

Bowie State University

**BASIC INCOME, A RIGHT FOR ALL CITIZENS: THE APPROACH OF  
POVERTY AND EDUCATION IN AMERICA FROM AN ORGANIZATIONAL  
COMMUNICATION PERSPECTIVE**

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By

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## Abstract

The research explores communication processes and functions within organizations. The research relates two programs of interest that compare and contrast within the processes of organizational functions. The two programs discussed in the research examine the issues regarding unstable households, poverty, and low educational attainment as the cause of low income. The research introduces the Basic Income Grant and Alaska Permanent Fund Dividend. The programs are studied in order to bring awareness to the importance of developing the funds, and how it relates to communication within organizations. The method of research is comprised of data comparison. The research identifies factors such as: a comparative case study analysis between the two programs implemented in Namibia and Alaska, the use of media, communication, and processes, the exploration of communication within organizations, how the organizations overcame setbacks, and the relationship of “Framing Theory” and “Modernization Theory” as it relates to communication in the real world.

## Dedication

The thesis is dedicated to those who have fought for life, liberty, and the pursuit of happiness for all living beings on Earth.

## Acknowledgment

I would have never been able to complete my thesis without the guidance of my committee members, and support from my family and friends.

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## Chapter I

### Introduction

As modern technology advances, so are ways in which organizational processes are becoming more used and involved with in the process of dissemination in communities, organizations, and the public. Individuals and organizations alike partake in processes that reinforce organizational development. It's through these processes of communication within organizations that society solves problems within the functions of organizational settings. The study investigates two programs of interest that are explored to bring awareness to the functions of organizations and to demonstrate how these programs developed and worked through processes to achieve desired results.

The research studies two programs that were introduced in Namibia and Alaska. The Basic Income Grant and the Alaska Permanent Fund Dividend explores the setbacks of modern technology and processes when disseminating information to individuals, the community and/or populace. The study explores both policies and politics involved as can be found in the research using "Framing Theory" and "Modernization Theory." Those who discover this topic will find the information to be useful in the exploration within media and its role in the dissemination process in accordance to the role that organizations and media play in publicizing new ideas to the public and its processes. For those seeking a

solution, this research will explore how media and its processes play a role in creating and implementing a feasible model.

Furthermore, this study identifies the organizational methods among individuals, similarities between the BIG and APFD, and the communication usage and processes between organizations. Within the context of a developing world, there are setbacks within transition with some parts of the world in regards with new technology and data. Some of the issues that are explored within the concerns of the programs are: income disparity, Low educational attainment, poor health outcomes, and the depletion of federal funding. Other aspects of the research that will be explored are: development through the use of organizational processes, communication methods used to connect to the audience in disseminating information, and how media and communication was used to disperse income and ideas in both programs in Alaska and Namibia.

The literature that the reader will find on this subject pertains to data that explores economical literature, which consist of creating feasible solutions, such as BIG and APFD. As growing concerns reach the international community, media has conducted roles in disseminating ideas to the public about the Basic Income Grant.

Despite promising results in Namibia, the United States and other countries alike have slowly recognized the benefits of a BIG. Forms of dissemination such as media and organizations are discussed within the theoretical framework, such as “Framing Theory”, and “Modernization Theory.” The theories explore the role of media in dissemination of information and dispersing

information to the public about possible alternatives and new ideas to an uninformed audience. Within the exploration of what modernization is, and how it relates to the growing world, the theories discussed in the research show how organization and communication are used to help distribute funds to Namibians and Alaskans via forms of organizational processes; such as data collection, distribution of funds, and surveys taken within the Otjivero-Omitara community.

The processes involved within organizations bring awareness to developing new approaches for the United States and communities alike, in developing similar organizations to create practical solutions. The research explores such options and organizational processes which bring awareness to such issues. The organizational processes involved are also used to advance organization functions such as schools, hospitals, and the government. The findings of the programs, also explores issues that the organizational functions seek to address such as lack of mental and emotional stability, rise of poverty, unstable households, decrease in educational attainment, and the depletion of governmental funds.

Information such as educational attainment has become an issue over the past decade and gives reason to support the organizations by becoming aware of key issues that not only effect people but organizations. While the United States in 2012 is considered #14 in the world in educational attainment, according to OECD.org, other countries are surpassing the U.S. Could this be due to the country's recent economic problems? This is one of the deficiencies that will be explored within the literature. Those who may find this literature of interest are

teachers, political interest, and those who seek to find a solution to low educational attainment.

While this is a thought-provoking topic, the research will also draw in individuals who may want to know how to solve the root causes of low educational attainment and poverty. The deficiencies within the literature explore both policies and politics and how it all fits into Modernization Theory and Framing Theory. Those who may have interest on this topic may find interest in the processes of media and its role in the dissemination process in accordance with the role played in marketing new ideas to the public. For those seeking a solution to key issues, this will be a great way to explore how communication outlets play a role in implementing feasible models into existence.

