionately affected by inequality

The indigenous people of Namibia emerged from years of racial segregation under apartheid rule, which offered them with little or no social and economic opportunities. For instance, Jauch et al. (2011:189) report that during the colonial period, white students as opposed to their black counterparts received high standards of education that enabled them to progress to tertiary education. Furthermore, almost the entire white labour force during this time, had secured employment or businesses, whilst the majority of blacks eked out a living as peasants, semi-skilled or unskilled workers. Although the dual system of education was eventually abolished at independence, the ripple effects of such a dysfunctional educational system can still be felt in terms of limited social and economic opportunities for many of the current generation. Furthermore, the indigenous people in independent Namibia still experience limited labour market participation, hence the reason why some choose to forage dumpsites.

Midgley (2014:69), concurs that indigenous communities alongside ethnic minorities and immigrants are amongst the historically excluded groups. Other segments of the Namibian society that are particularly vulnerable to and are severely affected by poverty and inequality include women, children, the youth, people living with HIV/Aids, persons with disabilities, older persons and sex workers (Sepúlveda, 2012:para.19). As compared to people without disabilities, people living with disabilities experience worse socio-economic outcomes in terms of higher rates of poverty, lower employment rates, less education and unequal access to healthcare services (World Health Organisation, 2011:57). Looking at this from a gender perspective, several authors (Cheston & Kuhn, 2002:171; Midgley, 2014:55; Rozario, 2001:63) attest to the fact that women need special consideration in the development process as they are amongst the poorest in the world. Article 10 (1) of the *Constitution of the Republic of Namibia* (1990) regards men and women as equal. However, the reality is that Namibian women are economically marginalised and disproportionately affected by unemployment, HIV/Aids and a lack of access to land. This lack of economic autonomy often creates dependence and increases their vulnerability to abusive relationships (Sepúlveda,

2012:para.20). On the political front for instance, Namibia has a mere 24 percent female representation in parliament (World Economic Forum, 2013:290).

However, as Dominelli (2012:197) puts it, "equality has to be worked for to be realised." Hence, "systematic structural changes are needed to redress the enormous levels of socio-economic inequality" (Sepúlveda, 2012:para.16) present in Namibia. Such changes could include the deliberate formulation, adoption and implementation of various social welfare policies. In fact, there is general consensus in literature on the need to pursue economic growth and social development policies in a simultaneous, complementary and mutually reinforcing manner (Midgley, 1999:4; Ortiz, 2007:7). The next sub-section, examines the residual and social development models of social welfare. Particular emphasis is placed on how social policies based on these two models can exacerbate or lessen inequality.

2.3 The residual model of social welfare

The residual model advocates for limited state intervention in social welfare matters. To achieve this, governments are encouraged to implement drastic social welfare expenditure cuts and to withdraw from social welfare provisioning (Adesiná, 2007:23; Cunningham & Cunningham, 2012:62-65; Kirst-Ashman, 2007:219). In order to make up for reduced social welfare budgetary allocations, user fees are charged and serve as "the basis for accessing publicly financed social services" (Adesiná, 2007:24). As such, failure to pay the prescribed fees automatically excludes the poor from accessing basic social services and can undoubtedly compromise the well-being of people adversely affected by social and economic inequality. The radical measures adopted under the residual model are deeply entrenched in the view that social welfare spending is a wasteful diversion from the business of economic growth, creates dependency and expends scarce resources on unproductive social services (Hall & Midgley, 2004:4; Pratt, 2006:21). Surely, these measures only add to the list of access barriers that the poor face.

Social welfare expenditure cuts, also known as austerity measures, are a cause of concern to social workers as they "disproportionately affect all citizens who are already most disadvantaged and excluded and diminishes the level of support available to people…at times of…crisis" (IFSW, 2014:para.2). Austerity measures also have negative impacts "on dedicated professionals, *social workers* [own emphasis] struggling to satisfy the needs of increasing numbers of people without the necessary resources" (IFSW, 2014:para.4). Nonetheless, supporters of the residual model believe that the pursuance of economic growth

in isolation will have ripple effects that will automatically reach out and improve the welfare of the wider population (Hall & Midgley, 2004:4; Pratt, 2006:15).

The residual model draws influence from the neo-liberal ideology which totally rejects the idea of welfare rights (Pratt, 2006:21), instead the marketplace is viewed as the main mechanism for the distribution of goods and services to individuals and groups (Dominelli, 2012:195). In the event that one fails to succeed, the family and charitable organisations are expected to render the necessary support (Hall & Midgley, 2004:4; Kaseke 1995:17). However, failure to succeed and make progress in life is not tolerated at all and is blamed on the individual (Kirst-Ashman, 2007:221). Evidence (*Global Agenda,* 2012:2) shows that "past and present political, economic, cultural and social orders, shaped in specific contexts, have unequal consequences for global, national and local communities and have negative impacts on people." Hence individuals are not necessarily to blame for the social and economic circumstances in which they might find themselves in. Nonetheless, in exceptional cases, residual social welfare policies and programmes take a reactive stance, allowing for negligible, temporary and conditional amounts of welfare services to special populations, not as a right but based on individual need (Cunningham & Cunningham, 2012:62-65; Hall & Midgley, 2004:4; Kaseke, 1995:18).

In the face of neo-liberal practices, promoting social and economic equality is necessary for sustainable development. Sustainable development is seen as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development, 1987:41). Sustainable development is said to have been catapulted to the world stage in light of various neo-liberal economic reforms that ushered in extensive resource utilisation and increased socio-economic inequality by benefiting a few rich individuals at the expense of the poor (Bornstein & Davis, 2010:9-10; Dominelli, 2012:195; Dylan, 2013:68).

Namibia has emerged from a history of residual social welfare as social services during the colonial dispensation followed this residual path and were delivered along racial lines by means of segregated ethnic tier authorities (Republic of Namibia, 2014:10). It is unfortunate to note that social workers during this dark period in Namibia's history "often played a role in upholding…structural inequalities, and social work services were inferior, although generally not available for Black Namibians" (Ananias & Lightfoot, 2012:197). An apartheid welfare system such as this proved to be "ineffective in addressing mass poverty, inequality and in

meeting the basic needs of the majority of the population" (Patel, 2005:1). With the advent of Namibia's independence, ethnic tier authorities were completely abolished and social workers ceased to deliver services along racial lines. The next discussion highlights how the social development model stands in sharp contrast to the residual model of social welfare.

2.4 The social development model of social welfare

Midgley's (2014:13) definition of social development as "a process of planned social change designed to promote the well-being of the population as a whole within the context of a dynamic multifaceted development process", suggests that the well-being of society as a whole lies at the heart of social development. It also hints to the fact that social development is aimed at eliminating anything that compromises the general well-being of society, including inequalities. Apart from being a planned process of social change, social development can also be seen as a "theory and approach to social welfare that posits a macro-policy framework for poverty alleviation that combines social and economic goals" (Gray, 2006:S53). In view of this statement, the social development model proactively plans for poverty alleviation on a macro-scale through a combination of social and economic goals. This approach completely differs from the residual model where economic growth takes precedence over social welfare. According to Lombard, Kemp, Viljoen-Toet and Booyzen (2012:182), such integrated social and economic development is called for seeing that social problems are intertwined with economic problems.

Whereas the idea of welfare rights is completely absent in the residual model, the social development model upholds welfare rights and adopts a rights-based approach to development. Such a "human rights approach brings to development the notion that people are entitled to have their basic needs met, and that those in power have a duty and a moral obligation to facilitate this process" (Hall & Midgley, 2004:11). Since social and economic inequality is a structural problem requiring structural solutions, the social development model proactively promotes structural change by advocating for sustainable social investments in programmes that enhance people's welfare through their active participation in the productive economy (Elliott, 2011:103; Patel, 2005:29). Rather than seeing social welfare spending as a waste, the social development model views this expenditure as an investment in development, national building, social cohesion and key social services that contribute to economic development (Adesiná, 2007:42; Patel, 2005:29). As opposed to the residual model that imposes barriers to access, the social development model promotes social and economic

inclusion by removing any barriers that might impede access and participation in community life (Midgley, 2014:68). In this way social development can function to bring about social and economic equality.

Within a social development approach, the state is seen as a duty bearer primarily responsible for meeting people's needs in partnership with individuals, groups, communities, civil society and the private sector (Patel, 2005:30). The United Nations (1995) *Copenhagen Declaration on Social Development* re-ignited the urgent need for governments to adopt a social development approach to social welfare. This declaration puts people at the centre of development, commits governments to addressing the structural causes of poverty, unemployment and social exclusion, and acknowledges the significance of social development, social justice and human well-being for all (United Nations, 1995:5). World leaders gathered at this declaration ceremony agreed that residual social welfare practices have had adverse social consequences and highlighted the need for integrated social and economic development (Ortiz, 2007:10). As a member of the African Union, Namibia is party to the *Copenhagen Declaration on Social Development*. In an attempt to adhere to the principles stated under this declaration, the Government of the Republic of Namibia is championing the development of an integrated social development policy that will set the foundation for an efficient social development welfare system in Namibia (Republic of Namibia, 2013:7; Republic of Namibia, 2014:7).

It is well documented that a social development policy can help define goals and govern the implementation of social welfare projects and programmes (Midgley, 2014:64). Namibia's neighbour, South Africa, adopted the *White Paper for Social Welfare* (Republic of South Africa, 1997) to provide a basis for the implementation of a developmental social welfare system in South Africa. It is argued that effective social policies to redress poverty, inequality and lack of opportunity are an urgent imperative as they help ensure social justice, the redistribution of resources and complement economic development by enhancing human capital and productive employment (Ortiz, 2007:65). Furthermore, "policies of economic and social development have…a crucial part to play in securing the extension of human rights (IFSW, 2012a:para.25).

Social work practice that is guided by social development theory and policy is termed developmental social work (Midgley & Conley, 2010:xiv; Patel, 2005:207). Developmental social work accomplishes its goals by promoting social and economic inclusion and human

rights based practice (Patel, 2005:207). Such human rights based practice includes the promotion and protection of the rights of populations at risk of marginalisation and oppression, educating clients on their rights, facilitating access to rights and advocacy and working collaboratively with actors at multiple levels of intervention in order to achieve set goals (Patel, 2005:207-8). Within the context of developmental social work, various actors including governments, civil society organisations, communities and individuals all play a part in bringing about social change. Developmental social work is heralded as "a vehicle that social workers can use to promote social and economic equality" (Lombard & Twikirize, 2014:314) as it emphasises the creation of equal opportunities whilst challenging institutionalised barriers that impede certain groups of people from participating fully in the social and economic fabric of society (Midgley, 2010:24). In light of the need for "…inclusive and equitable development approaches to overcome poverty and inequality" (United Nations General Assembly, 2012:1), the researcher regards social development as the most appropriate social welfare model to guide the crafting of social welfare policies that address social and economic disparities. It is against this background that the social development paradigm was utilised as the theoretical framework for this study. Having illuminated on the differences between the social development and residual models of social welfare and on what constitutes developmental social work, a discussion on social work practice in Namibia will ensue. The challenges that stand in the way of implementing developmental social work in Namibia will also be highlighted.

2.5 Social work practice within the Namibian context

Social work practice in Namibia is still undergoing metamorphosis. Currently, there are no social policies to guide social welfare service delivery in Namibia. However, the Government of the Republic of Namibia is attempting to shift "…social services from curative and remedial social work to a developmental approach with emphasis on prevention of social ills and empowerment of individuals, groups, and communities" (Ministry of Health & Social Services, 2010:1). This shift is evident in the current compilation of a draft social development policy. This draft is still on the situational analysis phase and is entitled the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:6). When finalised, this social development draft will guide social welfare delivery in Namibia. The shift to a developmental approach is also evident in the renaming of the Directorate of Social Welfare Services in the Ministry of Health and Social Services to the Directorate of Developmental Social Welfare Services.

Studies show that, "Namibian social workers could play leading roles in developing programs, projects, and policies to reduce income inequality...through the use of the social development approach" (Ananias & Lightfoot, 2012:197). However, the move towards developmental social work exudes with challenges. For instance, the Ministry of Health and Social Services (2010:17-18) reports that after Namibia's independence in 1990, social welfare was re-organised and consolidated by giving a comprehensive sole mandate to the Ministry of Health and Social Services as the ministry in charge of social welfare. During its tenure, this ministry initially embarked on developing a national developmental social welfare policy in 1996. However, the finalisation of this policy was put in disarray as the social welfare mandate was eventually split and distributed to the Ministry of Health and Social Services, the Ministry of Gender Equality and Child Welfare, the Ministry of Labour and Social Welfare and the Ministry of Veterans Affairs (Ministry of Health & Social Services, 2010:18).

This dispersal of the social welfare mandate is said to have led to the fragmentation of the Namibian social welfare sector and to the shelving of the *Draft Social Welfare Policy 1996* (Ministry of Health & Social Services, 2008:101). The absence of a comprehensive national social welfare policy is in turn blamed for the poor collaboration and coordination amongst different social welfare ministries (Ministry of Health & Social Services, 2008:101). This institutional situation is reported to have caused uncertainty amongst social work clients regarding where to turn for assistance (Ministry of Health & Social Services, 2010:18) as clients were tirelessly sent back and forth across various ministries, for assistance. Furthermore, the Directorate of Developmental Social Welfare Services in the Ministry of Health and Social Services has since reported problems in carrying out social welfare activities due to the uncertainty about its mandate and the overlapping of social welfare services across the various ministries (Ministry of Health & Social Services, 2010:18). It is argued that the mere fact that social welfare services are administered by several government ministries working in isolation, without any proper coordination, has resulted in duplication of functions, confusion on the roles and responsibilities of each ministry, inefficiency and ineffectiveness in meeting the needs of client populations (Ministry of Health & Social Services, 2008:101). The Ministry of Health and Social Services (2010:18) recommends the development, revision and implementation of relevant social welfare legislation and policies as a strategic priority that could assist in rectifying this chaos. The Ministry of Health and Social Services (2008:102) also underscores the importance of consolidating Namibian social

welfare services under one ministry to avoid duplication of efforts and to ensure better service delivery. It is remarkable to note that the process of drafting a national social welfare policy has been re-initiated (Republic of Namibia, 2013:7). A social welfare policy may assist social welfare services in Namibia "to cope with the twin challenges of addressing past disparities and meeting new needs and demands in the present global era" (Patel, 2005:3).

A serious shortage of social workers stands in the way of changing orientation towards developmental social work. As of 2008, 50 percent of social work posts at all levels in the public sector were vacant (Republic of Namibia, 2008:238). Five years later, the Namibian population of over two million, is said to be served by a mere 156 social workers, who often spend their time in administrative duties (Republic of Namibia, 2013:143). Undoubtedly such a handful of social workers seem too few to adequately address Namibia's developmental challenges. Prior to Namibia's independence, welfare officers provided support to social workers; however this cadre of workers was abandoned due to a diffusion of roles and responsibilities (Republic of Namibia, 2013:138). It is now recognised across the continent that social workers do require support and that social auxiliary workers can render the necessary support (Republic of Namibia, 2013:138). Although the *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a:30) proactively caters for a shortage of social workers in the country by making provision for the training, recruitment and registration of social auxiliary workers to complement the social work force, a decade has lapsed without this provision being put into effect. It is critical that this plan be executed as skills shortages can seriously undermine social workers' capacity to respond to social change and to deliver on social and economic development goals (Republic of Namibia, 2013:81). Other barriers to the implementation of developmental social work include "…long distances to social welfare offices, lack of transport for clients and social workers, language barrier between social welfare staff and clients, lack of national documents necessary for accessing social welfare services" (Ministry of Health & Social Services, 2008:101).

Namibia's *Vision 2030* specifically mentions social work's contribution to the development of Namibia, just once. However, this mention is merely in relation to the need for "ensuring that there are enough social workers in each region to identify cases of child abuse and take the necessary steps to correct the situation" (Republic of Namibia, 2004b:135). This narrow perception of social work's contribution to the realisation of *Vision 2030* compartmentalises social work to a mere statutory, remedial and minimalistic, micro-level role. As Green

(2008:187) points out adopting such an individualistic and remedial approach to social work is problematic. A remedial focus is criticised for being contrary to the profession's commitment to poverty eradication and for being too limiting and ineffective a method for promoting human well-being at a significant scale (Midgley, 1996:14). As far as social work's contribution to the development of the Namibian nation is concerned, surely, social workers can do much more than simply identifying cases of child abuse and taking corrective action. As Lombard (2008:122) states, social work is a significant social partner in socio-economic development and in the achievement of national development goals through the use of a social development paradigm.

Numerous studies have been carried out in the South African context on how social workers could utilise developmental social work to reduce incidences of poverty and inequality (Gray, 2006; Green, 2008; Lombard, 2008). However, there is a lack of literature on social workers' specific contributions in advancing social and economic equality. Internationally, a global observatory has been established to gather evidence on social work activities that support the promotion of social and economic equality (IASSW, the International Council on Social Welfare (ICSW) & IFSW, 2013:1). The *Global Agenda for Social Work and Social Development: First Report - Promoting Social and Economic Equalities* was launched in Melbourne, 2014 (IASSW, ICSW & IFSW, 2014).

As far as research on the implementation of a social development paradigm to social work in Namibia is concerned, there seems to be a strong indication that this field is still in its infancy as a literature search could only yield two results. The identified studies were respectfully carried out by Ananias and Lightfoot (2012) and Lightfoot and Kalomo (2010). The former study investigated the role that the Namibia Social Workers' Association could play in the promotion of a social development approach. It concluded that the Namibia Social Workers' Association, in collaboration with the University of Namibia could play an important role in promoting continuing education on the social development approach (Ananias & Lightfoot, 2010:205). The latter study explored the interplay of population aging and HIV/Aids on social development in Namibia. The findings by Ananias and Lightfoot (2012:205) show that not all social workers in Namibia are entirely familiar with the social development approach to social work. Ananias and Lightfoot (2012:205) find the findings quite striking, given that a social development approach to social work is "the official approach of the nation." The present researcher attributes these findings to the fact that the University of Namibia, which

is Namibia's only social work training institution, started integrating social development into its undergraduate social work curriculum in 2010, just two years before the said study was conducted. Although Ananias and Lightfoot (2012:205) acknowledge the key role played by the University of Namibia in educating future social workers on the social development approach, they lament a lack of continuing professional development activities in Namibia, in this specific area.