### Background

The background discusses the two grants that were implemented, BIG and APFD, and how they were started. The purpose of the background is to ground the research in comparison with the organizations involved, provide more information on the functions that were involved in developing the organizations, and understanding the reasons for their implementation of the grants in the first place.

Namibia is located in Southern Africa, between Angola and South Africa, bordering the South Atlantic Ocean. Namibia's landmass is more than half the size of Alaska. The population of Namibia, as of July 2013 est. is 2,182,852. These numbers are constantly changing due to Namibia's mortality rates due to the AIDS epidemic in the area; so the numbers may differ from July, 2013 estimates. Namibians suffer from

harsh conditions such as long periods of drought, diseases such as malaria and HIV/AIDS, high unemployment rates, and poor sanitation (Central Intelligence Agency, 2014). Due to Namibia's problems, in 2002, the consortium was asked to review the prevailing tax system in the country. A Basic Income Grant Coalition was introduced in the Otjivero-Omitara region in Namibia, one of the hardest hit regions. The proposal for a basic income grant was recommended to redistribute income in Namibia, particularly in Otjivero-Omitara. (Haarmann, 2005)

South African leaders proposed to have a basic grant implemented in their country. Because of the proposal, many organizations raised the issue and focused on a panel to address the concerns: trade unions, NGOs, churches, and a government expert panel on social security proposed a basic income grant. The BIG would work by giving every Namibian up to the age of 60 N\$100 each month. After the age of 60, a Namibian is eligible for state pension. (Haarmann, 2005) With a BIG, each citizen, regardless of income or social economic status was given a monthly grant. The benefits of the BIG are that it increases the ability to improve lives by reducing inequality and poverty (Haarmann, 2005, pp. 13-17). According to Haarmann, "A BIG has the ability to uplift people out of poverty, enabling them to become economically active. Furthermore, it acknowledges that a BIG can facilitate the redistribution of wealth" (Haarmann, 2005, p. 17).

Despite Namibia's past, Alaska's history is very different in comparison to the epidemic that Namibia once faced. In 1967, One of North America's largest oil reserves were discovered. In 1976, the state government voted to dedicate a small portion of yearly oil reserves to the Alaska Permanent Fund (Widerquist, 2012, p. 21). In 1982,

the state government voted to distribute part of the yearly dividend, also called the Permanent fund dividend, to be distributed to every Alaskan citizen (Widerquist, 2012, p. 21).

According to Widerquist, “The Alaskan Dividend is one of the most popular government programs in the United States. The dividend has helped Alaska obtain the highest economic equality of any state in the United States” (Widerquist, 2012, p. 3). While the history of the Alaska permanent fund dividend is short and simple, both the programs implemented in Namibia and Alaska have similar objectives, and both programs show positive results in spite of two different backgrounds, directions, and conditions.

#### Problem Statement

While poverty may be an important issue, so are setbacks within organizational processes. Only by understanding the functions of communication can we develop effective organizations that can tackle such issues. By developing effective organizations, can we solve pressing issues such as poverty, unstable household income, low educational attainment, and a rise in health problems. Despite these ongoing concerns, governments and society are contributing to declining economy. Poverty has not only increased in the United States, but it has also increased within the international community over the past decades. The wealth gap has impacted the nation’s economy and raises risk factors that people must deal with every day. While the problems are becoming apparent in our everyday lives, the research allows us an opportunity to take a deeper look within the cause of the issues and to create possible and feasible solutions to the disturbing factors already listed. What will be investigated and answered

throughout the research are questions that are key in developing organizations and its processes. In understanding modern processes we learn what is missing in which can save and sustain the middle class, possibly lower the rates of income insecurity, and ultimately poverty. This research seeks to explore the following questions:

Research Question 1: What were the processes involved in developing the organizations that formed the funds?

Research Question 2: How does Framing Theory and Modernization Theory relate to Organizational Communications?

Research Question 3: What are the similarities and the differences in the organizations which funded the programs involved?

### Theoretical Framework

In a world that is always transforming and changing, culture appears to be telling a story that reflects the history and trends that currently are taking place. The theories explored take a peek into how in contemporary times people are influenced through framing and modernization. In accordance with the research, two theories will be explored: framing and modernization. These theories will relate to media transformations, development of societies, and how processes influence and develop the communities at large.

### Framing Theory

This study focuses on Framing Theory and how the concepts of framing can be biased in how things are presented. The idea of framing theory uses the central conception of the rational choice theory. Although framing theory correlates with rational choice theory, both theories allow people to strive to make the right decision. According to Fairhurst & Sarr, (1996), framing theory first began in 1987; when Fairhurst joined an organization in which Sarr worked. Both Fairhurst and Sarr talked with many leaders, and asked them to complete questionnaires. Both Fairhurst and Sarr tape-recorded many of their work conversations. The conversations form a portion of the research base of theory. Since the initial study of 1987, both Fairhurst and Sarr observed and spoke about framing communications.