A social development approach to social welfare could help in bringing about a more egalitarian social order in countries such as Namibia, where the paradox of poverty and deprivation exists in the midst of economic growth (Midgley, 2012:94). Within this context, social workers can implement social development strategies and interventions to help curb social and economic inequality. Developmental social work values that inspire social workers to fight against inequality include social justice, human rights, respect for the inherent worth and dignity of all human beings and respect for equality. These values are discussed in greater detail in the next paragraphs.

2.6 Social work values that justify promoting social and economic equality

The social work profession is based on a strong foundation of values that are meant to enhance human well-being. These values include social justice, human rights, respect for the inherent worth and dignity of people and respect for equality. Social work values spur social workers to act in the face of inequalities and barriers that hamper certain groups of people from accessing social and economic opportunities.

2.6.1 Social justice and human rights

Lundy and Van Wormer (2007:728) argue that "the social work profession can be proud of its heritage as the only helping profession imbued with social justice as its fundamental value and concern and a long commitment to peace and human rights." It is a fact that people living in poverty face violations of their basic human rights (Sepúlveda, 2012:para.11). At times such vulnerable people are not even aware of their rights. Social workers could play leading roles in educating such people on their rights and in advocating on their behalf. Given their concern for people living in poverty and for those who bear the brunt of social and economic inequality, social workers are better positioned to tackle social and economic injustices (Dominelli, 2012:196). Social justice is rooted in the view that every member of society irrespective of where they come from deserves equal economic, political and social rights and opportunities (National Association of Social Workers, 2014:para.2). In pursuit of social

justice, social workers have an ethical obligation to challenge unjust policies, practices and all those social conditions that contribute to social exclusion, stigmatisation or subjugation (IFSW, 2012b:para.6). Social work's commitment to human rights propels the profession to stand up against social and economic inequality. Lombard and Twikirize (2014:323) are of the view that the commitment to promoting social and economic equality starts with knowing what human rights are and particularly what socio-economic rights are, and how these rights relate to social work. Therefore, a thorough knowledge of human rights is a must for social workers as one cannot uphold what he or she is ignorant of.

2.6.2 Respect for the inherent worth and dignity of people

Article of 8 of the *Constitution of the Republic of Namibia* (1990) guarantees the inherent dignity of all members of the Namibian society. Similarly the social work profession values the inherent worth and dignity of all people and the need to uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being (IFSW, 2012b:para.5). Respect for the inherent worth and dignity of all people means that each and every member of society is valuable and should not be left to live in degrading conditions. The *Global Agenda* (2012:3) re-emphasises social work's commitment in respecting these social work values.

2.6.3 Respect for equality

Respect for equality stems from the need to promote social justice and the inherent worth and dignity of every human being (IFSW, 2012a:para.36). In light of social and economic conditions that exacerbate inequalities, spearheading equality in every sphere of life is necessary for sustainable development and for achieving human well-being. Social workers have the responsibility to ensure equal access to public services and social welfare provisions (IFSW, 2012a:para.37). The *Global Agenda* (2012:1) underscores the urgent need for social workers all over the world to promote equality.

This section has offered a brief overview of social work's core values. Social work is a value driven profession, mandated to promote human rights, social justice, equality and the inherent worth and dignity of all human beings. Respecting these values is key to promoting social and economic equality and sustainable development. In upholding these values, developmental social work makes extensive use of social development interventions and strategies that foster economic participation and contribute to poverty eradication (Midgley, 2010:21). The next section expounds on these interventions and strategies.

2.7 SOCIAL DEVELOPMENT INTERVENTIONS AND STRATEGIES

Social development utilises concrete efforts to enhance human well-being. It does so through the use of social development interventions. According to Midgley (2014:15) social development interventions are projects, programmes, policies and plans that are deliberately implemented within specific socio-spatial settings such as rural communities, inner city areas and geographic regions. This notion of deliberate, concrete efforts to improve human welfare is in stark contrast to the residual model of social welfare (see section 2.3) that waits on economic growth to eventually yield improvements in human well-being. Social development interventions can include cooperatives, crafts projects, community day care centres (Midgley, 2014:69) soup kitchens and literacy programmes. These interventions organise into different practice strategies, namely human capital, social capital and community development, employment and decent work, microenterprise, assets, social protection and social planning (Midgley, 2014:69). Although these strategies are quite diverse, they can "intermix in a complex way to inform specific social development interventions" (Midgley (2012:100). However, the bottom line with any practice strategy is that it should consequently result in the empowerment of target groups (Cheston & Kuhn, 2002:168; Midgley, 2012:101; Nthomang & Rankopo, 1997:205). Empowerment is a process of change by which individuals and groups with little or no power gain power and the ability to make choices that affect their lives (Cheston & Kuhn, 2002:175). The next sub-sections examine social development strategies and interventions in relation to promoting social and economic equality.

2.7.1 Human capital

Populations affected by social and economic inequality experience barriers that hinder them from accessing basic social services such as education, healthcare and adequate nutrition. Human capital investments can be seen as effective tools for championing social and economic equality and are defined as those investments that focus on people's health, education and nutrition (Kretzmann & McKnight, 1993:288). They "provide the knowledge, skills and capabilities people need to participate effectively in the productive economy" (Midgley, 2012:102). There is increasing evidence to show that social workers can aid human capital formation by supporting the creation and expansion of education, nutrition, access to medical care, maternal and child health services (Midgley & Conley 2010:ix). Additionally, meaningful human capital investments should realistically prepare people for self-employment and cooperative enterprises (Midgley, 1999:11). Investments in human capital

development can address inequalities and distortions in development outcomes (Engelbrecht, 2008:167) and are a foundation for anti-poverty strategies (Lombard, et al., 2012:184). Furthermore, "most of those who are currently maintained in dependency, stigmatised and relegated to the status of second-class citizens would prefer to participate in the productive economy" (Midgley, 1999:9). Such human capital investments are a must in a country such as Namibia where "unemployment is high despite economic growth" (Republic of Namibia, 2014:5).

2.7.2 Social protection

Social protection, also known as social security, "provides a set of instruments to bridge the gap between vulnerable groups and the non-vulnerable by diminishing people's exposure to risks and enhancing their capacity to protect themselves against hazards/loss of income" (Ortiz, 2007:53). The Government of the Republic of Namibia is hailed as one of the few African governments to offer free and unconditional social protection to its citizens (Jauch & Kaapama, 2011:10-11). These state sponsored social protection provisions include monthly universal old age pensions, disability grants, child maintenance grants and war veteran subventions. Social protection is said to be a critical social development strategy that is "necessary in any society because the benefits of growth do not reach all, and people do not have the same capacity to overcome risks" (Ortiz, 2007:53-54). The International Labour Organisation (2012) in its *R202-Social Protection Floors Recommendation, 2012 (No. 202),* reaffirms that the "right to social security is a human right."

Evidence (Basic Income Grant Coalition, 2009:13) points to the fact that non-state actors can also employ social protection as a development strategy. For instance, in 2009, a coalition of civil society organisations in Namibia piloted a Basic Income Grant project which offered a universal monthly grant to the inhabitants of one poverty stricken location. It is reported that the recipients yielded net positive gains such as an increase in savings, labour-market participation, accumulation of household assets, a decline in debts, poverty and malnutrition (Basic Income Grant Coalition, 2009:13-19). Social development scholars (Lombard 2008:121; Midgley 2012:104; Midgley, 2014:175) concur that social grants targeted at poor households alleviate poverty, eliminate inequalities, contribute positively to development by increasing consumption levels of poor households, result in the creation of small household enterprises and promote school attendance and the demand for goods and services. However there is a need for "…those who are currently dependant on social benefits *to* [own emphasis] be brought into the productive economy through appropriate interventions" (Midgley,

1999:8). The researcher is of the view that social workers can put in place programmes and projects aimed at teaching social grant beneficiaries investing and productively utilising their grants. Lombard (2008:135) demonstrates that social workers have a role to play in linking grant recipients to economic activities. Social welfare recipients have been largely blamed for not participating in the productive economy and for depending on the labour and taxes of the majority for their livelihood (Midgley, 1999:7).

Speaking a decade ago from a South African perspective, Noyoo (2004:367) reports that many people, especially those in rural settings are still illiterate and marginalised and are unaware of the existing social grants they qualify for. Although this situation has changed within the South African context, the researcher is of the view that this statement holds true for present day Namibia. Social workers in Namibia could play leading roles in ensuring increased access to social security by educating marginalised communities on the services they are entitled to. Additionally, social workers could help ensure that marginalised groups acquire national identification documents, as a lack of identity documents often comes as a barrier to accessing social grants, healthcare, education and even employment.

2.7.3 Social capital

Social capital is embedded in community based activities that strengthen social networks, participation, self-help, self-determination, well-being and economic livelihoods (Midgley, 2014:102-3; Midgley, 2012:103). It entails "the norms and networks that enable people to act collectively" (Woolcock & Narayan, 2000:225). Such collective action is important in the development process as "economic development is not simply a matter of entrepreneurship and investment capital, but of social relationships that foster economic transactions" (Midgley, 2014:103). The Republic of Namibia (2013:42-44) highlights the strengthening and building of social capital as key development objectives that are crucial for the social cohesion and well-being of the Namibian nation. Linking, bonding and bridging social capital are some of the dimensions of social capital (Policy Research Initiative, 2005:11; Turner & Nguyen, 2005:1693). According to the Policy Research Initiative (2005:12) "linking social capital describes connections with people in positions of power. Such ties can potentially provide access for individuals and groups to resources from formal institutions." Health Canada (2006:31) reports that the linking aspect of social capital can be demonstrated through referrals to other agencies or services, including referrals to health professionals, food banks, social services and housing agencies. However, bonding social capital has got to do with "closed networks of family and friends" (Turner & Nguyen, 2005:1695) and is useful

for social support. As opposed to bonding social capital, bridging social capital refers to "open networks that bridge different communities" (Turner & Nguyen, 2005:1695). Such bridging social capital is said to be a key source of social leverage as it can provide access to information and resources other than those one can access through bonding social capital (Policy Research Initiative, 2005:11).

Interventions that strengthen social capital include community building, community action and community economic development. According to Midgley (2014:110-114) whilst community building mobilises participation in community activities, community action mobilises local people to address the root causes of their poverty, oppression and deprivation. Lastly, as its name suggests, community economic development has got to do with improving local economic development projects and infrastructure. Kretzmann and McKnight (1993:286) are of the view that social capital can be productively utilised to create sustainable community enterprises amongst women and low income clients, to establish networks for employment referrals and as conduits to outside resources. Furthermore, community based cooperative networks are useful in achieving social development goals (Midgley, 2014:57). Hence, social capital is a vital resource that social workers can utilise in promoting solidarity and in improving the living circumstances of poor and marginalised communities.

2.7.4 The accumulation of assets

A major feature that differentiates the rich from the poor is the rich's ownership of assets. Poor people often find themselves with little or no assets. A lack of assets on their part often results in social and economic exclusion. According to Midgley (2014:156-161) assets are those resources that have market value and are deemed as the property or wealth of their owners. He adds that projects that promote asset acquisition amongst the poor have a strong social investment function and play an important role in reducing existing patterns of inequality. Isolated and marginalised communities may often lack community assets found in urban areas such as schools, clinics, road infrastructure and community centres. The absence of such assets might bar these communities from gaining access to basic social services such as education and healthcare. In addition, Midgley (1999:13) reports that community held assets are crucial in providing the economic and social base upon which development efforts depend. Social workers could make contributions by advocating for community infrastructure and mobilising poor communities in this regard. Furthermore, they could assist communities in turning underutilised community space into assets such as community gardens and

business incubator centres (Kretzmann & McKnight, 1993:313). Such initiatives are useful in job creation and in increasing food security.

2.7.5 Microenterprises and microfinance

Microenterprises and microfinance provide avenues for poor people to participate in entrepreneurship and social entrepreneurship activities. According to Midgley (2014:139), microenterprises are small businesses operated by poor people with the technical guidance of sponsoring organisations. These sponsoring organisations can also provide small start-up loans known as microfinance. Microfinance has been described as "a strategy capable of reaching women and involving them in the development process" (Cheston & Kuhn, 2002:169).

2.7.6 Social planning

According to Midgley (2014:192) social planning "plays a particularly important role in identifying and prioritising social needs and directing resources towards the most disadvantaged groups within a framework of comprehensive interventions." Social planners within the social work field can purposely plan and budget for social policies, programmes and projects that alleviate social and economic inequality.

2.7.7 Employment and decent work

Midgley (2014:121,125,136) urges for the adoption of macroeconomic policies that promote employment, small businesses and cooperatives as regular employment that is decent, adequately remunerated and free from exploitation, is an effective means of generating income, securing livelihoods and addressing poverty and deprivation. This sub-section has highlighted the various strategies that social workers can utilise to inform specific programmes, projects, policies and plans with the ultimate aim of promoting social and economic equality within the social development framework.

2.8 Summary

Chapter two has offered a review of literature related to social work's contribution in promoting social and economic equality. Widespread social and economic inequalities are endemic to Namibia in spite of Namibia's classification as an upper middle income country. This reality demonstrates that economic progress does not automatically lead to improved standards of living for all. The chapter has also attempted to pinpoint the root causes of inequality in Namibia and has highlighted the residual and social development models of social welfare. Social policies based on the residual model are blamed for exacerbating social

and economic inequalities. However, the social development model is aimed at proactively reducing inequalities as it has the social and economic well-being of society as a whole, at heart.

This chapter has also provided a brief background on Namibia's attempt to develop a social development policy to guide developmental social welfare service delivery. The process of formulating this policy has been rife with institutional challenges that initially led to a total abandonment of the process. Social and economic inequalities are a violation of social work values. However, due to their unyielding regard for human well-being, social workers can play a vital role in addressing inequalities through the use of developmental social work strategies and interventions. The next chapter (chapter three) presents the research methodology and empirical findings.

CHAPTER THREE
RESEARCH METHODOLOGY AND EMPIRICAL STUDY

3.1 Introduction

Social workers have a role to play in promoting social and economic equality as directed by the *Global Agenda* (2012:2). The research question for the study was: What is social work's contribution in promoting social and economic equality in Namibia?

In answering the research question, findings were informed by responses to the following sub-questions:

- How do social workers respond to the challenges of social and economic inequality?
- What individual, community and statist interventions promote social and economic equality?
- How do social workers view their role in promoting productive employment, social and human capital formation with the view of promoting social and economic equality?

This chapter gives insight into the research methodology employed in the study. It outlines the research approach, research type and the research design used. It furthermore presents a discussion on the ethical aspects that served to guide the researcher as well as how the trustworthiness of the study was upheld. It subsequently presents the study's limitations and empirical findings. In keeping with a qualitative frame of reference, the empirical findings are presented in the form of themes and their associated sub-themes. Participants' biographical information is displayed in the form of tables and charts.

3.2 Research approach

The study utilised a qualitative research approach so as to reflect as closely as possible, the subjective thoughts, feelings and experiences of research participants (Lietz, et al., 2006:444) regarding their contributions in promoting social and economic equality in Namibia. Since this area constituted a relatively unknown terrain, using a qualitative research approach enabled the researcher to gather in-depth information through participants' own accounts of meaning and experience in engaging in activities that are deemed to promote social and economic equality. Resultantly, the study yielded descriptive data in the research participants' own words, enabling the researcher to construct detailed descriptions of social reality (Fouché & Delport, 2011:65-6). The study served an exploratory purpose in view of

the dearth of information on social workers' specific contributions in promoting social and economic equality. Prior to this research no other studies were conducted in the Namibian setting to determine how social workers are contributing to social and economic equality. Hence the study provides preliminary information on how social workers in Namibia are utilising the social development paradigm with the view of enhancing social and economic equality. Like any exploratory study, these findings can be further studied more rigorously at a later stage (Dodd & Epstein, 2012:39).

3.3 Research type

The conducted study fits well under applied research as its findings have immediate relevance to current social work practices, procedures and policies (Leedy & Ormrod, 2010:44). Findings from this study may serve to inform social work decision making regarding the use of a social development paradigm in social work to promote social and economic equality and as such influence social work practice, policy and research.

3.4 Research design

In this study, a research design is the plan which guided the researcher in obtaining research participants and in collecting data from them (Welman et al., 2010:52). Specifically a collective case study design which Stake (2005:445) describes as "an instrumental case study extended to several cases" was employed. Although a collective case study is synonymous with an instrumental case study, a collective case study goes beyond the use of a single case and utilises a combination of cases to achieve set goals. Such case study designs are utilised when cases are "…examined mainly to provide insight into an issue or to redraw a generalisation" (Stake, 2005:445). Since the researcher had less interest in one particular case, several cases were studied jointly in order to provide insight into social workers' contributions in upholding social and economic equality. The cases for the study comprised of ten social workers drawn from five different organisations in Namibia. The cases were examined in depth, their contexts scrutinised and their ordinary activities detailed, with the aim of reaching the research goal (Stake, 2005:445).

3.5 Research methodology

In this section, a more detailed account of the specific methods that were utilised in the study is provided. This account will highlight the population of the study, the sampling criteria, data collection and data analysis methods as well as how the trustworthiness of the study was

improved. Furthermore, the study's limitations, the ethical aspects and how the pilot study was conducted will be outlined.