According to Fairhurst & Sarr, (1996), grasping leadership moments is to manage meaning; and managing meaning is having the ability to frame. According to Fairhurst & Sarr, when there is uncertainty, there is the greater maneuverability of the fact of events. Fairhurst & Sarr listed three main components of Framing: Language, Thought, and Forethought. Language being the most apparent component of the skill, the thought component refers to internal framing we do before we can frame with others, and forethought, which prepares us for on-spot framing.

To understand the effectiveness and component of framing; language, thought, and forethought will be discussed even further. According to Fairhurst & Sarr (1996);



- “Language helps in focusing, especially on aspects of situations that are abstract and only vaguely sensed at first.
- Language helps us to classify and put things into categories.
- Because our memory works through associations, language helps us to remember and retrieve information.
- Through metaphoric language, we can understand one thing in terms of another’s properties, and so cross fertilize our impressions” (Fairhurst & Sarr, 1996, pp. 7-8)

According to Fairhurst & Sarr (1996), when it comes to thought; to frame for others, we must first frame for ourselves. When we frame internally, we draw upon our mental models. According to *The Fifth Discipline*, “Mental models are deeply held internal images of how the world works.” (Senge, 1990, p. 174). According to Peter Senge (1990), images, which can range from simple generalizations to complex theories, have an impact on our framing actions, because they affect what we see and what we guide others to see. In the presence of forethought, Fairhurst & Sarr (1996), mentions that “communication becomes spontaneous; spontaneous framing is not when we are about to communicate, but when we are storing our memories” (Fairhurst & Sarr, 1996).

It’s within the components of framing theory that we will explore and relate how framing has played a part in concern with media and information dissemination. On November 15<sup>th</sup>, 2013, a discussion on the topic “Should the government give you a basic income’ just for being alive?” was discussed with economist, Peter Morici and Economic Policy Institute’s Christian Dorsey on the proposal in Switzerland on a basic income.

Host, Melissa Francis, (2013) introduced the topic of a basic income proposal in Switzerland by folding her arms (Melissa, 2013). According to Axtell, (1998, p. 82), folded arms can be observed from some social observers as, “I am taking a defensive approach,” or “I disagree with what I’m hearing.” From this observation, Melissa Francis (2013) is already signaling to the audience on the caution of the idea being presented, or to be skeptical.

As Melissa Francis (2013) was settling down from her introduction, Melissa (2013) asked Christian Dorsey, what was his thought on the matter? Dorsey, expressed his concern with the grant as saying, “we give away money all the time, the problem is, we do so in an inefficient manner” or, “we give away money through corporations by allowing them to have minimum wages that don’t pay livable wages in subsidizing people in social safety nets” (Dorsey, 2013). It’s with some key words such as “minimum wage” or “social safety nets” that set the tone for the positive idea of a possible basic income.

After Christian Dorsey was done, Melissa asks Peter Morici, “How do you respond to Christian’s argument?” Morici (2013), expressed his concern with the grant as saying, “You’re going have to tax the wealthy to subsidize everyone else” or, “look at Obamacare and its mess that’s making” and, “our economists say, if you’re going to give people stuff, don’t give them food stamps, give them cash and let them do as they please. However if you do that, a lot of people aren’t just going to work, they are going to take this minimum income and say, this is what I will do, I will go to the beach and have a good time. Especially very young people, and as they get older and need more money, they will not have the tools or experiences to get anything done” (Morici,

2013). It's with some key words such as "Obamacare and its mess" or, "tax the wealthy" and, "people aren't just going to work"; that Morici (2013) frames a picture and suggest to the audience that having the basic income would be a bad idea, and unsustainable to the economy.

In relation to Namibia, when the basic income grant was being introduced, there was much skepticism in the Otjivero-Omitara community. According to (Haarmann et al, 2008, pp. 43-44), the Otjivero-Omitara residents demonstrated healthy suspicion, which they viewed as short-term gestures and ill-concieved projects; but upon the day of regristration and seletion, the Bishop of the Evangelical Lutheran Church, and Dr. Zephania Kameeta, were able to dispel some of the fears. The assurance of the basic income grant to the community, helped lead to the eventual mobilization of the grant, and the distribution of funds to the Otjivero-Omitara community. This mobilization takes us to modernization theory and how when organizations get together such as those in Namibia and the Otjivero-Omitara community, that society advancement is possible.

#### Modernization Theory

According to Mody (2003, p. 131), modernization theories provide the foundation of knowledge for the initial theories in communication. According to Armer & Katsillis (2001), modernization theory is the process of transformation from traditional or underdeveloped societies to modern societies. A more in-depth meaning, according to Eisentadt:

historically, modernization is the process of change towards those types of social, economic, and political systems that have developed in western Europe and North America from the seventeenth century to the nineteenth and have then spread to other European countries to the south American, Asian, and African continents” (Eisenstadt, 1966, p. 1).

Within the idea of modernization Armer & Katsillis, (2001), points out that the concept does not refer simply to “up to date” or becoming current, but specifies contents and processes of societal changes in the process of national development. While there are different versions of modernization theory, according to Armer & Katsillis (2001), all assume that institutional structures and individual activities become differentiated, integrated into social, political, more highly specialized, and economic forms characteristics of advanced western societies.

While there are different versions of modernization theory, some indirect and direct ideas are;

- “Societies develop through a series of evolutionary stages.
- These stages are based on different degrees and patterns.” (Armer, J. & Katsillis, J., 2001)

It is within the direct and indirect ideas of modernization theory that we will explore and relate how modernization has played a part in Namibia in concern with its development through the program, and communication. In comparison with modernization and communication, organizations were able to create a process to what

would eventually forward the Otjivero-Omitara community into educational achievement, poverty and crime reduction, and the stabilization of household incomes. Further we get to explore the process that was key in distributing the funds to the Otjivero-Omitara community.

The process, according to Haarmann et al. (2008, pp. 43-46), first, speaking to the Otjivero-Omitara community to allay the residential fear to instil trust and to enhance the creditability of the pilot project. Second, the Otjivero-Omitara community embarked in a process of mobilization, conscientization, and self-empowerment in registering the residents. Third, the Otjivero-Omitara community came together to elect a 'BIG Committee' to guide the pilot project; in September 2007, 18 members were elected into the committee at the community meeting which comprised of the nurse, police, local teachers, business people, and community members. Fourth, in September 2007 the committee set a high standard by creating a strict code of conduct, which outlined a number of tasks for the committee and its individual members; the committee then elected "control officers" to educate, conscientize, and empowering the Otjivero-Omitara community.

In regards to the distribution of funds , according to Haarmann et al. (2008, pp. 19-20), on July 31<sup>st</sup>, 2007, The BIG registered the whole community. Every household was visited, all members of the households were identified by means of identification documents. Second, everyone below the age of 60 was registered; all registration was done in one day to avoid in-migration to the settlement. Anyone after the 31<sup>st</sup> of July, 2007 who moved to the community was not eligible to receive the BIG. Third, in August 2007, a fund-raising campaign for the pilot was launched.

With the final report of the BIG, the coalition evaluated the pilot project to assess the impact of the BIG. A four-fold research methodology was adopted, to draw upon four types of data. In the first process of the assessment, a survey of the area was conducted in November 2007. Second, a panel survey was conducted of July 2008, covering those individuals and households within the first survey. The survey was to be completed again in November 2008, June 2009, and November 2009. Third, key information was gathered from those in the local Otjivero-Omitara community. Fourth, Case studies were collected in order to provide a depiction of the life in Otjivero-Omitara (Haarmann et al, 2008, pp. 20-21) .

When it comes to modernization, organization, and communication, a greater understanding comes into retrospect that development, organization and assessments follow a process. It's within this process that we can understand, build, and further evaluate any inconsistencies in any organization or unit; whether it be the family, household, the community, state, or country. It is also important to understand that theories such as framing and modernization show a particular similarity that it's important in its function in the world, whether individually or collectively; and that it is the process that forms and guides perception, people, communication, and organizations.

#### Variable Definitions

**Alaska Permanent Fund Dividend-** An annual dividend or stipend that is shared amongst the Alaskans via the states minerals revenue.

**APF-** Alaska Permanent Fund

**Basic Income Grant-** A basic income grant is a monthly cash grant, or stipend that is paid to its citizens, regardless of age or income.

**BIG-** Basic Income Grant

**Distribution Methods-** A tactic used to distribute funds to the populace.

**Educational Attainment-** The number of years of education that an individual has obtained and completed. This will include the number of years attended in middle and high school, college participation, or the completion of a Associate's, Bachelor's, Master's, or Doctorate degree.

**Income Inequality-** Refers to the extent of which income is distributed among the population in an uneven number.

**Organizational Communication-** A multifaceted area of study that involves issues that relate to skill sets, communication networks, culture, and information management.

### Scope of Study

The research consists of research methods that in this study chronologically frame the collected data into the research. The research explores and discusses a Basic Income Grant and the Alaska Permanent Fund Dividend. As mentioned previously, this study will explore the research questions, use real world examples in related to the theories provided, organizational processes within the two programs implemented, and examine the suitability of the BIG and APFD implemented in Namibia and Alaska. The research will not only focus on the comparative analysis between the two programs implemented in Namibia and Alaska, and healthy approach towards poverty, poor health, mental and emotional instability, income inequality, educational attainment, and

unstable households via the outcomes of the organizations involvement. The reporting of the research will ultimately suggest a feasible solution to the socioeconomic present conditions by understanding organization communications via its functions and comparative analysis.