3.5.1 Study population

The study's population consisted of social workers through whom the researcher wished to draw conclusions (Welman et al., 2010:52) about their involvement in activities that are deemed to contribute to social and economic equality. The social work population in Namibia is unevenly distributed across the 14 regions of the country. This population is quite small, with the Republic of Namibia (2013:143) reporting that "the Namibian population of 2 104 900 (2011 census) is served by 156 social workers." In total there are 21 government ministries in Namibia but only five of these employ social workers. These five ministries include the Ministry of Health and Social Services, the Ministry of Gender Equality and Child Welfare, the Ministry of National Youth Service, Sport and Culture, the Ministry of Veterans Affairs and the Ministry of Safety and Security. Respectively, social workers in these five ministries spearhead the social welfare mandate by providing services to medical patients and individuals above the age of 18, children and victims of gender based violence, the youth, war veterans and the incarcerated. In addition, social workers in Namibia also work in private practices, non-governmental organisations and parastatals.

3.5.2 Sampling and sampling techniques

In keeping with a qualitative study, the research examined a relatively small number of cases (Ellsberg & Heise, 2005:105) that promised to "...yield the most information about the topic under investigation" (Leedy & Ormrod, 2010:147). These cases were drawn from the research population and comprised the study's sample. The researcher utilised purposive sampling methods (Neuman, 2006:222) to select cases of social workers rendering or supervising social welfare services in the governmental, parastatal and non-governmental organisations. Social workers in private practice were excluded from the sample as their work is clinically focused and did not fit with the research's goal. From a non-probability sampling perspective, the researcher utilised maximum variation sampling, a purposive sampling technique that entails seeking those cases that maximise a range of perspectives and differences (Abrams, 2010:538). Since balance and variety is required when selecting a sample for a collective case study, the researcher leaned more towards those cases that seemed to offer an opportunity to learn more (Stake, 2005:451) about the interventions employed by social workers in Namibia that can potentially contribute to social and

economic equality. The following criteria, part of which is adopted from Lombard (2008:124) was utilised in selecting a sample that maximised the range of perspectives:

- Social workers who implement or supervise social work interventions targeted at poor and marginalised communities.
- Social workers engaged in advocacy activities aimed at ensuring that social and economic conditions that contribute to inequality, unjust practices and policies are challenged and abolished.
- Social workers who support, influence and promote initiatives aimed at enhancing the well-being of isolated, vulnerable, poor and marginalised communities. These initiatives included any one or more of the following:
  - Income generating projects/entrepreneurship
  - Social capital formation
  - Human capital formation
  - Accumulating individual or community assets
  - Interventions meant to empower marginalised groups
  - Interventions that increase cost effectiveness in social welfare
  - Interventions that promote sustainable development

Inclusion in the study's sample was also determined by whether the prospective research participant's employer or organisation had granted permission for the participant to be interviewed. Subsequently, the researcher obtained ten participants employed in three government ministries, a parastatal and a non-governmental organisation in four of the 14 geographical regions of Namibia. These regions included the Khomas, Erongo, Kunene and Kavango East regions. Participants practised in various urban, semi-urban and rural settings.

3.5.3 Data collection

Semi-structured one-on-one interviews and a document study were the primary data collection methods used. The next sub-sections will elaborate on these data collection methods.

3.5.3.1 Semi-structured one-on-one interviews

One-on-one interviews guided by a semi-structured interview schedule (see Appendix 1) entailed the researcher interviewing each research participant individually. The interview schedule comprised of carefully thought-out questions (Welman et al., 2010:167) that

assisted the researcher in focusing the interview sessions. The researcher opted using semi-structured one-on-one interviews as they make provision for the use of "probes with a view of clearing up vague responses, or of asking for elaboration" (Welman et al., 2010:167). A drawback is that the interviews "generally last for a considerable amount of time" (Greeff, 2011:353). At the same time this drawback is an advantage in that the considerable time spent conducting such interviews, allowed the interviewer to yield "comprehensive and comparable data" (Greeff, 2011:348). As the quality of the interviews were primarily reliant on the skills of the interviewer (Greeff, 2011:342-343), the researcher, a practising social worker, conducted the interviews herself. As the researcher anticipated that the interviews would last for at least one hour, appointments with research participants were made well in advance. Such prior contact gave each participant an opportunity to set aside sufficient time for their scheduled interview session. Initially potential participants were telephonically invited to participate. Depending on the participant's preference, an invitation letter and a consent form were emailed, faxed or hand delivered to them. As part of the ethical issues which will be discussed later in section 3.8, the researcher invited participants to complete the consent form if, after having read through it, they decided to participate in the study. The informed consent form (see Appendix 2) asked participants to agree to be audio-taped during the interviews and to have their anonymised quotations included in the research narratives (Atkinson & Delamont, 2010:5-8).

Participants were also offered the option to view their own transcripts after the transcription was done. This measure gave participants the opportunity to point out any misinformation. Such a move was strongly aimed at ensuring the trustworthiness of the envisaged study. Later on, interview appointments were followed up and confirmed with participants closer to the scheduled date (Greeff, 2011:350). Depending on the participant's geographical location and availability, interviews were conducted either face to face in participants' offices or telephonically. As indicated above, an electronic voice recorder was utilised to record the interviews with the knowledge and prior informed consent of each participant (see ethical aspects in section 3.8).

3.5.3.2 Document study

Information sourced from the one-on-one interviews was complemented with a document study. This document study examined participants' job descriptions, the *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a) and the draft social development policy, namely the *4th Draft Situational Analysis on Social Development in Namibia*

(Republic of Namibia, 2014). The aforementioned documents are all official documents as they "are...written or recorded for public or private organisations…" (Christensen, Johnson & Turner, 2011:60). The fact that at times their accessibility is often problematic due to issues of confidentiality is a major disadvantage (Strydom & Delport, 2011:379). This was especially true for participants' job descriptions as only four out of the five organisations from which participants were drawn, granted the researcher written permission to utilise participants' job descriptions. Nonetheless, these official documents were a good source of corroboration, they provided much needed background information on research participants and their organisations and they offered insight into what research participants think and do (Christensen et al., 2011:60). The aforementioned documents were studied in their entirety so as to obtain a holistic view of their contents. The document study enabled the researcher to pinpoint several gaps in these documents that have a negative bearing on how social workers in Namibia tackle social and economic inequality. These gaps will be discussed under the empirical findings (section 3.10). The next paragraphs highlight the data analysis processes utilised in the study.

3.5.4 Data analysis

Qualitative data analysis encompasses "organising data according to specific criteria, reducing it to a more manageable form, displaying it in a form to aid analysis, and interpreting it" (Ellsberg & Heise, 2005:203). In this study, the data analysis process unfolded with each subsequent interview. It is widely demonstrated in literature (Leedy & Ormrod, 2010:152-153; Schurink, Fouché & De Vos, 2011:405) that qualitative data collection and analysis are so much enmeshed that during the data collection period, ideas about directions for analysis occur, patterns take shape and possible themes that inform subsequent data collection spring to mind. The qualitative data analysis process postulated by Creswell (2014:196-200) provided a systematic means through which the researcher could analyse data yielded by the one-on-one interviews. Following this process, the researcher organised the data, read through it, coded the data, generated themes and sub-themes from the codes and eventually presented and interpreted the data. Although these steps are presented in a linear order, Creswell (2014:196) argues that in practice they are more interrelated and interactive and hence not always followed in the order presented. Next, an overview of the processes followed in the qualitative data analysis is presented.

- **Organising and preparing data for analysis**

Since all interviews were tape recorded, they yielded electronic data. The researcher organised and prepared this data for thorough analysis by means of transcribing the audio-taped interviews, typing up field notes and sorting the data (Creswell, 2014:197). The transcribing process encompassed listening to the audio-taped interviews several times and producing manually typed transcripts.

- **Reading through all data**

Having transcribed and organised the data, a process of reading through it ensued. Reading through the data enabled the researcher to obtain, "a general sense of the information and an opportunity to reflect on its overall meaning" (Creswell, 2014:197). The transcripts were read through on several occasions to enable the researcher to become intimately familiar with their contents. Such repeated readings were useful in "…identifying emerging themes, possible relationships among themes…and unusual or contradictory responses" (Ellsberg & Heise, 2005:204). Whilst reading through the data, the researcher reflected on its overall meaning and jotted down her reflections in the transcript margins (Creswell, 2014:197).

- **Coding the data**

As the researcher moved deeper into the data analysis process, she engaged in a process of thoroughly scrutinising and clustering the data into different groupings. This involved segmenting sentences and paragraphs into various categories and using highlighters to colour code each category (Creswell, 2014:198; Ellsberg & Heise, 2005:204; Leedy & Ormrod, 2010:152). Grouping data into different categories also enabled the researcher to easily identify and compare emerging themes and patterns (Ellsberg & Heise, 2005:204). Data was analysed for materials that addressed codes on topics that readers would expect to find, codes that were surprising and hence were not anticipated at the beginning of the study (Creswell, 2014:198).

- **Generating themes and detailed descriptions**

Having grouped and colour coded the data, the researcher embarked on generating themes and detailed descriptions of the data. According to Creswell (2014:199) description involves a detailed rendering of information about research participants, places or events in a setting. From the coded data, the researcher was able to generate a description of research participants' age groups, sex, years of social work experience, highest tertiary qualification, geographical region, geographical setting and employment sector. Subsequently, seven

themes were generated and these served as headings in the empirical findings section. As "sophisticated qualitative studies go beyond description and theme identification and form complex theme connections" (Creswell, 2014:199) the researcher looked for associations amongst the themes. As a collective case study design was employed, themes were analysed for each individual case and across the various cases in order to build additional layers of complex analysis (Creswell, 2014:200).

- **Interrelating themes/descriptions**

The data analysis process eventually culminated in the researcher presenting participants' biographical details in the form of "…visuals, figures…tables as adjuncts to the discussions..." (Creswell, 2014:200). The rest of the findings were presented in the form of narrative passages. In these narratives, the researcher presented a detailed discussion of each theme and sub-theme alongside multiple perspectives from research participants in the form of quotations (Creswell, 2014:200). These quotations were presented verbatim so as to mirror participants' exact responses.

- **Interpreting the meaning of themes/descriptions**

Having presented the findings, the researcher embarked on interpreting the findings and attributing meaning to them. According to Ellsberg and Heise (2005:204) making an interpretation "refers to the process of deciding what things mean, noting themes, regularities, patterns, and explanations." In this step, the researcher drew lessons learnt from her own personal interpretations as a social worker or from comparing the research findings with literature (Creswell, 2014:200). The findings were thoroughly scrutinised to determine whether they confirmed or diverged from information generated by previous scholarships (Creswell, 2014:200) regarding how social workers can promote social and economic equality. Such scrutinises were useful in suggesting "…new questions that need to be asked – questions raised by the data and analysis that the enquirer had not foreseen earlier in the study" (Creswell, 2014:200). Based on the findings, the researcher drew tentative conclusions about how social workers in Namibia were augmenting social and economic equality. The findings and conclusions enabled the researcher to make applicable recommendations (see chapter 4, sub-section 4.4).

Whereas the data from the one-on-one interviews was analysed using the qualitative data analysis process proposed by Creswell (2014:196-200), the document analysis was accomplished by means of content analysis. The content analysis process entailed defining in

precise and concrete terms, the characteristics or phenomena to be examined (Leedy & Ormrod, 2010:144; Welman et al., 2010:148). Characteristics that were of particular interest to the researcher included information that was in support of or that stood in stark contrast to the empirical findings. Such information included information on social and economic rights, populations disproportionately affected by social and economic inequality and strategies that social workers could utilise in working with such populations. The researcher also sought for information pertaining to the challenges faced by social workers in Namibia that could probably hamper endeavours to promote social and economic equality. Participants' job descriptions, the *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a) and the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014) were therefore scrutinised "for instances of each characteristic" (Leedy & Ormrod, 2010:144) in order to draw out common and contrasting themes. Thus the findings from the document analysis were useful for corroboration and were integrated with the findings from the interviews.

3.6 Trustworthiness of collected data

Whereas quantitative researchers view validity and reliability as the main means of establishing objectivity in social science research, qualitative researchers emphasise trustworthiness as a parallel idea to objective standards in quantitative research (Ellsberg & Heise, 2005:211; Lietz et al., 2006:442; Neuman, 2006:153). Trustworthiness helps to guard against bias and ensures honest and truthful research (Neuman, 2006:153). "Trustworthiness is established when findings as closely as possible reflect the meanings as described by the participants" (Lincoln & Guba, 1985 in Lietz et al., 2006:443). The trustworthiness of the study was increased through eliciting feedback from others, member checking and reflexivity (Lietz et al., 2006:445; Leedy & Ormrod, 2010:101).

The researcher elicited feedback from her research supervisor in order to determine whether or not she agreed that the researcher has made appropriate interpretations and drawn valid conclusions from the analysed data (Leedy & Ormrod, 2010:101). In addition, member checking was employed by giving research participants an opportunity to view their own transcripts and checking whether they agreed with how they were quoted (Ellsberg & Heise, 2005:214; Leedy & Ormrod, 2010:101). According to Ellsberg and Heise (2005:214) member checking serves as a powerful technique for establishing credibility as it gives research participants the opportunity to react to the data and to correct errors in the collection and interpretation of data. Reflexivity was achieved through the researcher openly

acknowledging her personal biases and speculating how these might have affected the manner in which she collected research data and interpreted the findings (Leedy & Ormrod, 2010:101). Being a social worker practising in the Namibian context where the developmental approach to social work is still emerging and relevant policies to guide its implementation are in the crafting process, the researcher was sceptical regarding the extent to which social workers in Namibia implement the social development approach. However, instead of seeking out cases that confirmed her bias, the researcher utilised an objective pre-determined sampling criteria (see sub-section 3.5.2) to enable her to lean more towards those cases that seemed to offer an opportunity to learn more about the topic under investigation.

3.7 Pilot study

A pilot study was carried out prior to the main investigation. This pilot study served as a dress rehearsal of the actual research (Welman et al., 2010:148) and presented the researcher with an opportunity to determine the feasibility of the study and to test the interview schedule and the electronic voice recorder on real subjects. The pilot study entailed choosing two social workers working in the Ministry of Health and Social Services and the Ministry of Gender Equality and Child Welfare in the Kunene and Oshana regions, who met the criteria mentioned earlier in sub-section 3.5.2. Using these two cases, the researcher went through all the steps highlighted in the research methodology (see sections 3.2 - 3.8). Ultimately, the pilot study enabled the researcher to detect numerous flaws in the interview schedule; hence its findings were not incorporated into the main findings. As a corrective action, the researcher revamped the interview schedule by rephrasing, completely removing and adding new items (Leedy & Ormrod, 2010:111). The pilot study participants were not included in the sample for the main investigation.

3.8 Ethical considerations

Various ethical principles provided the researcher with a set of moral principles, rules and behavioural expectations about the most appropriate conduct towards research subjects and other people (Strydom, 2011:114). Prior to conducting the study, the researcher sought and was granted permission (see Appendices 3-7) to carry out interviews in the organisations where potential research participants were employed. These organisations included the Ministry of Health and Social Services, Ministry of Gender Equality and Child Welfare, Ministry of National Youth Service, Sport and Culture, the City of Windhoek and Friendly Haven. Thereafter, the researcher sought and was granted ethical clearance by the Research Ethics Committee in the Faculty of Humanities at the University of Pretoria (see Appendix

8). Obtaining ethical clearance was a measure meant to ensure that the benefits of the envisaged study outweighed any potential risks and that no research participants were harmed throughout the research process (Dodd & Epstein, 2012:141). The following is a discussion of all the ethical principles that guided the researcher.

3.8.1 Protection from harm

According to Stake (2005:459) "case study research shares an intense interest in personal views and circumstances. Those whose lives and expressions are portrayed risk exposure and embarrassment, as well as loss of standing, employment and self-esteem." Bearing this in mind, the researcher exercised an ethical obligation to protect research participants from "…unnecessary physical or psychological harm" (Leedy & Ormrod, 2010:101). This was accomplished by strictly adhering to a case study research design and avoiding "…low-priority probing of sensitive issues" (Stake, 2005:459) that were irrelevant to the goal of the study. Protection from harm was also achieved by maintaining the privacy, anonymity and confidentiality of research subjects and data.

3.8.2 Privacy, anonymity, confidentiality

Privacy, anonymity and confidentiality can be seen as complementary ethical principles. According to Ellsberg and Heise (2005:38) privacy, anonymity and confidentiality are all essential for ensuring the safety of research respondents. In accordance with these ethical aspects, the researcher made reasonable efforts to ensure that interviews were conducted in complete privacy. Confidentiality was also upheld by protecting the identity of research participants from being known (Neuman, 2006:139), no particular data was identified with any specific individual (Atkinson & Delamont, 2010:13) or organisation. The names of the participants who took part in the study are confidential, alphabetical letters were utilised to identify participants' job descriptions. In doing this, the researcher also ensured the anonymity of research participants and of the specific contents of each organisation's job descriptions. It is well documented (Strydom, 2011:120) that, "information given anonymously ensures the privacy of subjects." In addition to this, confidentiality is also related to issues of access to research data and how the data is used (Atkinson & Delamont, 2010:7). Since the researcher had a dual task of ensuring the trustworthiness of the study and at the same time maintaining the confidentiality of research data, participants were given the option to only view their own transcripts.

3.8.3 Informed consent and voluntary participation

Informed consent and voluntary participation are to some extent intertwined. Informed consent means that respondents are made well aware of the fact that they are part of a study, are informed of the purpose of the study, and that their participation is entirely voluntary (Ellsberg & Heise, 2005:36). To ensure that participation was completely voluntary, no payment or any other incentives were offered to the research participants (García-Moreno, Jansen, Ellsberg, Heise & Watts, 2005:22). Participants' informed consent was obtained before the actual study. An informed consent letter was sent to all prospective participants to assist them in making an informed decision regarding their participation. This consent letter thoroughly and truthfully informed potential participants about the purposes and procedures that would be utilised in the planned investigation (Welman et al., 2010:201). This included informing participants of the fact that an electronic voice recorder would be used to record each interview as a measure to warrant that information was "thoroughly, accurately, and systematically" (Leedy & Ormrod, 2010:145) captured.

Having read through the informed consent letter, participants were free to either consent or refuse participation, without any negative consequences to them or to their organisations. Those who agreed to participate were required to give written consent by signing the informed consent form. However a signed consent form was not binding as participants were free to withdraw from the study at any point, if they so wished. Participants were also informed that the collected data was solely for inclusion in this particular study. In the event that the researcher sees an opportunity to utilise the data for any other purposes, additional informed consent will be sought from the participants. The researcher's actions to ensure that she obtained proper, written informed consent before collecting any data from them, arose from the desire to ensure that no participants were exploited (Atkinson & Delamont, 2010:6).

3.8.4 Competence of the researcher

The researcher also had an ethical obligation to ensure that she was competent and adequately skilled to undertake research (Strydom, 2011:124) on social work's contribution in promoting social and economic equality. Since the researcher is a masters' student in social work, specialising in social development and policy, she deemed herself competent to undertake a study of this nature as it fitted well with the goals and objectives of the said masters' degree programme.

3.8.5 Dissemination of information and honesty with professional colleagues

Since research is meant to contribute to the wider body of knowledge, the researcher had an ethical obligation to ultimately report her findings. The research findings are presented in this research report in the form of a mini-thesis submitted to the Department of Social Work and Criminology in the Faculty of Humanities at the University of Pretoria. The findings were reported in an honest and complete fashion, without misrepresenting the manner in which the research was carried out. Hence, none of the findings were intentionally fabricated to support a particular conclusion or to mislead readers (Leedy & Ormrod, 2010:103). Having discussed the various ethical aspects that guided the researcher, the limitations of the study will now be highlighted.

3.9 Limitations of the study

Due to the qualitative nature of the study, the following limitations should be taken into consideration when interpreting the research findings. Firstly, the study was carried out in only four of the 14 regions of Namibia. In addition, the views of social workers in private practice are not represented in this study since they were excluded from the study sample due to the clinical nature of their work. Furthermore, as this study was based on collecting subjective information in participants' own words, the possibility that some participants gave biased information with the aim of presenting themselves in a positive light cannot be excluded. To guard against this limitation, participants were informed of the fact that their responses would be quoted anonymously and hence would not be linked back to them. Next, the empirical findings are presented.

3.10 Empirical findings

This section presents participants' biographical information, followed by the dominant themes and sub-themes that emerged from the interviews. Findings are presented in the form of narrative passages and are compared and contrasted with evidence from literature sources and document analysis. The job descriptions analysis represents information from four of the five organisations which gave written permission for the researcher to access participants' job descriptions. As a measure to uphold confidentiality, participants' job descriptions are referred to as job descriptions A, B, C and D.

3.10.1 Biographical details of research participants

As required by the study criteria, all ten participants who took part in the study were qualified social workers. Whilst the majority (eight out of ten) held social work job titles, the

remaining two participants were practising social workers with community development officer job titles. Other biographical details that will be highlighted in this section include the research participants' sex, age group, years of experience as a social worker, highest tertiary qualification, employment sector, geographical region and the geographical areas in which they practise. These details will each be presented below.

3.10.1.1 Distribution of research participants by sex

As depicted in Chart 3.1 below, nine out of ten participants were female whilst one out of ten was male. This finding confirms reports by the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:74) that more women than men go through tertiary education in Namibia.
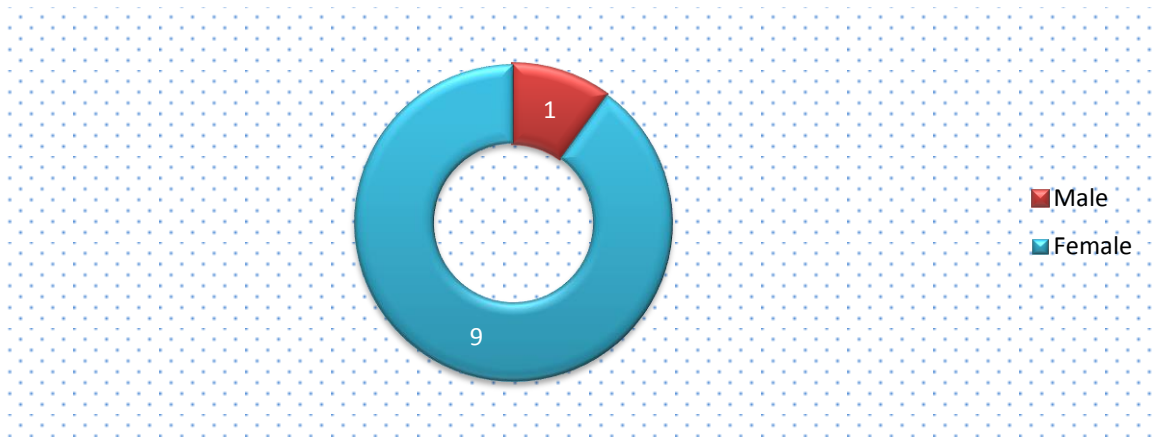

Chart 3.1: Distribution of research participants by sex

3.10.1.2 Distribution of participants by age group

The participants who took part in the study were relatively young adults, whereas the youngest fell in the range of 20 to 24 years, the oldest was in the age group of 40 to 44 years. As depicted in chart 3.2 below, half of the participants (five out of ten) fell in the age group 30-34 years, two out of ten were in the age range 25-29 years and the remaining three out of ten participants were in the 20-24 years, 35-39 years and 40-44 years age groups each. The findings buttress the report by the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:57) that Namibia has an increasing young population and a medium age of 22 years. The finding may also suggest that the participants were recent graduates.
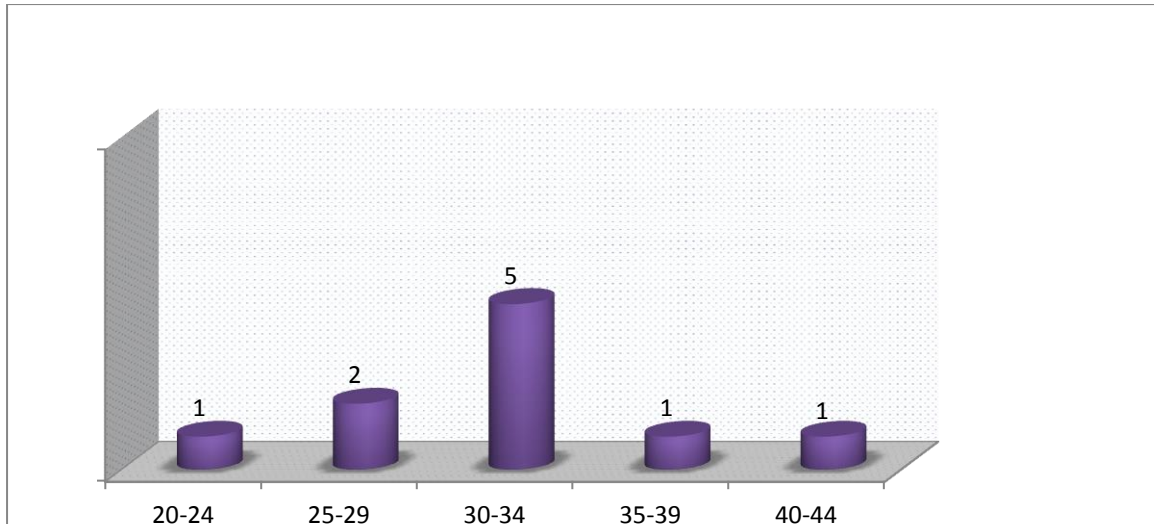
Chart 3.2: Distribution of research participants by age groups

3.10.1.3 Research participants by years of social work experience

In sync with their relatively young age groups, participants' years of social work experience ranged from 9 months to 13 years. This finding is illustrated in chart 3.3 below. As shown in this chart, two participants were fresh graduates with less than a year of social work experience, four had three years of social work experience each, another two had seven years of experience each, one participant had 11 years of experience and an additional participant had 13 years of social work experience. Since most of the participants were trained locally at the University of Namibia where a compulsory social development module was integrated into the social work curriculum in 2010, it is highly likely that those participants with three years of experience and less were quite familiar with the social development paradigm.
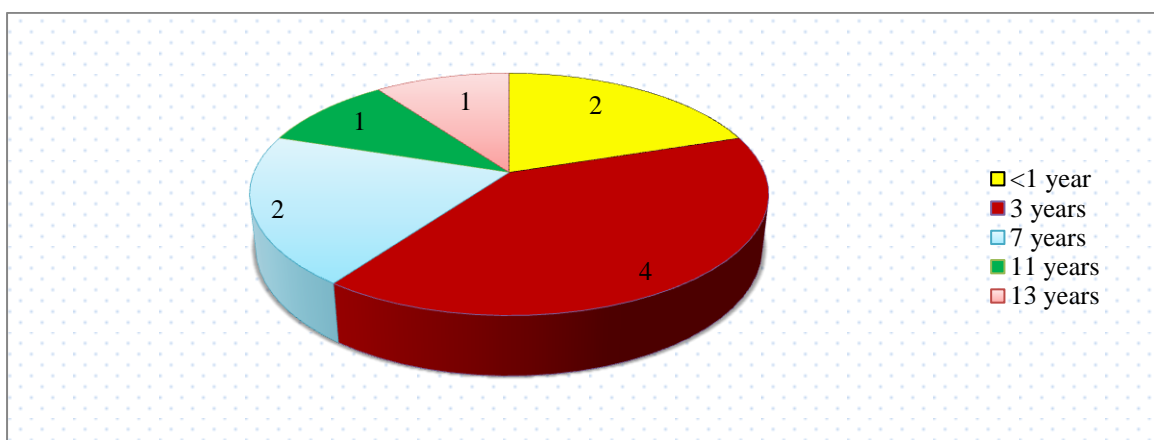

Chart 3.3: Research participants' years of social work experience

3.10.1.4 Participants' highest tertiary qualifications

As shown in chart 3.4 below, half of the participants, (five out of ten) possessed a four year Honours' Degree in Social Work, three out of ten participants held a four year Bachelor of Arts Degree in Social Work, whilst one participant had a Masters' Degree in Social Work. The remaining participant (one out of ten) held a Post Graduate Diploma in Project Management. These findings indicate that the majority of participants (eight out of ten) had not taken up further studies. Ananias and Lightfoot (2012:205) lament a lack of continuing professional development activities in Namibia, especially with regards to the social development paradigm.
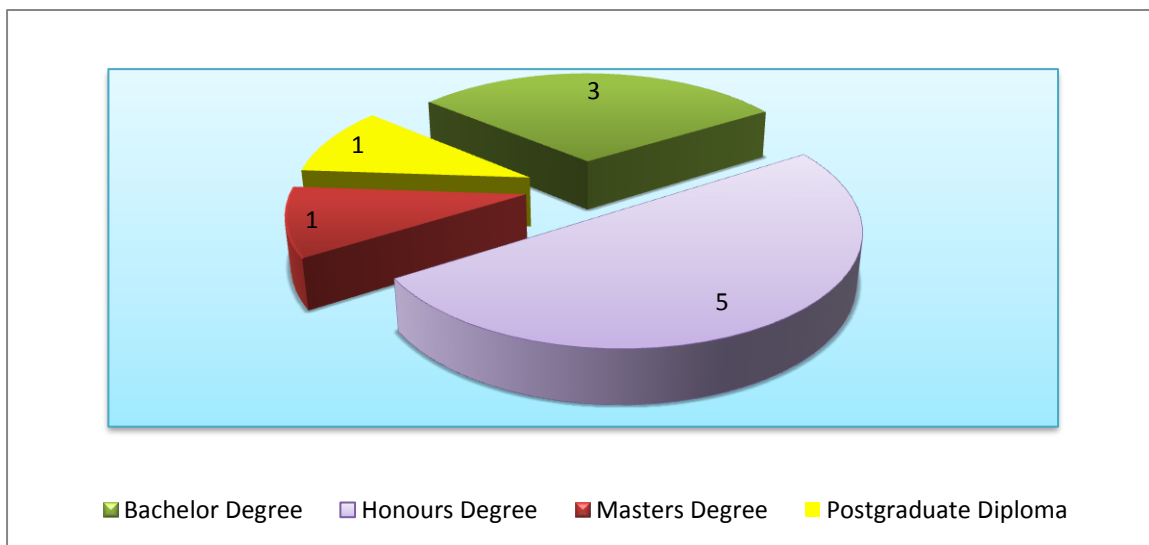
Chart 3.4: Participants' highest tertiary qualifications

3.10.1.5 Distribution of research participants by employment sector

As depicted in chart 3.5 below, the majority of participants (seven out of ten) were employed in various government ministries, two out of ten were employed at a parastatal and the remaining participant (one out of ten) was employed at a non-governmental organisation. The Government of the Republic of Namibia is the largest employer of social workers in Namibia. Currently, it is spearheading the development of a social development policy (Republic of Namibia, 2014:6) to guide the delivery of developmental social work in Namibia. The commitment to offer developmental social welfare services in the governmental sector is also evident in the renaming of the Directorate of Social Welfare Services in the Ministry of Health and Social Services to the Directorate of Developmental Social Welfare Services. However this is the only government ministry with a directorate whose name depicts this commitment.
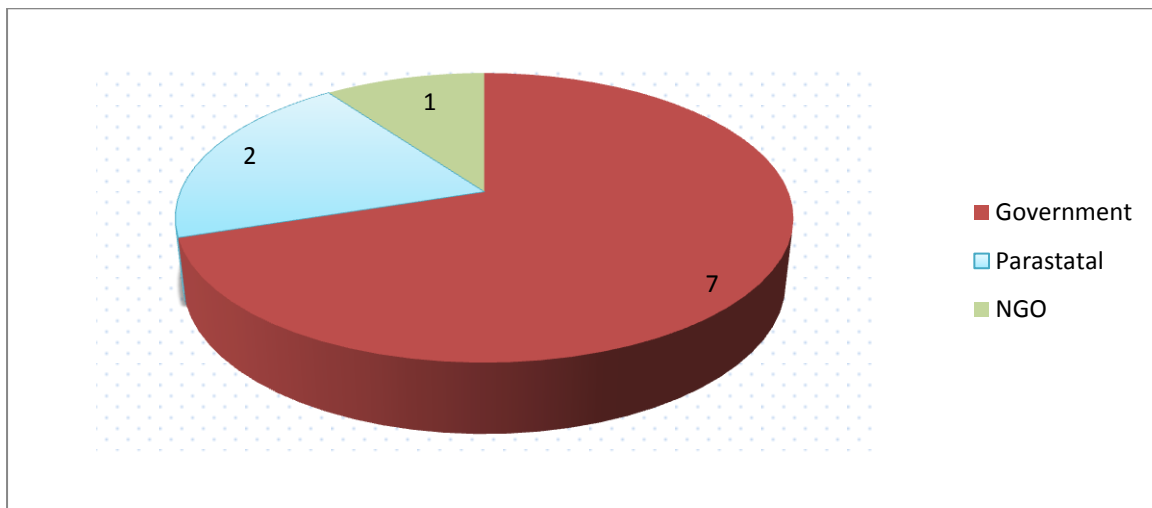
Chart 3.5: Distribution of research participants by employment sector

3.10.1.6 Distribution of research participants by geographical region

Half, (five out of ten) participants practise in the Khomas region which is located in Central Namibia, two out of ten participants work in the Coastal region of Erongo, an additional two out of ten participants practise in the North Western region of Kunene and the remaining one participant in the North Eastern region of Kavango East. This distribution is depicted in chart 3.6 below. The *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:56) reports that the Namibian population is unevenly distributed with the largest population residing in the Khomas region.

Chart 3.6: Distribution of research participants by geographical region

The finding confirms the report in the *4th Draft Situational Analysis on Social Development in Namibia* (Republi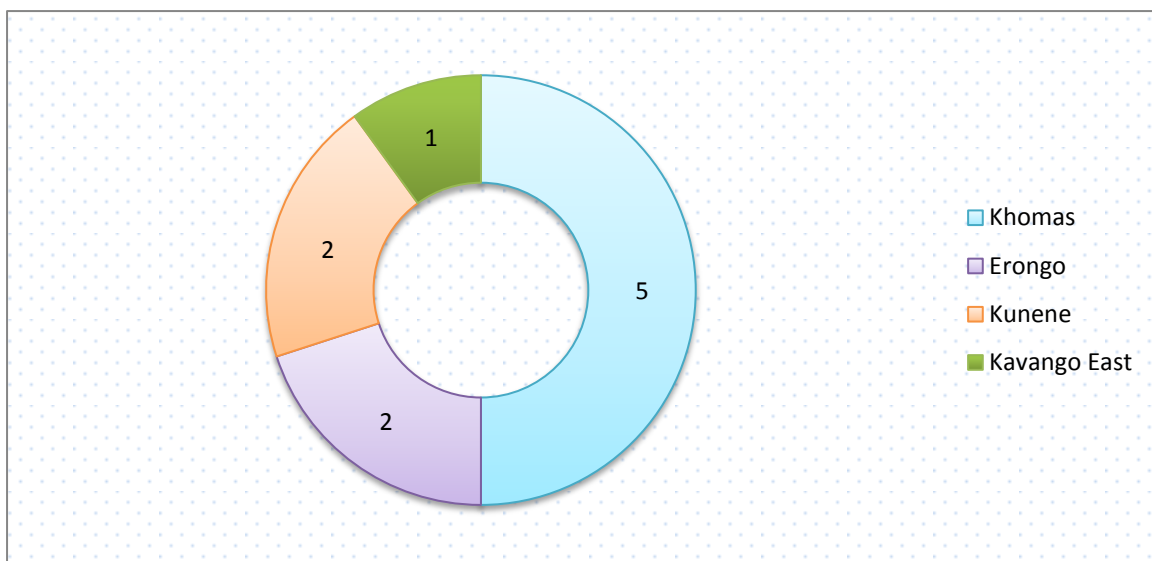c of Namibia, 2014:56) that the Namibian population is unevenly distributed with the largest population residing in the Khomas region.