### Purpose of the Study

The purpose of study is to explore organizational functions and its processes, compare the data between the two organizations such as the BIG and APFD used in relation to its role in developing funds, introduce the idea of feasible grants or similar programs, and show how similar and practical programs are utilized in other communities. The purpose of study is to also bring awareness of how both organizations function in different circumstances and situations, and what organizational functions were used to guide both programs of interest, what were the setbacks, and the outcome of the programs. The purpose of study uses theoretical framework, to bring about a more complete understanding of the uses of the communities involved and media, and how they are relatable to the world and organizations. The purpose of study is to guide future researchers in organizational communications to reconsider functions that go unobserved and to use the communication within the research to consider alternative ideas for feasible programs similar to the BIG and APFD.



### Significance

The research will benefit individuals, groups, and/or communities which are seeking to develop and advance the foundations of their work and/or organizations. The research will assist and be a guide for those who are seeking to understand the processes and/or functions of organizations. The research will appeal to those who may have an interest in developing a basic income, or similar program. The research will be of significance to those who are seeking a solution to poverty, income inequality, educational attainment, communication, and organizational processes. Those who have an interest in organizational communications and economics, basic income grant proposals, and Alaska Permanent Fund Dividend, will find the thesis to be of value, and a key insight to alternative solutions for developing organizations and purposes.



## Chapter II

### Literature Review

#### Introduction

In correspondence to much of the research being addressed, the literature review supports the study with substantial data which further grounds the research being established. The review of literature further explores communications; within this, organizations and their processes will be greatly understood. The review of literature also grounds the study in reviewing the two programs already involved such as the basic income grant and Alaska permanent fund dividend, its distribution methods, and how poverty and low educational attainment has an impact on individuals. Much of the literature explored will provide additional information that may have not been previously observed. The literature explores the phenomenon and the history of the two programs implemented in Namibia and Alaska, and why such programs are becoming of great interest. And finally, the organizations created in Namibia and Alaska correspond with communication and organizational processes, and highlights the creation of the organizations formed. The literature review focuses on bringing awareness, and how organizational processes are formed to create feasible programs.

### Communications within Organizations

We start the review by asking an important question, what is communication? When it comes to organizations, communication is a key component to any function within an organization. According to Zaremba, “Organizational communication is a multifaceted area of study and involves issues that relate to skill sets, communication networks, culture, information management, and the potential abuse of authority” (Zaremba, 2010, p. 4).

Zaremba discusses communication and the processes that occur within organizations. He uses real-world examples of applied communications and practices within organizations. The examples used in *Organizational Communication* explore culture, gender, and globalization within the context of communication. Organizational Communication provides principles and practices of communication in organizations. Zaremba (2010) presents real world problems that assist the reader in understanding the context of communications in organizations. The material focuses on gender, diversity, culture, and globalization; and expands on theoretical foundations (Zaremba, 2010).

Organizational communication will be used to bring understanding in how communication is approached in organizations. Organizational communications are defined differently, and Zaremba (2010) provides information on different communication definitions. Some definitions have their functions explored within the findings of research. The research examines how communication are interpreted, and guided according to organizational communications; furthermore the research

investigates organizational processes as previously mentioned in the theoretical framework.

According to Zaremba (2010, p. 8), communication has a varied of interpretations. Communication to some may suggest speaking, writing skills, and listening. To others communication is perceived as something related to technologies that may be used to facilitate communication; while others may think of internal communication within organization as newsletters, internal memoranda, magazines and printed matter (Zaremba, 2010, p. 8). A few examples of the issues that Zaremba highlights in communication within organizations are:

- “Credibility issues within the organization regarding the ethical foundation of the organizations and the truth of the messages that they receive.
  - Poor intercultural communication reflecting insensitivity, or ignorance to diverse needs and cultural difference.
  - Active “informal” communication network, which may contradict formal communications.
  - The unskilled method or ineffective ways of interpersonally communicating to employees or its members regarding in how poorly or well they are doing.
- “(Zaremba, 2010, p. 8).

The author goes on to define organizational communication as:

- “The study of sending and receiving messages that create and maintain a system of consciously coordinated activities or forces of two or more people.

- The process through which organizations are created and in turn create and shape events.
- The coordination by communication of a number of people who are interdependently related.
- The process of creating and exchanging messages within an organization in order to help that organization cope with the uncertainties of a changing environment.
- The process of creating, exchanging, interpreting (correctly or incorrectly), and storing messages within a system of human interrelationships.” (Zaremba, 2010, p. 16).

Within the spectrum of developing organizations, communication is a key component in the use of explicating theories, methodologies, and concepts in which developing communities present unique challenges in third world countries. Communication explored within the grounds of modernization and systems fulfilling functions, provide experiences for individuals involved (Mody, 2013).

#### Modernization and its Processes

According to Mody (2013), within communication different theories were introduced to explain different eras of communication development in third world countries. Modernization theory; communication became more than just the interplay between the source and receiver; it became a complex system fulfilling social functions. Mass media became important for the modernization of communication. Empathy in

individuals were observed and found to be a key element in the transition from traditional media to a modernized media. Empathy played a role in allowing the individual to operate efficiently in a modern society which is constantly changing. Second it was an essential skill for individuals wanting to move out of their traditional settings. By exposing individuals to new ideas and attitudes, the process of modernization was accelerated (Mody, 2013, pp. 133-134). Modernization and its processes in Namibia are further explored in the theoretical framework.

The literature is used to discuss and explore organizational communications, how processes are applied within organizations, and how organizational communications are expressed within the context of diversity and culture. The review of literature explores the use of definitions within organizational communication to highlight the struggles of communication within and outside of organizations such as Namibia, Alaska, and other similar programs. The use of definitions within the context of communication in organization guides the structure in how communication will be approached and understood within the means of organizational development. According to (Mody, 2003) International and development media communications examines the effects of globalization and explores international and development communication. The material revolves around the idea of media organizations and the conditions in which they have been used. The first portion of the material covers international communication, the second portion focuses on development communication applications.

### Basic Income Grant and Namibia

The research explores the basic income grant, where the idea originates from, how the grant would work, why the grant is needed, and what are the benefits of the grant. *Towards a basic income grant for all* discusses the implementation of the basic income grant in Namibia. The material puts into context the after effects of the BIG. Personal stories are shared in the material to discuss the success of the basic income grant. The material discusses the relationship between the farmers and town's people, daily life, problems, poverty, unemployment and survival (Haarmann et al, 2008). According to Haarmann, the text summarizes the implementations of a basic income grant, in the Namibian village of Otjivero-Omitara. Haarmann presents a compilation of resources in order to inform policy makers and civil society role players about the details for a BIG located in Namibia, Otjivero-Omitara village. The research will be used to address questions about the validity of the BIG, and its impact on the Namibian's.

### Alaska Permanent Fund Dividend

According Widerquist (2012):

The Alaska Dividend is one of the most popular government programs in the United States. It has helped Alaska attain the highest economic equality of any state in the United States. It has coexisted with, and possibly contributed to, the state's growing and prosperous economy” (2012, p. 3)



Widerquist (2012) discusses the feasibility of creating a suitable model of the Alaska fund, called the Alaska Model. The Alaska Model comprises of three elements: Having a resourced based economy, which is put into some form of permanent endowment, and the returns which are distributed as cash payment to all citizens or residents (Widerquist, 2012, p.4)

The Alaska's Permanent Fund Dividend discusses the Alaska Permanent Fund (APF) and Permanent Fund Dividend (PFD) as a model both for social policy and resource policy. The material explores whether other states or nations would benefit from Alaskan style type of dividend.

#### Similarities and differences between the BIG and APFD

In comparison, the Basic Income Grant and the Alaska Permanent fund have many similarities, while exhibiting some clear differences. Some of the similarities between the two programs are: organizational methods and results. Widerquist (2012) explores the "Alaska Permanent Fund Dividend" and its effects on the economy of Alaska which is one of the states of America. Widerquist (2012) also examines the suitability or possible implementation to a large population and or the United States. Widerquist (2012) also explores resource policy and social policy, and how other jurisdictions could create similar funds and dividends that would support other states, nations, or regions compared to the Alaskan-Style Dividend, (Widerquist, 2012).

Haarmann (2008) discusses similar occurrences of the Basic Income Grant, its methods, and the community. Haarmann (2008) discusses the possible implementation

of applying the BIG to a larger community and the increase of migration from other cities to Otjvero-Omitara. The similarities between the two programs exist within the arguments of migration, and how to deal with those who move into the state or community, to have a share of the two programs of wealth being distributed. According to Haarmann, the town of Otjvero-Omitara has had an inflow of immigrants since November 2007; compared to July 2008, there was an increase in households showing that there were a great deal in migration increase to receive a monthly stipend (2008, p. 38).

Wilderquist (2012), discusses the occurrences of the Alaska Permanent fund Dividend, its methods, and the results of increased economic activity and migration, since the implementation of the Alaska Permanent Fund Dividend. According to (Wilderquist, 2012, p. 117) U.S. citizens can move to Alaska at any time, requiring the individual to be treated as a full citizen as soon as they establish residency.

#### The processes of distribution and disbursement of both programs implemented.

When it comes to Namibia and the basic income grant, the area of Otjvero-Omitara was used as the grounds to start the project. Within the BIG, the literature delves into how the basic income grant was distributed, disbursed, and how personal information was collected. According to Haarmann (2008, p. 37), Otjvero-Omitara was picked due to its low-income; the sample for the evaluation study was randomly drawn, covering about 50 out of 200 households; having a sample of 398 individuals. The process of selection is further explored in the findings and methods of developing organizations which includes communication processes.