3.10.1.7 Distribution of research participants by geographical area

As shown in table 3.1 below, the majority (six out of ten) participants work in an urban area, three out of ten in a semi-urban area, whilst one participant worked in both urban and rural settings. Seeing that differential access to social and economic opportunities can exist between rural and urban populations within the same country (United Nations General Assembly, 2012:3) there is need for social workers to practice in all geographical settings. Furthermore, social development interventions can be implemented within all sorts of socio-spatial settings such as rural communities, inner city areas and geographic regions (Midgley, 2014:15).

Table 3.1 Distribution of research participants by geographical area

Urban	Semi-urban	Urban and Rural
6	3	1

3.11 Key themes and sub-themes

Having provided research participants' biographical information, the themes and sub-themes that emerged from the study will now be presented. Findings from the research interviews will be complemented by the direct voices of participants and with information from literature and from the document study.

Table 3.2: Themes and sub-themes

Theme	Sub-themes
1. Conceptualisation of social and economic inequality	1.1 Namibia's colonial legacy 1.2 Inequality as the marginalised people's own fault
2. Social and economic problems associated with inequality	2.1 Lack of access to education and employment opportunities 2.2 Lack of information 2.3 Poverty
3. Populations disproportionately affected	3.1 Women 3.2 Ethnic minorities/ indigenous people

by inequality	3.3 People living with disabilities
4. Social and economic rights emphasised by participants	4.1 Platforms for advocating for social and economic rights
5. Strategies and interventions for promoting equality	5.1 Human capital formation 5.2 Social capital formation 5.3 Social protection
6. Theoretical frameworks that guide participants' social work practice	6.1 Practice not theoretically conceptualised 6.2 Social development theory
7. Challenges that hinder the promotion of social and economic equality	7.1 Shortage of social workers 7.2 Poor coordination in social welfare service delivery 7.3 Lack of financing for developmental social work 7.4 Attitude of social welfare service beneficiaries 7.5 Inadequate training in the social development paradigm

Theme 1: Conceptualisation of social and economic inequality

Analysis of the interviews showed that participants generally viewed social and economic inequality as synonymous with unequal access to social and economic opportunities and uneven distribution of resources. The following participants' narratives capture this view:

> "…*social inequality…occurs when resources in a given society are distributed unevenly…economic inequality is just uneven distribution of income or wealth.*"

> "...*social* [inequality] *it's when people do not…have…equal opportunities to…social issues…economic* [inequality] *it's more of...*[un]*employment…people do not have the same opportunity…You can be staying in the same area but there are also some things that hamper you not to get access…*"

> "...*unequal distribution of resources, cause we see that…generally Namibia…it's a rich country…the rich are really rich and those who are poor are really very poor...*"

The United Nations General Assembly (2013:5) supports the view that inequality, particularly social inequality has to do with "…unequal opportunities and rewards across socially-defined groups that are often rooted in historical circumstances." Similarly, economic inequality has to do with wealth and income differences that result in some people

living in abject poverty whilst others live in extreme luxury (Dye, 2014:para.1). Of the analysed participants' job descriptions, only one (job description D) makes reference to inequality. This is mentioned in terms of the job holder's duty to implement gender inequality awareness raising and advocacy activities. Analysis of the *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a) did not yield any results related to equality or inequality. Of note is the fact that this legal instrument, revolves around setting the guidelines for the establishment and functioning of the Social Work and Psychology Council of Namibia. It also details the registration prerequisites for practising as a social worker, social auxiliary worker, psychologist, student social worker or psychology student. Basically no findings related to social work's contribution in promoting social and economic equality were found in this Act.

The *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:62) conceptualises inequality by drawing parallels between poverty and inequality. It says that "while the notion of poverty focuses specifically on the poor, inequality is a broader measure that is defined over the entire population." Thereafter it quotes a definition of wealth and income inequality by the National Statistics Agency (2012) which says that wealth and income inequality are "disparities in the distribution of economic assets (wealth) and income respectively within or between populations or individuals." This draft document however does not explain what constitutes social inequality. Namibia's colonial legacy and inequality as the marginalised people's own fault are the associated sub-themes.

Sub-theme 1.1: Namibia's colonial legacy

Most participants traced back the social and economic inequality prevalent in present day Namibia to Namibia's apartheid era. They were generally of the view that although this apartheid colonial regime was dismantled decades ago, it left a lasting legacy in terms of differential access to opportunities based on ethnicity. The following are some of the participants' views:

> "…*I think some* [inequality] *is to do with the past. Yes…you know when people were colonised, they were put into categories of their ethnic groups… and I think it will also take time* [to overcome the effects of colonisation] *for example the San communities…the Himba community they…still do not have the same opportunities.*"

"...if you can see, you can see that one tribe [ethnic group]*...is...richer and if you go to big companies, you can see that...they are maybe the managers...So I think that one is also coming from...*[before] *independence..."*

Participants' views confirm the United Nations General Assembly's (2013:5) position that social inequalities are often rooted in historical circumstances. Speaking in terms of the analysed job descriptions, none of them make reference to the negative colonial legacies that Namibia inherited upon its independence. The assumption could be that, 25 years after independence, Namibia has overcome the negative impacts left behind by colonisation. However evidence (National Statistics Agency, 2012:15), points to the high levels of inequality in Namibia which Jauch et al. (2011:243) attribute to the South African apartheid colonial regime which left Namibia with a highly dualistic society. Sepúlveda (2012:para.16) also acknowledges the damaging legacy that apartheid had on Namibia in terms of unacceptable levels of poverty and inequality. These authors' views were augmented by the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:53) which blames the apartheid policies in colonial Namibia for the "…unequal distribution of wealth, access to land, natural resources, jobs, and services."

Sub-theme 1.2: Inequality as the marginalised people's own fault

Whilst some participants attributed social and economic inequality to structural causes, it is interesting to note that a few others assigned blame to those affected by inequality for failing to make enough effort to overcome the negative effects of social and economic inequality. The following participants' voices highlight this view:

"I would say it's mostly those two [the San and the Himba who are disproportionately affected by inequality]*...the other* [indigenous] *people...have the opportunity but either...they do not want to exercise that opportunity. It's also to do with mentality...you could say...they* [the other indigenous groups] *do not have access or maybe they are degraded or all that stuff, the development is not coming to them, but it must also be the people themselves because they do not want* [to develop themselves]…*it is a two way situation, the government should bring you this, you also gotta go and get the services because we can't spoon feed you."*

"...with all these grants, all these [school fees] exemptions that they have access to in this country, it's just lack of interest, if they have grade 10, they are fine. They don't see the need to go further you understand?"

"...is it the cultural aspect?...the root causes? [of inequality] *because, these people, let's say grew up in Katutura* [a high density suburb]*…would want to stay in Katutura…where you* [they] *grown* [grew] *up, and then it's like they don't want to break away, is it ignorance? Or would I say reluctance? Or maybe it's just the, a cycle. You know, what their parents did, the grandparents, the parents, the grandkids, the children it's just like that, so these people they don't want to promote themselves, they don't want to move from there* [from living impoverished lives]*…"*

Blaming individuals for failing to succeed in life or more specifically for failing to break out of the cycle of poverty and inequality fits more with the residual model of social welfare where failure to succeed in life is not tolerated and is blamed on the individual (Kirst-Ashman, 2007:221). However, evidence (*Global Agenda,* 2012:2) shows that individuals are not necessarily to blame for the social and economic circumstances in which they might find themselves as "past and present political, economic, cultural and social orders, shaped in specific contexts, have unequal consequences for global, national and local communities and have negative impacts on people."

Theme 2: Social and economic problems associated with inequality

Of the four analysed job descriptions, only one (job description B) makes reference to social and economic problems. It does so indirectly by acknowledging the need for the respective job holder to provide rehabilitation and aftercare services that re-integrated target communities into social and economic life. The remaining three job descriptions place emphasis on alleviating psycho-social problems but the duty to alleviate economic problems is clearly missing.

Participants were generally of the view that social and economic problems arising from inequality can include differential access to social and economic services such as education, information, financial institutions, healthcare facilities and poverty. Unlike the job descriptions that place emphasis on alleviating psycho-social problems, participants highlighted the fact that social and economic problems cannot be separated from each other. These views are highlighted in the next sub-themes.

Sub-theme 2.1 Lack of access to education and employment opportunities

It was interesting to note that most participants irrespective of the geographical area in which they practised highlighted the view that education remained largely inaccessible for the majority of people. They also noted that failure to access education ultimately contributes to a lack of employment prospects. The following were their responses:

> *"...also like schools...they are very few schools in the region and the region is very huge and you find some people have to travel like a hundred and something kilometres just to go to the place where they have schools."*

> *"...unemployment is one of highest* [problems] *because most of these groups you know...they are...illiterate."*

> *"Especially with women, they don't have employment, first of all its education, access to education."*

> *"...that cycle of poverty, the inability to get education and then inability to secure a job and then they end up falling in that sad system of unemployment..."*

The document analysis (Republic of Namibia, 2014:123) confirms that disparities in accessing services such as education in Namibia follow wealth distribution trends and geographical regions. This implies that the poorer one is, the less chances that individual has in accessing an education. It may also suggest that in some geographical regions in Namibia it is even more difficult to access education, probably due to a lack of schools or due to long distances to school as one participant highlighted above.

Sub-theme 2.2 Lack of information

Lack of information regarding available services such as social grants, identity documents and other services the marginalised are entitled to, was also noted as a major problem. The following participants' voices capture this view:

> *"...firstly they lack information...they are unaware of so many things...it's like you have to raise a lot of awareness for them to understand their rights, to understand where to go for example for grants, to understand where to get the IDs."*

> *"...it can be things of not understanding probably where to get the grant, they are not well informed about their health...they are not educated."*

"They lack information on human rights, cause if you don't know your human, your rights, you cannot even stand for, you cannot even address some of the problems. You cannot even demand what is yours, you cannot even demand, services for betterment, because you don't know that it's your right to such things, so their problems will continue, it's also a massive problem."

Sepúlveda (2012:para.12) concurs that lack of access to information is an additional challenge faced by people living in extreme poverty. Although none of the analysed job descriptions directly highlight the lack of access to information as a problem faced by social welfare service beneficiaries, they however detail participants' duties in providing access to information and services that empower target groups. This fact can be taken as evidence that participants' job descriptions acknowledge the role social workers can play in assisting marginalised communities in gaining access to information. The *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:136,146) highlights lack of information as a key problem but only with regards to lack of information on job opportunities and proper sanitation systems. According to the Ministry of Health and Social Services (2008:101) "…a lack of awareness of social welfare services, seriously hamper[s] social welfare service delivery."

Sub-theme 2.3: Poverty

Participants also viewed failure to escape poverty as a major problem associated with social and economic inequality. They pointed out that poverty is often inherited and is often linked to other problems such as unemployment and a lack of access to electricity, water, land and other services. This point is captured in the following participants' accounts:

"...the majority of people…do not know how to get out of the poverty cycle, they are stuck, they are born in it, they grow up in it and they bear children in it so it becomes a cycle."

"... you find that the people that are not employed are the ones that are living in poverty, they don't have land, and most of the time, they are evicted. Today they are here, tomorrow they are told to move from there, so, I think that is…social inequalities."

"...like for the indigenous [people]*, obviously like you* [they] *don't have electricity, access to water which leads to poverty, hunger, lack of…recreation…"*

In line with participants' views, Lombard et al. (2012:182) concur that social and economic problems are intertwined and that this reality calls for integrated social and economic development. Integrated social and economic development is a major thrust of developmental social work (Patel, 2005:207-8). The IFSW (2013:1) also supports the view that social and economic inequality and poverty go hand in hand as inequalities function as key drivers of widespread poverty that exclude certain groups of people from the benefits of development and from enjoying basic human rights. The United Nations (1995:41) reports of the manifold manifestations of poverty such as lack of access to education, hunger, ill-health, inadequate housing, lack of income, social discrimination, exclusion and a lack of participation in decision-making. Sepúlveda (2012:para.9) also cements the view that poverty and social and economic inequality are inseparable. She says that poverty still remains alarmingly high in spite of Namibia's great wealth and increases in the gross domestic product. Recent past media revelations of hundreds of poor people scavenging for food dumped by supermarket giants (Nakale, 2014:4) also substantiate this paradox.

Theme 3: Populations disproportionately affected by inequality
Participants were generally of the view that inequality runs along gender, disability and ethnic lines. Women, ethnic minorities/ indigenous people and people living with disabilities were largely identified as populations disproportionately affected inequality in Namibia. The next sub-themes highlight these views:

Sub-theme 3.1: Women
The findings indicate that since women are disproportionately affected by social and economic inequality, they are heavily dependent on men and are vulnerable to abuse from men. The following quotes highlight this view:

> *"...in relation to gender I think it's most of the women because they are the ones that stay home and bear children."*

> *"...you find that most women are unemployed...because they didn't have access to education, so this affects also their well-being, when it comes to relationships with their spouses. They are mainly dependant on the men because they don't work."*

> *"They* [women] *are… dependant…you know it's very challenging...we want* [them] *to be independent but with this situation* [of being dependant on men] *they are living*

in…It becomes a big challenge because for a person to be better they need to be removed from that environment [where they are being abused]*…"*

Several authors (Cheston & Kuhn, 2002:171; Midgley, 2014:55; Rozario, 2001:63) attest to the fact that women need special consideration in the development process as they are amongst the poorest in the world. The document analysis (Republic of Namibia, 2014:63) reveals that women in Namibia continue to experience pervasive gender and intra-household inequalities and that although Namibia has a strong legal and institutional framework to guide and facilitate gender equality, Namibian women remain marginalised in terms of economic opportunities, access to land and credit. For instance Article 10 (1) of the *Constitution of the Republic of Namibia* (1990) assigns women an equal status to men. The reality however is that Namibian women are economically marginalised and disproportionately affected by unemployment, HIV/Aids and a lack of access to land which often creates dependence and increases their vulnerability to abusive relationships (Sepúlveda, 2012:para.20). Looking from a political angle, irrespective of the favourable legislative provision (Article 10 (1) of the *Constitution of the Republic of Namibia*, 1990) which promotes gender equality, Namibia has a mere 24 percent female representation in parliament (World Economic Forum, 2013:290).

Sub-theme 3.2: Ethnic minorities/indigenous people

From a gender lens, sub-theme 3.1 identified women as one of the groups mostly affected by social and economic inequality in Namibia. From a cultural perspective, the participants generally pinpointed ethnic minorities especially the San and Himba communities as constituting another group that is highly affected by inequality, as they often lack access to education and other opportunities enjoyed by mainstream society. The following narratives capture this point:

"In Namibia, yes of course these are the vulnerable groups…; the San, the Ovahimbas."

"And…traditionally, I think…all the [indigenous] *cultures are…experiencing the problems* [of inequality]*, the Damaras, the Hereros and the Himbas, more especially the Himbas because they don't go to school."*

"…the San communities, maybe the Himba community, they still do not have the same opportunities."

Findings from literature seem to correlate with the views citied by the participants. For instance, Sepúlveda (2012:para.19) maintains that the indigenous people of Namibia are particularly vulnerable to and severely affected by poverty and inequality as they emerged from years of racial segregation under apartheid colonial rule which offered them with limited social and economic opportunities. Jauch et al. (2011:189) report that these limited opportunities were experienced in terms of limited educational and labour market opportunities. With regards to ethnic minorities, the United Nations Scientific and Cultural Organisation (2012:para.2) confirms that the San people have a history of social and economic marginalisation and are the most marginalised ethnic group in Namibia. Midgley (2014:69) also agrees that world-wide, ethnic minorities and indigenous communities are amongst the historically excluded groups.

Sub-theme 3.2: People living with disabilities

Apart from women and ethnic minorities, participants also identified people living with disabilities as falling in the category of those disproportionately affected by social and economic inequality in Namibia. Some participants highlighted the fact that people living with disabilities are often confronted with limited job prospects. The following are participants' accounts in this regard:

> *"…when it comes to job opportunities, for example, some certain sections of the society are not getting jobs, like people with disabilities…those people are not given equal job opportunities…"*

> *"Okay I have covered children but also the disabled children are at particular risk* [of suffering from social and economic inequality]*."*

> *"…I would say…people living with disabilities…are…mostly affected by social and economic inequalities."*

The World Health Organisation (2011:57) reports that people living with disabilities experience worse socio-economic outcomes in terms of higher rates of poverty, lower employment rates, less education and unequal access to healthcare services. This view is in concordance with Sepúlveda (2012:para.19) who says that within the Namibian society persons with disabilities are particularly vulnerable to and are severely affected by poverty and inequality. Participants' views also seemed to correspond with findings from the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:27)

which reports that "from the Namibian point of view, developmental focus should be more on women…people with disabilities, marginalised people…"

Of the analysed job descriptions, job description A does not make any reference to people disproportionately affected by poverty or inequality or to the target groups the job holder is assigned to engage. Job description B lists the youth and children in conflict with the law as target populations, job description C centres exclusively on rendering services to children whilst job description D revolves around offering services to women and children. These findings seem to suggest that apart from offering services to women, children and the youth, people living with disabilities and the historically disadvantaged ethnic minorities are somehow forgotten on the list of priority populations in these organisations.

Theme 4: Social and economic rights emphasised by participants

Although most participants were very familiar with what constitutes social and economic rights one participant was not sure what economic rights are, as reflected in the following quote:

> "…I am not really aware of the economical [economic] rights, but what I think I do is… maybe…encouraging children to go to school."

Those participants who demonstrated a clear knowledge of social and economic rights reported promoting the rights to education, healthcare, employment, food, shelter, welfare and women's rights. Their views are captured in the following narrations:

> "...we are teaching them…their rights, the right to education, the right to health…we are empowering them with that knowledge and skills that help them as they grow…And also women ['s] rights like, freedom, they shouldn't be dependent."

> "As a social worker, I always urge like, especially women, I also advocate for their rights, cause women they are always disadvantaged… I also target like women with disabilities, these are the most vulnerable…I also advocate for them to know their rights so that they also focus on education…once they are educated you know, they will be independent from poverty…we also urge them about their right to employment…they must be highly enlightened that, it is their right…they have this right to affirmative action and also employment equity."

"...some of the rights that we emphasise on is the rights and freedoms of children to have access to education, to have an identity, that means children must be registered, to have the basics; shelter, food and clothing and all the necessities..."

"Okay...the right to social welfare benefits...like whereby if they are disadvantaged they do have like to, benefit from the existing...grants for example...the disability grants or maintenance grants or these orphan[s]*..."*

"...right to education, right to food, right to healthy [health]*, right to social security and right to work."*

According to Lombard and Twikirize (2014:323) "the commitment to…promoting social and economic equality, starts with knowing what…socio-economic rights are, and how these rights relate to social work." Social and economic inequalities bar certain sections of society from accessing basic human rights and the benefits of development (IFSW, 2013:1). Furthermore, people living in poverty often face violations of their basic human rights (Sepúlveda, 2012:para.11). At times such vulnerable people may not realise human rights violations due to a lack of awareness of their rights. Of note is the fact that the social work profession is imbued with a long commitment to social justice and human rights (Lundy & Van Wormer, 2007:728). Given their concern for people living in poverty and for those who bear the brunt of social and economic inequality, social workers are better positioned to tackle social and economic injustices (Dominelli, 2012:196).

The mutual promotion of social and economic rights is an important aspect in developmental social work (Patel, 2005:207). As such it is inadequate to promote social or economic rights separately. From the document analysis, only one job description (job description A) makes reference to the need for the job holder to implement developmental social work. This reality highlights that although Namibia is attempting to shift "…social services…to a developmental approach…" (Ministry of Health & Social Services, 2010:1) most organisations have not yet come on board in this regard. What was also interesting to note is the fact that other than mentioning the need for the job holder to provide developmental social welfare services, job description A does not make any reference whatsoever to the promotion of social and economic inclusion and human rights based practice (Patel, 2005:207-8), which are two key principles of developmental social work. However, job descriptions B and C, although they do not specifically mention social or economic rights,

they respectively urge the social work job holder to ensure that target groups are aware of their rights. Job description D also does not make reference to social and economic rights but places particular emphasis on awareness creation, advocacy, networking and lobbying for clients' needs, elements that are crucial in human rights based practice.

However, in spite of the fact that none of the job descriptions specifically mention any social and economic rights, participants indicated that they promote the following socio-economic rights; the right to education, the right to health, women's rights, the right to employment, the right to social security and the right to national identity documents. According to the IFSW and the IASSW (2014:para.10) social and economic rights encompass cultural rights and the rights to reasonable levels of education, healthcare and housing. It can be said that the promotion of social and economic rights is linked to the achievement of the Millennium Development Goals (United Nations General Assembly, 2000:5) which aim by the year 2015, to eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and women empowerment, reduce child mortality, improve maternal health, combat HIV/Aids, Malaria, and other diseases as well as to ensure environmental sustainability. Sadly, inequality hampers all efforts to achieve the stated Millennium Development Goals (United Nations General Assembly, 2012:2). From a social development perspective, social and economic rights also include welfare rights such as the right to social security or social protection. Welfare rights are encapsulated in the belief that "…people are entitled to have their basic needs met, and that those in power have a duty and a moral obligation to facilitate this process" (Hall & Midgley, 2004:11).

Sub-theme 4.1: Platforms for advocating for social and economic rights

Apart from one participant who cited the International Federation of Social Workers (IFSW) as a platform which social workers in Namibia could possibly utilise, the rest of the participants were unaware of any international social work platforms. The IFSW is a global body for social work practitioners. It plays a critical role in the promotion of social and economic equality and in striving for a people-focused and regulated economy (IFSW, 2013a:1). During the period 2012 - 2016, the IFSW in conjunction with the IASSW and the ICSW (2012:1) called on social workers world-wide to focus efforts amongst others on promoting social and economic equality.

Looking from a local perspective, whereas some participants acknowledged being affiliated to the Namibia Social Workers Association others only had slight knowledge of the existence

of this social work body. However the findings indicate contradictions with regards to participants' views of the Namibia Social Workers' Association as a platform for advocating for social and economic equality. For instance, one participant was of the view that this association exclusively advocates for social workers' rights:

> *"...I am also a member* [of the Namibia Social Workers' Association] *and I think they are I believe they are still working towards lobbying for social workers' rights, getting it recognised...I think it was designed for the social workers, to help the social workers...and stuff like that, not for the clients."*

However, another participant was of the view that advocating for the rights of social workers would ultimately produce positive ripple effects that would trickle down to social service beneficiaries. These were the participant's words:

> *"They* [the Namibia Social Workers' Association] *represent the social workers...they actually want to facilitate or necessitate better or conducive working platforms so that we can provide better services..."*

Yet still, other participants were of the view that given time, the Namibia Social Workers' Association would eventually function as a platform for advocating for the social and economic rights of the marginalised. This view is represented in the following narratives:

> *"National Association of Social Workers* [NASWA]. *I think we can use that platform so that we can advocate for the social economic emancipation...of the vulnerable people...I think the problem is, this NASWA...now is the time they are starting to* [revive]. *It was almost dead...they are still in their initial stages...But I think just the fact they have a committee, it shows that something is happening, something is going to happen, so I think, as social workers we can use...NASWA, and advocate for the rights of those who are vulnerable...."*

> *"Okay, they just started* [chuckles] *they are getting there...They are getting there, they are still blooming, still maturing,* [chuckles] *but they are getting there. But the idea and direction taken is very good."*

It is also interesting to note that a significant number of participants had no knowledge of the existence of the Namibia Social Workers' Association or of any other local social work bodies. This view is reflected in the following quotations:

"…basically we do not have a specific platform for social workers…we don't have that…"

Negating knowledge of any local social work platforms one participant said:

"…no, not really, because you know, like I said earlier, social work is not really, it's not yet highly recognised, we are, you know, we are still few, the number of social workers, we are few."

Ananias and Lightfoot (2010:205) identified a potential role for the Namibia Social Workers' Association but this was in relation to collaborating with the University of Namibia in promoting continual professional development on the social development approach. Although the Namibia Social Workers' Association is not mentioned anywhere in participants' job descriptions, the job descriptions placed particular emphasis on the need for the job holders to work in collaboration with other organisations, stakeholders and multi-disciplinary teams. In spite of the fact that the analysed job descriptions encourage networking, job descriptions A and D paradoxically cite working in professional isolation as an adverse working condition which the job holder could expect. In line with this, the Ministry of Health and Social Services (2008:101) is of the view that social welfare services in Namibia are administered by several government ministries working in isolation, without any proper coordination.

Theme 5: Social and economic strategies and interventions

Ananias and Lightfoot (2012:197) propose that "Namibian social workers could play leading roles in developing programmes, projects, and policies to reduce income inequality...through the use of the social development approach." Participants were generally of the view that social work has an important role in utilising strategies and interventions that promote employment, skills training, education, and economic empowerment either by directly engaging marginalised groups or through the use of referrals to other agencies. The following quotations highlight participants' views:

"social work…still has a large role to play in promoting…employment, skills training and social networks, it's our role as social workers to engage our clients…to give them…various skills…we can promote…income generating activities…We have to engage our clients in becoming independent…"

"[a]…woman…come[s] up with the problem that the husband is beating her up…if you really look deeper…this woman is only staying in this relationship because she

doesn't have any other means of finances, so if you [the social worker] *really empower this woman to get an education or to get an employment, financial assistance for herself she can actually move out of this relationship."*

One participant saw the role for social work in utilising social and economic strategies that promote equality but was of the view that social workers in Namibia were not really involved in this. The following are the participant's words:

"Yes they have a big role to play in unemployment [employment creation]*...there are a lot of things that social workers can do with the unemployed people...they* [social workers] *have a role to play in promoting skills training but...what I think is* [that]*... they are not involved."*

In spite of this, several participants highlighted the activities and projects which they carried out and deemed useful in promoting social and economic equality. The researcher classified these projects and activities under the following social development strategies: human capital formation, social capital formation and social protection. The identified strategies form this section's sub-themes.

Sub-theme 5.1: Human capital formation

Human capital investments are defined as those investments that focus on people's health, education and nutrition (Kretzmann & McKnight, 1993:288). In addition, they "provide the knowledge, skills and capabilities people need to participate effectively in the productive economy" (Midgley, 2012:102). With regards to human capital formation, participants indicated assisting social service beneficiaries in applying for employment and in equipping them with skills in areas such as domestic work, sewing, welding, carpentry, handicrafts production and rearing chicken for income and for consumption. The following narratives demonstrate this view:

"...we had some ladies who didn't even know how to apply [for employment]*, who didn't even know how to come up with a CV. So we would sit with these ladies and educate them, teach them how to write a CV, how to apply, how to search for a job through the internet, so it's all skills that we are giving these women."*

"We are trying by all means to make sure for example, in our city we have a budget for social development where we try to see where can we get like training to certain groups of people just to give them training and to see if they can get

employment…Like last year we had the nanny training for domestic [workers]*, because we thought okay what do we do with these people? Maybe if we train them they will get a nanny job because everyone wants someone who at least has got training…"*

"The first one [project] *is called Hope and Rise disability project…it's just focusing on…trying to…increase the income levels of people with disabilities…we are trying to sort of help them increase their income levels. By engaging in welding, carpentry, sewing and handicrafts production...Then the second one is…the Kaibasen…it means let's work together...It's a chicken project…for people living with HIV and Aids…so we improve their nutrition at the same time we want them to get an income..."*

According to Engelbrecht (2008:167) investments in human capital development can address inequality and distortions in development outcomes. Since human capital investments encourage job creation and employment, they can be seen as quite relevant in a country such as Namibia where "unemployment is high despite economic growth" (Republic of Namibia, 2014:5). As populations affected by social and economic inequality experience barriers that hinder them from accessing basic social services and the labour market, human capital investments can champion social and economic equality by promoting access to such benefits. There is increasing evidence to show that social workers can aid human capital formation by supporting the creation and expansion of education, nutrition, access to medical care, maternal and child health services (Midgley & Conley 2010:ix).

As a statist intervention, the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:143-4) delineates various responsibilities for employment and job creation to the various government ministries in which the study's participants were employed. For instance, the Ministry of National Youth Service Sport and Culture is tasked with the responsibility "for creating an enabling environment for employment of youth, through the creation of skills training opportunities and general empowerment and employment opportunities" (Republic of Namibia, 2014:143). The Ministry of Gender Equality and Child Welfare is "responsible for increasing employment and training opportunities for women, and ensuring men continue to be represented in all employment sectors including the traditionally female-dominated sectors" (Republic of Namibia, 2014:144). It is quite interesting to note that in spite of this clear delineation of responsibilities in human capital formation across different ministries, some of the analysed

job descriptions do not assign any duties in this regard. For instance, job description A, states rendering developmental social welfare services as the primary purpose of the position but only assigns duties related to administration and rendering therapeutic programmes. Although promoting human capital formation is not explicitly stated in job descriptions B and D, they respectively urge job holders to provide services that reintegrate target groups into social and economic life and to implement effective strategies to assist target populations but do not go into details regarding the means of accomplishing this. Furthermore, the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014) does not highlight any human capital strategies. However, it is envisioned that this draft policy will eventually culminate into a social development policy that will lay down strategic provisions with regards to education, employment creation, food security, housing and health services with a strong focus on the most vulnerable groups (Republic of Namibia, 2014:12).

In spite of this clear omission in participants' job descriptions and in the aforementioned policy draft, state intervention in social welfare matters is of paramount importance. The United Nations (1995) Copenhagen Declaration on Social Development re-ignited the urgent need for states across the world to render social welfare services that put people at the centre of development and address the structural causes of poverty, unemployment and social exclusion with the ultimate aim of enhancing human well-being (United Nations, 1995:5). Within a social development model, the state is seen as a duty bearer primarily responsible for meeting people's needs in partnership with individuals, groups, communities, civil society and the private sector (Patel, 2005:30). Such state intervention in welfare matters stands in stark contrast to the residual model of social welfare which advocates for limited state intervention in welfare matters (Adesiná, 2007:23; Cunningham & Cunningham, 2012:62-65; Kirst-Ashman, 2007:219). However, it is widely acknowledged that residual social welfare practices have adverse social consequences (Ortiz, 2007:10).

Sub-theme 5.2: Social capital formation

The Republic of Namibia (2013:42-44) highlights the strengthening and building of social capital as key development objectives that are crucial for the social cohesion and well-being of the Namibian nation. Findings indicate that some participants participated in projects and activities that promoted either bonding or linking social capital. With regards to bonding social capital, one participant mentioned carrying out two projects that had elements of bonding social capital. The first one was a cooperative venture of HIV positive community members. The community members even named this project 'Kaibasen' which means 'Let's

work together' in their vernacular language to emphasise the importance of cooperation. The second one was a social club intended for school going youths residing in the same community. The following were the participant's words:

> *"Kaibasen…means let's work together…It's a chicken project…for people living with HIV and Aids…we improve their nutrition at the same time we want them to get an income…the other one…is Another Chance Social Club…*[it provides] *alternative activities so that…these…school going children cannot* [do not] *engage in alcohol abuse…But* [in]*…alternative activities such as gym, chess and playing darts."*

Bonding social capital is one dimension of social capital (Policy Research Initiative, 2005:11; Turner & Nguyen, 2005:1693) and has got to do with "closed networks of family and friends" (Turner & Nguyen, 2005:1695). Bonding social capital can be seen as a vital resource that social workers can utilise in promoting solidarity and improved living circumstances of poor and marginalised communities. The Kaibasen project and the Another Chance Social Club were all community based projects that seemed to strengthen the following features: social networks, well-being and participation in community activities (Midgley, 2014:102-3; Midgley 2012:103). However, the Kaibasen chicken project seemed to go an extra mile in promoting self-help, self-determination and economic livelihoods (Midgley, 2014:102-3; Midgley, 2012:103).

Participants also utilised linking social capital as an individual intervention aimed at assisting individuals in accessing services which they deserved but found difficult to access unaided. These services included national identity documents as reflected in the following participants' accounts:

> *"…those ones that do not have national documents, I try to contact the person responsible for administering…birth certificates, then I find out, what can be done, if there is anything missing, I try to find out the reason and try to help them how to go about it."*

> *"…most of them don't even have those papers* [national identity documents] *we refer them to Ministry of Home Affairs first, you know because there is no way that they will be helped without those identification* [documents].*"*

The Ministry of Health and Social Services (2008:101) reports that the marginalised often "lack…national documents necessary for accessing social welfare services." As such,

promoting access to national documents is vital as a lack of identity documents can bar marginalised groups from accessing basic services such as social grants, education and healthcare. Participants reported linking social service beneficiaries to financial institutions and to organisations that assist disadvantaged groups in income generating activities, food assistance and start-up capital for projects. This is reflected in the following quotes:

> "I also…link them with financial institutions so that they can also access credit facilities…you know in government they are always saying the resources are inadequate. So the only way is to link with other…organisations, it can be private, it can be these non, non-governmental organisations…they are willing to help, you know most of these organisations…have a social responsibility."

> "…when it comes to income generating activities, in that aspect I'm not so much involved…for that part, I am not really hands on…I just refer to my colleagues."

> "We actually use referrals, we have non-governmental and other governmental organisations which provide various forms of assistance so we refer accordingly…Like one of the women that we referred…actually got a sewing machine and she is now making dresses and…now has an income."

> "What we normally do is we have one NGO which we can link…them [with] or…just ask them [to] just give them…emergency food parcel[s]…"

> "If I have…a client who comes for one-on-one counselling and then I realise okay, they are not getting what they are supposed to, then I actually… link them to relevant stakeholders…social workers can really be the middle people to link people from the grassroots levels to the service providers."

As seen in the above quotations, the participants reported playing the role of middle people who linked disadvantaged persons with much needed resources which they could not access unaided. According to the Policy Research Initiative (2005:12), "linking social capital describes connections with people in positions of power. Such ties can potentially provide access for individuals and groups to resources from formal institutions." The linking aspect of social capital can be demonstrated through referrals to other agencies or services, including referrals to health professionals, food banks, social services and housing agencies (Health Canada, 2006:31). Linking social capital is vital as many people are still illiterate and marginalised and therefore are unaware of existing social grants and other services that they

qualify for (Noyoo, 2004:367). In relation to linking social capital, three of the four participants' job descriptions highlighted linking social service beneficiaries with outside resources as a key duty of the social work job holder.

Sub-theme 5.3: Social protection

Social protection is one of the statist interventions employed in Namibia to tackle the effects of social and economic inequality. One participant was of the view that the social grants the Namibian government gives to orphans, the elderly and people with disabilities are important in that they can assist marginalised groups in getting an income to start projects, feed their families and send children to school. The following were the participant's words:

> *"...the grants that we provide, they also give an income to start a project or something so that they can feed the children and take them to school…"*

This participant's words seem to confirm the view by social development scholars (Lombard 2008:121; Midgley 2012:104; Midgley, 2014:175) that social grants targeted at poor households contribute positively to development by increasing consumption levels, result in the creation of small household enterprises and promote school attendance. Participants also reported promoting access to social protection mostly through awareness raising initiatives as seen in the following narratives:

> *"These people they are unaware of so many things…it's like you have to raise a lot of awareness for them to understand their rights to understand where to go for example for grants… we do the information sessions…just to raise awareness, in terms of the grant."*

> *"What I…we do is just…to create awareness of the services…that the Ministry gives, and when there is something like…children* [who] *don't have documents we try to liaise with home affairs so that they get the documents and after that, we do the home investigations, we write the recommendations, if the child is in need of care then the child gets the social grant."*

> *"And also some are children, orphans and vulnerable children, you know we look at them, if the person is the age of 60 and not yet getting the pension, the social grant, we refer them to the Ministry of Labour."*

Participants seemed to echo Noyoo (2004:367), who, speaking then, from a South African perspective pointed out that many people especially in rural settings are still illiterate and marginalised and are therefore unaware of existing social grants that they qualify for. Although this situation might have changed within the South African context, participants' views strongly hinted that this statement remains true for present day Namibia. Social protection "provides a set of instruments to bridge the gap between vulnerable groups and the non-vulnerable by diminishing people's exposure to risks and enhancing their capacity to protect themselves against hazards/loss of income" (Ortiz, 2007:53).