Because there was much speculation within the Otjivero-Omitara community, the BIG coalition had to instill trust, and enhance the credibility of the project. This was a way to disseminate information about the new project to the populace of the Otjivero-Omitara, (Haarmann et al, 2008). The BIG Coalition had collected data by registering the whole community in July, 2007 by visiting all members of every household, identifying by the means of collecting identification documents. Everyone under the age of 60 was registered under the BIG. Those who moved to the area of Otjivero-Omitara after July 31<sup>st</sup> were not eligible to receive the BIG (Haarmann et al, 2008, p. 19).

In conjunction with the Alaska Permanent Fund Dividend, The dividend was manifested out of Alaska's oil wealth that was discovered in 1967. Becoming publically known about the newly discovered oil reserves, the state of Alaska voted to dedicate part the oils yearly revenues to a state investment. (Wilderquist, 2012). According to (pfd.alaska.gov, 2002), the website allows for those seeking participation within Alaska's yearly stipend, to register online as a resident living in Alaska. Unlike Namibia, the Alaska Dividend is by choice and media is used to disseminate information about the Alaska dividend.

### Poverty and Its Effects on Educational Attainment

Teaching with poverty on mind, examines how poverty effects children, families, and communities across the United States. Jensen (2009) seeks to improve achievement and life readiness of economically challenged students. Jensen argues that long term exposure to poverty can result in detrimental changes to the brain and that although the brain's ability to adapt from experiences; means that children can have

social and academic success. Jensen (2009) suggest that when a brain is susceptible to the positive effects of a rich and balanced learning environment, students are able to develop caring relationships, and build student-esteem, resilience and character. (Jensen, 2009). According to the The Raw Story, hosted by Sen. Sanders, Sen Sander's asked, "What is the physiology of stress and poverty?" The discussion talks about how poverty has had an effect on the body and how it reinforces stress. Sen Warren goes on to say that those who are above the poverty line, are able to purchase goods and sustain health, which becomes luxuries for those in poverty (The Raw Story, 2013).

Books (2004), discusses the effects of poverty on education; and states that poverty is an educational issue (Books, 2004). Books, focuses on the reasons why poverty is an educational issue, and highlights the problem such as poverty effects on children's physical, emotional, and cognitive development. Books (2004) scrutinizes and reexamines the ideas of poverty in current time.

The odds that an adult from the age of 20-34 years old will attend higher education is low, if his or her parents have not completed upper secondary education because of the strong connections to employment, earnings, overall health, and the well-being of the individual. Education is a key component in fighting inequalities in societies. According to oecd chart, (OECD, 2012, p. 105) the United States falls below the average in the participation in higher education attainment, with parents who have low levels of education in the year 2009.

According to Dahl & Lochner (2012), poverty is connected with increased levels of parental stress, poor health, and depression, which might negatively affect parents' ability to nurture their children (Dahl & Lochner, 2012). It's reported that low income

parents report of having a higher degree of aggravation and frustration with their children; these children are most likely to have poor verbal development and exhibit higher levels of hostility and distractibility in their classroom. Dahl & Lockner (2012) has reported in their research, two income transfer programs in Canada and the United States that found evidence that income transfers improve a family's emotional well-being (Dahl & Lochner, 2012).

According to Barry (2005), low socioeconomic status (SES) groups had a higher percentile of students with disabilities than those in High SES groups by 6.96% vs. 4.15%. Students that are in the high SES group spend more hours per week on homework than those who are in the low SES group, 11.72% vs. 9.72. The findings of the research estimated that those who were in low SES groups were most likely to have a higher number of siblings, (low=2.6%, mid=2.3%, high=2.0%). Those in high SES groups, tend to have more family resources (high=8.45%, mid=7.69%, low=6.39%), had more family discussions, participated more in family activities, and had more family rules.

The literature of review has analyzed the occurrence of poverty and its effects on children and educational attainment. This builds upon the evidence that poverty, and unstable households are detrimental to educational attainment in children, families, and communities around the United States, and supports reasons to why it's important to understand how organizations are developed to tackle such issues. These pressing issues furthermore explore organizational development and its processes. The video broadcast is to be used to discuss the importance of how poverty has an effect in the population of the United States; and that other countries have better social programs,

which help buffer the potential adverse impact on families. The material on poverty and schooling in the U.S, seeks to bring understanding to everyone to take into consideration to undertake the emotional and intellectual work of learning more about social causes, and life-altering consequences of poverty.

OECD (2012), provides data and statistics on relevant information on the state of education around the world, also providing data on the structure, performance of education, and finances. The data used from the statistics measure educational attainment around the world; suggesting what countries and regions are improving and or declining. The data will be used to bring understanding of the decline of educational attainment in the United States.