The Government of the Republic of Namibia is hailed as one of the few African governments to offer free and unconditional social protection to its citizens (Jauch & Kaapama, 2011:10-11). Social protection arrangements offered by the Namibian government include monthly universal and non-contributory old age pensions, disability grants, child maintenance grants, war veteran subventions and food distributions to victims of natural disasters. Social protection is said to be a critical social development strategy that is "necessary in any society because the benefits of growth do not reach all, and people do not have the same capacity to overcome risks" (Ortiz, 2007:53-54). The International Labour Organisation (2012) in its *R202-Social Protection Floors Recommendation, 2012 (No. 202)*, reaffirms that the "right to social security is a human right."

Theme 6: Theoretical frameworks that guide participants' social work practice

Findings show that a significant number of participants were not aware of any social work theories and thus did not utilise theory informed practice. Other participants however, were quite familiar with the social development theoretical approach and indicated using it to guide their social work practice. The following sub-themes are discussed under this theme: practice not theoretically conceptualised and the social development theoretical framework.

Sub-theme 6.1: Practice not theoretically conceptualised

The findings show that a significant number of participants did not draw guidance from any theoretical frameworks but took whatever course of action that seemed to make the most sense at that time. The following participants' accounts highlight this view:

> *"...not necessarily, I don't know* [of any theoretical frameworks]*...there might be but I am not really sure to be honest, because sometimes maybe we might be even using this* [these] *theoretical framework*[s] *and we don't know."*

"Theoretical approaches? Not really…There are, but I can't really give you a specific one. I just know that when a person doesn't have a birth certificate this has to be done according to the…requirements of Home Affairs."

The majority (three out of four) of the analysed job descriptions do not state the use of theory to guide the job holder's social work practice. However, since the social work profession is underpinned by multiple theories of social work, social sciences, humanities and indigenous knowledge…" (IFSW & IASSW, 2014:para.1), social workers have the obligation to use theory informed practice.

Sub-theme 6.2: The social development theoretical framework

In spite of the fact that some participants did not utilise theory informed practice, others seemed quite familiar with and reported utilising the social development approach to guide their practice. The following are excerpts from the interviews:

"We also…use social development, because by…giving them skills we are trying to promote them to be independent to develop…their communities from the skills that they get here they can also go and use those skills…"

"…social development is…all about…empowering people, advocating for human rights, economic upliftment of people...I think this social development uh, paradigm…Should be promoted and social workers must put it in practice...we have to do away with this remedial social work, that type of social work which was done in the past…where people were just given hand-outs…if you are looking at social development the social worker…is seen as the vehicle of development...not...someone who is just draining resources."

Social work practice that is guided by social development theory and policy is termed developmental social work (Midgley & Conley, 2010:xiv). Looking at the job descriptions, only job description A highlights offering developmental social work as the primary purpose of the job holder's position. However, other than that, this job description does not assign any duties related to human rights based practice, promoting social and economic inclusion, facilitating partnerships and the participation and empowerment of client groups (Patel, 2005:207), which are the key principles of developmental social work. Developmental social work is heralded as "a vehicle that social workers can use to promote social and economic equality" (Lombard & Twikirize, 2014:314). Developmental social work emphasises the

creation of equal opportunities whilst challenging institutionalised barriers that impede certain groups of people from participating fully in the social and economic fabric of society (Midgley, 2010:24).

Theme 7: Challenges that hinder the promotion of social and economic equality

Participants concurred that several challenges stood in the way of social workers promoting social and economic equality in Namibia. These challenges included a serious shortage of social workers, fragmentation of social welfare services, a lack of financial resources and the attitude of social welfare service beneficiaries. Inadequate training in the social development paradigm is also identified as a challenge. These challenges will constitute the subsequent sub-themes.

Sub-theme 7.1: Shortage of social workers

Participants lamented amongst others of being the only social worker employed in their organisation and of being the only social worker deployed to work in a certain geographical region. This according to participants, compromised on the quality of services rendered, the amount of work done and it had a negative impact on social service beneficiaries. The following excerpts highlight participants' views in this regard:

"Being the only social worker at this organisation, I am expected to do quite a number of things…I do community work…reaching to the community at the same time there are clients at the shelter who need my attention every day, counselling and seeing the well-being of the clients on a daily basis and also I am working with schools doing group work…so the burden of work is…a challenge."

"Yes the ratio of clients to social workers…[chuckles] *is not balancing. Like…you find one social worker has to do all that…it might not be possible to really give satisfactory service…"*

"…lack of social workers, you will find like at the clinic, I'm alone and the number of people [clients]*…it's high...At times I may not even end up helping all of them, in a day. And…to be a social worker, you know…it's a broad thing. You are only not helping one case, here you have people in the community, here you have people at the clinic and so forth, you have to attend meetings…you have to do outreach, you have to do home visits, you have to do all those things, at times you know I really feel like that we have to be a lot. Even like to be 10 of us to divide the workload."*

"...and then human resources yes, that's a very big thing, right now we are only three social workers in the [whole government] *ministry."*

"Oh from our ministry... I am alone so it is a bit difficult to...to cover most of the things and...go to the same area, like consistently because I am the only social worker, so that's a major challenge."

"...It is actually a challenge...like now I am on study leave, they [clients] *go to the office looking for my help but I am not there and they have to come back again and these are the people that...already...don't have so much...it is an extra expense again for them to come back."*

The Republic of Namibia (2013:143) buttresses participants' views regarding a critical shortage of social workers in Namibia. It reports that the Namibian population of over two million inhabitants is served by a mere 156 social workers, who often spend their time in administrative duties. Undoubtedly such a handful of social workers appear too few to adequately address Namibia's developmental challenges. Prior to Namibia's independence, welfare officers provided support to social workers but they were eventually done away with due to diffusion of roles and responsibilities (Republic of Namibia, 2013:138). The *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a:30) proactively caters for the shortage of social workers in the country by making provision for the training, recruitment and registration of social auxiliary workers. However, the reality is that slightly more than a decade has lapsed without this provision being put into effect. According to the Republic of Namibia (2013:81), it is now recognised across the African continent that social workers do require support in the form of social auxiliary workers, as a skills shortage can seriously undermine social workers' capacity to respond to social change, development functions and to deliver on social and economic development goals. Drawing from participants' job descriptions, job description A clearly acknowledges and lists a shortage of registered social workers in the public sector as a challenge. Job description D also mentions working alone as a challenge, however job descriptions B and C do not list any potential challenges that could hamper the job holder's social service delivery.

Sub-theme 7.2: Poor coordination in social welfare service delivery

In spite of a massive shortage of social workers, poor coordination in the delivery of social welfare services was an additional challenge listed by participants. This poor coordination was reflected in participants working in isolation, duplication of services and a lack of

financial resources to implement social welfare programmes. The following were participants' views:

> *"It's like I was saying for lack of human resources, I have a client here. Who am I going to refer to in the region? At least if there is a colleague of mine, you know the story I can't refer to* [the ministry of] *gender, gender will tell me no.* [The ministry of] *Health doesn't do the same programmes…"*

> *"…what we do…is within the organisation yes but not specifically with other social workers* [from other organisations]*."*

> *"…most social workers…are scattered in different ministries so we end up duplicating services…it's also a challenge."*

Job descriptions A and D acknowledge the existence of poor coordination in the delivery of social welfare services in Namibia and lists working in professional isolation as an adverse working condition. The *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:10) reports that after Namibia's independence, a number of public sector ministries were created to deal with specific social welfare issues but this only led to the fragmentation and duplication of services and a negative impact on the effectiveness, cost and quality of social welfare service delivery. It is argued that the mere fact that social welfare services are administered by several government ministries working in isolation has resulted in duplication of functions, confusion on the roles and responsibilities of each ministry, inefficiency and ineffectiveness in meeting the needs of client populations (Ministry of Health & Social Services, 2008:101). The absence of a comprehensive national social welfare policy is blamed for the poor collaboration and coordination in social welfare service delivery in Namibia (Ministry of Health & Social Services, 2008:101).

Sub-theme 7.3: Lack of financing for developmental social work

Participants were generally of the view that the overall budget for social welfare services was very little, resulting in little or no funds left for the implementation of projects. The following were the participants' views:

> *"…these are the challenges we face…insufficient funds for income generating projects…the money that is just allocated for social welfare is the least and there is no money at the end you don't have money even to do projects..."*

"You try to put in a programme and they [the employer] *will tell you there is no money, you see? You need to go, let's say like, especially for those marginalised ones, maybe you need to travel to Tsumkwe, there is no money, there is no transport..."*

"After training the resources for us to implement what we have been trained, I think it's a big challenge."

Participants' responses were in line with findings in the *4ᵗʰ Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:175), that a lack of adequate financial resources is a challenge that may hamper the achievement of social and economic goals in Namibia. It recommends increasing financial resources across all levels to improve effectiveness and the efficiency of social development interventions. Job description A does not hide the fact that resource constraints are a huge challenge but it was also interesting to note that one participant reported a discontinuation of funding for social work projects due to the underutilisation of funds. The following were the participant's words:

"...okay we used to have an emergency fund but because…it was underutilised it was discontinued."

The researcher can attribute this failure to fully utilise allocated funds to a shortage of social workers to carry out projects and to a lack of training in implementing developmental projects.

Sub-theme 7.4: Attitude of social welfare service beneficiaries

Participants cited the apathetic attitude of marginalised people as a major challenge that can hamper the promotion of social and economic equality. Participants were generally of the view that some marginalised communities were unwilling to implement self-help initiatives and rather waited for government hand-outs. The following quotations encapsulate this view:

"The…challenge that we face it's…the willingness of the people. You try by all means to bring them something [projects] *but they…are not willing to take it a step further…"*

"…our people are also faced with [an] *attitude* [problem]*…it starts with…the mentality of the people, that I was born impoverished, I will die a poor person…They don't want to take the next step, to really get up and do something* [to improve their circumstances]*…our people are…not…willing to change…they don't even see the*

need of change…they believe in this thing of…let the government give us…we do not want…to promote dependency we want our people…to be independent…to be self-reliant…"

"…most of them [the marginalised]*…just want things to be done for them, they don't want to do themselves, it is even a challenge to go out and gather people just to conduct a meeting. They don't want to work, they want things to be done for them…It is the attitude."*

"The other problem is that there is apathy on the part of those people who must be liberated from these economical [economic] *problems…it's like… they can decide not to, they are not willing to participate so at the end of the day…you cannot force…these apathetic communities…they cannot cooperate."*

The *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014:146) identifies insufficient community participation as a challenge that stands in the way of implementing a social development paradigm in Namibia. As such, it recommends increasing community participation in development programmes, in line with the participative social development approach as this is a key to the success and sustainability of interventions. Furthermore, the document identifies community participation as important for changing cultural attitudes and behaviours that may undermine social development (Republic of Namibia, 2014:175). These findings seem to indicate a strong and urgent need for social workers in Namibia to devote more efforts to community building. According to Midgley (2014:110), community building is primarily concerned with strengthening social capital by mobilising participation in community activities. The researcher is of the view that community building is needed before engaging target groups in any developmental projects and can be very useful in those communities that have apathetic attitudes towards self-help.

Sub-theme 7.5: Inadequate training in the social development paradigm
Although some participants acknowledged receiving training in the social development framework, the concept of social development seemed quite vague to them. This is depicted in the following participant's words:

"…to be honest…I remember, we just had social development as a module that was I think in second year when I was doing my training and it was only for a semester and

> *I don't think it was repeated and maybe in third or fourth year, so the concept of social development is somehow there and* [but] *I don't have much experience with it."*

As the case in the study by Ananias and Lightfoot (2012:205), not all participants in this particular study were very familiar with the social development approach. This was in spite of the fact that a significant number of participants in this particular study received training in the social development approach. Ananias and Lightfoot (2012:205) acknowledge the glaring absence of continual professional development activities on the social development approach in Namibia after social workers graduate from the University of Namibia.

3.12 Summary

Chapter three has provided an overview of the research methodology utilised in the study and a summary of the ethical principles followed. The chapter has explored personal accounts of how social workers in Namibia seem to be contributing towards social and economic equality. Subsequently, the personal accounts were interpreted and analysed using evidence from literature and the document study. Whereas participants' biographical information was presented in the form of tables and charts, the rest of the empirical findings were presented under various themes and sub-themes. The next chapter (chapter four) presents the study's key findings, conclusions and recommendations.

CHAPTER FOUR
KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

This chapter wraps up the research report. It starts off by outlining the extent to which the research goal and objectives were accomplished. It also presents the key findings with regards to social work's contributions in promoting social and economic equality in Namibia. Thereafter, conclusions are drawn and recommendations offered for developmental social work practice in Namibia, and areas for further research.

4.2 Goal and objectives

The goal of the study was to determine social work's contribution in promoting social and economic equality within the Namibian context.

This goal was attained by means of the following objectives:

Objective 1

- To conceptualise social and economic equality and the contribution of social work within a social development paradigm.

This objective was accomplished in chapter two (see sub-section 2.2) where it was demonstrated that social equality and economic equality are interrelated concepts entrenched in the ability to fully access and enjoy second generation rights (IFSW & IASSW, 2014: para.10). The same sub-section also contextualised inequalities from a Namibian and global perspective. In chapter three (see theme 1), participants conceptualised social and economic inequality as unequal access to social and economic opportunities and the uneven distribution of resources. The contribution of social work to social and economic equality within a social development paradigm was highlighted in chapter two, section 2.4. The section presented scholarly viewpoints (Ananias & Lightfoot, 2012:197; Lombard, 2008:122) demonstrating that social work is a significant partner in socio-economic development, the reduction of inequality and the achievement of national development goals through the use of social development programmes, projects and policies. In chapter three (sub-themes 5.1, 5.2 and 5.3), participants reported of the various activities and projects which they implement and deem as significant in promoting social and economic equality.

Objective 2

- To determine how social workers in Namibia are promoting social and economic equality with specific reference to human and social capital formation, increasing cost effectiveness in social welfare, facilitating productive employment and the accumulation of assets.

This objective was meant to determine how social workers in Namibia are utilising various strategies and their associated interventions with the view of promoting equality. The objective was realised in chapter two (sub-section 2.7), where the various practice strategies that inform social development interventions were discussed. The contributions of social workers in human and social capital formation and the accumulation of assets were discussed in greater depth in sub-sections 2.7.1, 2.7.3 and 2.7.4. Social work's contribution in increasing cost effectiveness in social welfare was discussed in sub-section 2.7.2 where the importance of programmes that teach social grant beneficiaries to productively utilise such grants was emphasised. Facilitating productive employment came out in chapter 2, sub-section 2.3, where it was noted that securing productive employment is a major tenet of the residual approach to social welfare. This point also emerged in sub-sections 2.4 and 2.7.7, where the need for effective social development policies to enhance productive employment with a view of minimising equality was highlighted. The objective was also achieved in chapter three where the empirical findings (sub-themes 5.1 and 5.2) demonstrate how participants were engaged in activities and projects that promote human capital, social capital and the securing of productive employment. However, increasing cost effectiveness in social welfare and accumulating assets did not come out clearly in the findings.

Objective 3

- To determine the individual, community and statist interventions which are employed by social workers in Namibia in promoting social and economic equality.

Objective three is closely related to the second objective. This particular objective was addressed in chapter two, sub-section 2.7, which defined interventions as projects, programmes, policies and plans that are deliberately implemented within specific socio-spatial settings (Midgley, 2014:15). The same sub-section highlighted the fact that social development interventions can be implemented to support individual action, community action or can be state initiated (Midgely, 2012:101). Chapter two, subsection 2.7.2 highlighted the various social welfare statist interventions practised in Namibia, such as the

awarding of monthly universal, non-contributory old age pensions, disability grants, child maintenance grants and war veteran subventions. In chapter three, the empirical findings (sub-themes 5.1, 5.2 and 5.3) report on the various projects and initiatives which participants directed at individuals and communities. These included equipping job seekers with the necessary skills needed in job searching such as writing curriculum vitaes, drafting job applications and doing internet job searches. Other projects included training social service beneficiaries in domestic work, welding, carpentry, sewing, handicrafts production, rearing chickens and coordinating a social club. Participants also reported linking social service beneficiaries to the Home Affairs for national identity documents, to financial institutions, to existing income generating and food assistance projects. In addition, participants reported carrying out several awareness raising initiatives aimed at ensuring that social service beneficiaries were aware of all the services they were entitled to.

Objective 4

- To determine the challenges faced by social workers in promoting social and economic equality in Namibia.

Objective four was achieved in chapter two (see sub-section 2.5) where the challenges that stand in the way of implementing developmental social work and thus of promoting social and economic equality in Namibia were discussed. These challenges included the fragmentation and overlapping nature of social welfare services in Namibia (Ministry of Health & Social Services, 2008:101), a serious shortage of social workers and the absence of social auxiliary workers (Republic of Namibia, 2013:138,143). Other highlighted challenges included "long distances to social welfare offices, lack of transport for clients and social workers, a language barrier between social welfare staff and clients, lack of national documents necessary for accessing social welfare services" (Ministry of Health and Social Services, 2008:101). The fact that the *Vision 2030, Policy Framework for Long-Term National Development* (Republic of Namibia, 2004b:135) solely ascribes social work to a mere statutory, micro-level and remedial role in relation to only identifying cases of child abuse and taking corrective action was also highlighted as a challenge. Objective four was also achieved in chapter three (see theme 7 and its associated sub-themes) where participants listed several challenges that could have a detrimental effect to reducing social and economic inequality by social workers in Namibia. These challenges included a serious shortage of social workers, poor coordination in the delivery of social welfare services, poor financing

for developmental social work, apathy of social welfare service beneficiaries and inadequate training in the social development approach.

4.3 Key findings and conclusions

This section presents in a sequential manner, the research's key findings as well as the conclusions that can be drawn from these.

❖ The literature review and empirical findings point to a massive shortage of social workers and that the *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a:30) provision to train, recruit and register social auxiliary workers in Namibia has been largely ignored.

• It can be concluded that skills shortage is a serious challenge that stands in the way of promoting social and economic equality in Namibia.

❖ The findings pointed to a lack of formally adopted policies to guide the delivery and financing of developmental social work in Namibia.

• It can be concluded that the absence of formally adopted social welfare policies can have a negative bearing on promoting developmental social work and thus social and economic equality in Namibia.

❖ The findings show that the majority of participants' job descriptions did not mention the need for the job holder to implement developmental social work; rather they were inclined towards alleviating psycho-social problems.

• It can be concluded that the majority of social service organisations have not yet come on board in support of the government's decision to shift "social services from curative…to a developmental approach…" (Ministry of Health and Social Services, 2010:1). This can be attributed to a lack of formally adopted social welfare policies.

❖ The findings show that not all participants were aware of what constitutes economic rights and hence were unaware of their obligations in upholding these rights.

• Since "the commitment to…promoting social and economic equality starts with knowing what…socio-economic rights are…" (Lombard & Twikirize, 2014:323), it can be concluded that some social workers in Namibia are still unaware of their obligations in promoting integrated social and economic development.

❖ The findings show that *Vision 2030* ascribes social work to a mere statutory and minimalistic role in relation to solely identifying cases of child abuse and taking corrective action (Republic of Namibia, 2004b:135).

- It can be concluded that social work's contribution as a significant partner in Namibia's socio-economic development and the achievement of national development goals (Lombard, 2008:122) is not fully recognised.

❖ The findings demonstrate that participants recognise the potential that the Namibia Social Workers' Association has in terms of ultimately serving as a platform where social workers in Namibia could take unified action against social and economic injustices.

- It can be concluded that given the necessary time and support, the Namibia Social Workers' Association can serve as a unified body which social workers in Namibia could use in advocating for social and economic equality.

❖ The findings point to a lack of continual professional development by social workers in Namibia.

- The researcher concludes that a lack of continual professional development can seriously undermine social workers' effectiveness in promoting social and economic equality in Namibia.

❖ The findings show that participants acknowledge social work's role and are significantly contributing in encouraging productive employment, the expansion of social protection as well as human and social capital formation in spite of several challenges that stand in their way.

- It can be concluded that participants see social work as a significant partner in the promotion of social and economic equality and in the absence of formal social welfare, policies were taking individual strides to enhance the well-being of the marginalised populations they work with.

4.4 Recommendations

Based on the findings and conclusions, the researcher came up with the following recommendations:

✓ **The training, recruitment and registration of social auxiliary workers**

Seeing that the findings point to a massive skills shortage, the researcher strongly recommends that the provision of the *Social Work and Psychology Act 6 of 2004* (Republic of Namibia, 2004a:30) to train, recruit and register social auxiliary workers be put into effect. The University of Namibia, which is currently the only social work training institution in Namibia could possibly play a role in the aforementioned training. In addition, the Namibia

Social Work and Psychology Council should create a conducive environment that encourages individuals to take up training as social auxiliary workers both locally and in neighbouring countries and to register these individuals upon graduation. It is also recommended that social service organisations in Namibia create posts in their structures for social auxiliary workers.

✓ **Finalisation of relevant social welfare policies**

The researcher strongly recommends expediting the finalisation of the draft social development policy better known as the *4ᵗʰ Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014). Namibia has made several failed attempts to compile its own social welfare policy since 1996 (Ministry of Health & Social Services, 2008:101). It is important that this policy be finalised in order to guide social welfare delivery in Namibia as currently there is no uniformity in the provision of social welfare services in the country. The development, revision and implementation of social welfare legislation and policies are identified as strategic priorities that could assist in rectifying this chaos (Ministry of Health & Social Services, 2010:18).

✓ **Integrating developmental social work in all social workers' job descriptions**

The researcher recommends that all social service organisations in Namibia integrate developmental social work into their social workers' job descriptions in support of the government's efforts to shift efforts to developmental social work. Furthermore, existing budgets should be expanded to provide for developmental social work.

✓ **Continual professional development in developmental social work**

Whilst it is commended that the University of Namibia has integrated developmental social work into its undergraduate social work curriculum, it is recommended that continual professional development in the implementation of this approach be conducted in terms of regular workshops and refresher courses. The Namibia Social Work and Psychology Council can impose the mandatory attainment of continual professional development points in developmental social work.

✓ **Recommendations for further research**

Since the study was exploratory, it could be utilised as a basis for further research on the implementation of the social development paradigm in Namibia. Further research could focus on the institutional challenges that stand in the way of shifting focus to developmental social work in Namibia. Although the researcher is cognisant of the fact that Namibia and South Africa are entirely two different countries, the researcher sees a research opportunity in

comparing and contrasting the *4th Draft Situational Analysis on Social Development in Namibia* (Republic of Namibia, 2014) and the *White Paper for Social Welfare* (Republic of South Africa, 1997), currently under revision, in order to draw lessons since these countries both emerged from colonial rule under the apartheid South African regime. Furthermore, the possibility of undertaking a doctoral study linked to the national development plans of both countries could be explored.

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APPENDIX 1

INTERVIEW SCHEDULE

Goal of study: To determine social work's contribution in promoting social and economic equality within the Namibian context.

SECTION A: BIOGRAPHICAL DETAILS

1. What is your job title?

2. What is your highest tertiary qualification?

3. What sex are you?

4. In what age group do you fall?

20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60+

5. How many years of experience do you have as a social worker?

6. In which sector do you work?
    Government ☐
    Non-Profit Organisation ☐
    Parastatal ☐
    Other……………………………

7. In which one of the 14 regions of Namibia do you work?

8. In which one of the following geographical areas do you work?
    Urban ☐   Semi-urban ☐   Rural ☐

SECTION B: QUESTIONS

1. What is your understanding of social and economic inequality?

2. In your opinion, which people are mostly affected by social and economic inequalities in Namibia and which vulnerable groups do you work with?

3. What are some of the social and economic problems experienced by these groups and what could be the contributing factors?

4. What social and economic rights do you emphasise in your work?

5. What strategies and interventions do you utilise in promoting these rights?

6. What theoretical framework(s) guide your practice?

7. What is your experience with the social development theoretical framework?

8. How do you view social work's role in promoting access to the following; employment, skills training, social networks and income generating activities?

9. Are there any local or international platforms that you utilise to form alliances with other social workers with the view of advocating for social and economic equalities?

10. What challenges do you face in your work that have a negative bearing on promoting social and economic equality in Namibia?

Thank you for taking time to answer these questions. If need be, please feel free to contact me telephonically on +264 81 329 1020.

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

APPENDIX 2

Faculty of Humanities
Department of Social Work & Criminology

30/05/2015

Informed consent form

Our Ref:
Student: Peggie Chiwara
Cell phone: +26481 329 1020
Email: pegichiwara@yahoo.co.uk

Dear participant

The information below will attempt to give you all the details that pertain to your participation in this study. It is very important for you to read through all sections, so that you are aware of what you are consenting to. If you agree to be interviewed in this study please complete the consent declaration that you will find at the end of this document. The researcher will make arrangements to collect this form from you after you have stated your willingness to participate in this study.

1. **Title of the study**

   Social work's contribution in promoting social and economic equalities: A Namibian case study

2. **Purpose of the study**

   Promoting social and economic equalities is one of the four key pillars in the Global Agenda for Social Work and Social Development. Considering the lack of documented evidence on social work's contribution in promoting social and economic equalities, this research attempts to explore social work programmes and projects that serve to promote social and economic inclusion in Namibia.

3. Procedures

This research requires your participation in a semi-structured one-to-one interview. This data collection method will enable the researcher to obtain a detailed picture, of your views, and of social work's contribution in advancing social and economic equalities within Namibia. The interview will take about an hour or slightly more to complete. Feel free to choose a location of your choice for this interview, provided that the location is free from noise and any other disturbances. Please take note that the researcher intends to tape record the interview as a measure to warrant that all information is accurately and systematically captured. This recorded information will be handled in a strictly confidential manner. No one else except for yourself, the researcher and the researcher's supervisor will have access to information documented during your interview. In the event that more information is needed, an additional interview will be arranged. Should your geographic location and availability not allow for a face to face interview, provision will be made to conduct the interviews either telephonically or via electronic mail.

4. Risks and discomforts

It is not the aim of this research to solicit from you any information that would put you at risk or cause you any discomfort. However, you are free to refuse to answer any question that may cause you some level of discomfort.

5. Benefits

Participation will not directly benefit participants. However your participation in this study will serve to advance knowledge on social work's contribution in promoting social and economic equalities within the Namibian context.

6. Participants' rights

Participation in this study is fully voluntary. You have an option to withdraw your participation at any point, if you so wish, without any negative consequences for yourself or for your employer. Should you choose to withdraw from this study; all information given prior to your withdrawal will be destroyed and will not be included in this study's findings.

7. Confidentiality

All information gathered in this study is treated as confidential. Only the researcher, the researcher's supervisor and you as the research participant, will have access to information given during your own interview. Your identity will remain anonymous to others and will not be revealed at any stage. Any information about you will have a number or pseudonym assigned to it. Only the researcher will know what your number is and will keep that information under lock and key. Collected data will be used solely for inclusion in this study. In the event that the researcher decides to use the data for any other purposes, your consent will be sought prior to doing so. Upon completion of the study, research data will be securely stored in the Department of Social Work and Criminology at the University of Pretoria for a period of 15 years.

8. Right of access to the researcher

Should clarity on any issue be sought, feel free to contact me telephonically on +26481 329 1020. Alternatively you can email me at pegichiwara@yahoo.co.uk

Consent Declaration

This serves to confirm that I have read and understood the information described in this consent form. I hereby voluntarily consent to be interviewed in the study entitled 'Social work's contribution in promoting social and economic equalities: A Namibian case study.'

Signed by the research participant at _____ on this _____day of_____2014.

_____   _____   _____

Name   Signature of participant   Date

I confirm that the participant has not been coerced into giving consent and that the participant was afforded a chance to ask for clarification prior to giving consent.

Signed by the researcher at _____ on this _____day of_____2014.

_____   _____   _____

Name   Signature of researcher   Date

Department of Social Work & Criminology   Tel: Number   00 27 12 420 2325/2030   www.up.ac.za
University of Pretoria   Fax: Number   00 27 12 420 2093
PRETORIA 0002
Republic of South Africa

APPENDIX 3

REPUBLIC OF NAMIBIA

Ministry of Health and Social Services

Private Bag 13198	**Ministerial Building**	Tel: 061 – 203 2560
Windhoek	**Harvey Street**	Fax: 061 – 222558
Namibia	Windhoek	E-mail: tkakili@mhss.gov.na

OFFICE OF THE PERMANENT SECRETARY

Ref: 17/3/3
Enquiries: Ms. T. Kakili

Date: 06 June 2014
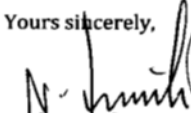
Ms. Peggy Chiwara
P.O. Box 10848
Windhoek

Dear Ms. Chiwara

<u>*Re: Social work's contribution in promoting social and economic equalities: A Namibian case study.*</u>

1. Reference is made to your application to conduct the above-mentioned study.

2. The proposal has been evaluated and found to have merit.

3. **Kindly be informed that permission to conduct the study has been granted under the following conditions:**

3.1 Permission is granted to interview Social workers and to review their job descriptions;
3.2 The data to be collected must only be used for completion of your Master of Social Work (Social Development and Policy) degree;
3.3 No other data should be collected other than the data stated in the proposal;
3.4 A quarterly report to be submitted to the Ministry's Research Unit;
3.5 Preliminary findings to be submitted upon completion of the study;
3.6 Final report to be submitted upon completion of the study;
3.7 Separate permission should be sought from the Ministry for the publication of the findings.

Yours sincerely,

Andrew Ndishishi (Mr)
Permanent Secretary

"Health for All"

APPENDIX 4

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.: ....**8/8**..............................
Your Ref.: ....
Inquiries: ....**Ms. J. Nakuta**

25 April 2014

Mrs. Peggie Chiwara
P.O. Box 10848
Khomasdal
WINDHOEK

Dear Mrs. Chiwara

RE: PERMISSION TO CONDUCT RESEARCH EXERCISE

Your email dated 15 April 2014 on the above-mentioned hereby refers.

The Ministry of Gender Equality and Child Welfare is hereby granting you permission to interview respondents (Social Workers) from the Ministry on their activities and job descriptions for your research as requested.

Upon completion, you are requested to provide a copy of the research report, as the findings will be beneficial to the Ministry.

Yours sincerely

Mr. Erastus I. Negonga
PERMANENT SECRETARY

All official correspondence must be addressed to the Permanent Secretary.

APPENDIX 5

![Republic of Namibia coat of arms]

REPUBLIC OF NAMIBIA

MINISTRY OF YOUTH, NATIONAL SERVICES SPORT& CULTURE

Enquiry:	PM Simataa	30 May 2014
Tel:	061-2706136	
E-mail:	psimataa@mynssc.gov.na	
Cell:	0811275854	

INTERNAL MEMO

Ms Peggy Chiwara

P.O Box 10848

Khomasdal

WINDHOEK

Dear Ms Chiwara,

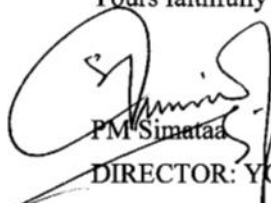**RE: REQUEST FOR PERMISSION TO INTERVIEW SOCIAL WORKERS IN THE MINISTRY FOR STUDY PURPOISES**

Your letter dated 25th April 2014 on the above mentioned subject has reference:

I wish, in the first place, to acknowledge receipt of your letter, and in the same vain apologise for not responding to you promptly as was expected. However, you are hereby officially authorised to carry out your interviews among our officials as was requested for your studies, and wish you

unhindered success in your endeavours. You are further granted permission to view their job descriptions.

Once again, please accept assurances of my highest regard.

Yours faithfully

PM Simataa
DIRECTOR: YOUTH DEVELOPMENT

Cc: Mr S Hoveka: Deputy Director, Training and Job Creation

Mr P Haingura: Deputy Director: R/ Resource Coordination

APPENDIX 6

Department of Human Resources

✉ 59
Corner of 5378 Independence Avenue and Garten Street
WINDHOEK, NAMIBIA

Fax: (+264) 61 290 3212 · Tel. (+264) 61 290 2911 ·

City of Windhoek

ENQ:	Ms CN Lilungwe	**PHONE:**	09 264 61 290 2356
DATE:	06 May 2014	**FAX:**	09 264 61 290 3212
		EMAIL:	cnl@windhoekcc.org.na

RE: APPROVAL TO CONDUCT RESEARCH WITHIN THE CITY OF WINDHOEK
(TOPIC: Social work's contribution in promoting social and economic equalities: A Namibian case study)

This letter serves as confirmation that Ms. Peggie Chiwara, a Masters in Social Work student at the Pretoria University, has been granted permission to conduct her research within the City of Windhoek.

The research, which forms part of Ms Chiwara's curriculum requirements, aims to gather evidence of how social workers in Namibia are contributing to social and economic equality through their work with poor and vulnerable members of the community. The study will be done by means of one-on-one interviews with selected social workers in the City of Windhoek's Community Development division to determine their role in the promotion of social and economic equality within Namibia.

The respondents are therefore requested to render Ms Chiwara their assistance. Should there be any queries, please feel free to contact the Human Resources Development Division on the above contact details

Yours Sincerely

AM Nikanor
MANAGER: HUMAN RESOURCES DEVELOPMENT

All official correspondence must be addressed to the Chief Executive Officer

APPENDIX 7

ECUMENICAL SOCIAL DIACONATE ACTION (ESDA) W/O 122
FRIENDLY HAVEN SHELTER FOR ABUSED WOMEN AND CHILDREN
PO BOX 10081, KHOMASDAL, WINDHOEK
Cell: 0811243010 Fax: 09264 61 251183
email: esda@iway.na

P.O. Box 10848
Khomasdal
Windhoek

Dear Mrs P. Chiwara

**Re: Permission to interview a social work respondent as part of a Master's in Social Work study**

This letter serves to confirm that you have been granted permission to interview one social work respondent from Friendly Haven, as part of your study entitled:

<u>Social work's contribution in promoting social and economic equalities: A Namibian case study.</u>

Please note that permission has also been granted to view the social work respondent's job description. We will greatly appreciate it, if you could share with us your research findings, upon completion of your study.

Sincerely

Mrs Jacky Hoff
Shelter Manager
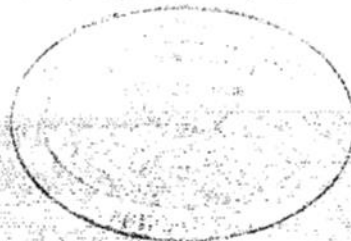
APPENDIX 8

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Research Ethics Committee

3 July 2014

Dear Prof Lombard

Project:	**Social work's contribution in promoting social and economic equalities: a Namibian case study**
Researcher:	**P Chiwara**
Supervisor:	**Prof A Lombard**
Department:	**Social Work and Criminology**
Reference number:	**13291069**

Thank you for the application that was submitted for ethical consideration.

I am pleased to inform you that the above application was **approved** by the **Research Ethics Committee** on 3 July 2014. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof Karen Harris
Acting Chair: Postgraduate Committee &
Research Ethics Committee
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