The effect of socio-economic status on Academic achievement examines and addresses the importance of student test scores by exploring the different factors that influence test scores. Some of the factors that are taken into consideration are, student role performance, family, school, and peer influences. The research has found that socioeconomic conditions have had an impact on test scores. The study will be used to bring awareness of the socioeconomic status on higher and low income families and their results; to bring understanding to why such organizations as those implemented in Namibia and Alaska were formed in the first place.

#### The impact the BIG has had on poverty rates and educational attainment

According to Haarmann (2005), the impact that the basic income grant had on the Namibia population, showed significant growth (p. 63). According to the July 2008 survey, in comparison to the November 2007 survey on the same children involved,

many children were now attending school, the ability to pay school fees, improved health, and improved facilities. Before the Basic Income Grant, (BIG) was introduced, children were no longer able to go to school due to hunger or not being able to pay for school fees, (Haarmann, 2005).

Haarmann (2008) brought clarification on the myths of a basic income grant that countries have on the basic income grant. (Haarmann et al, 2008, p. 96) has noted that from November 2007 to July 2008, the share of malnourished children had dropped from 42% to 17%. The amount of children not attending school had dropped by 50%.

In Alaska, Similar results were reported. According to (Widerquist, 2012, p. 53) the dividend generates about 7,000 jobs, 1.1 billion in personal income in 2010, and increases in population of 12,000. According to Goldsmith (2002), in some reports, while there are no real measurements, and the Alaskan people view the Alaska Permanent Fund Dividend as an entitlement, it can't be ignored that the dividend has reduced poverty and inequality of the distribution of income in the political climate.

### Conclusion

In conclusion, the literature examines communications, how communication is defined, the different types of communication issues within organizations, modernization and how individuals go through a process, some history of both programs implemented in Namibia and Alaska, issues regarding educational attainment and the reasons for the development of such organizations to combat poverty, and methods encountered with each program. The Literature establishes the framework for comparison and analysis in the research, such as: communication, modernization

processes, what is a BIG and APFD, and its links to poverty, educational attainment, income inequality, unstable households, and socioeconomic effects on mental & emotional wellbeing.



## Chapter III

### Methodology

Multiple sources of data are used in the research, which comprise much on data comparison analysis. The majority of the research is conducted through multiple forms of data, such as public documents, private documents, journals, online sources, official reports, and videos. Once all the sources were collected and reviewed, the data was organized into themes and categories that shape the research.

Holistically, the research focuses on the problem and solution. The initial objective is to discuss, explore, shape, and ground the research with proper research methods. Because the research is a qualitative research, methods vary. Because the research has no subjects or surveys, the research is limited in its scope. Some of the methods that are used in the research are:

- Comparative analysis
- Collecting Document studies
- Collecting Public records
- Observing Personal documents

Comparative analysis method within this research is used to establish an organizational scheme that highlight the use of the two programs implemented in Namibia and Alaska. The method is also used in a way that build upon a framework of the research which organize the data collected, and put all the data in a chronological

order. Document studies, Public records, and Personal documents are used within the research. Documents and public records were collected and analyzed. Personal documents were used within the research to explore the usefulness of the data obtained.

As mentioned previously, because there will be no participants involved or surveys used, the research has its bases in comparative analysis which is used to observe, analyze, compare, and structured to provide clear data in a chronological order throughout the research. The research methods listed create a framework to answer the research questions.

## Chapter IV

### Findings

#### Introduction

Furthermore, the research focuses on the feasibility of implementing a basic income grant in a much larger community or state. The research discusses the Basic Income Grant implemented in Namibia, and the Alaska Permanent Fund Dividend implemented in Alaska. The research of study, answers the research questions, explores what is defined as communication, the comparison between the BIG & APFD, poverty and its effects on educational attainment, and organizational communication in context with both programs implemented. Ultimately, the research brings clarity of why a BIG form of program is needed; how the program has affected the populace, introduce a feasible alternative or idea in how to combat poverty, and how other communities and states have experienced the BIG for support and effort of implementing a feasible idea to the populace.

#### Comparative Analysis

##### Alaska Permanent Fund Dividend and Basic Income Grant in Namibia

Both the Alaska Permanent Fund Dividend and the Basic Income Grant implemented in Namibia both have similarities, and their differences. What will be discussed are the findings of those similarities and differences, so that we may have a clear concept of both programs. Exploring the similarities and differences of both

programs will suggest alternatives to poverty, suggesting a feasible program alternative, and how organizations are formed to introduce and implement both the APFD and BIG.

According to Widerquist, (2012, p. 17) The Atlantic Richfield company had discovered oil near Alaska's northeast Arctic coast, known as Prudhoe Bay. Due to outside interest in Alaska's newly discovered oil reserve findings, fear arisen about the longevity of its resources; and thus the moral of the findings of the oil were put into question Widerquist, (2012). The APFD was introduced under the premise of the idea "The legislature shall provide for the utilization, development, and conservation of all natural resources belonging to the state, including land and waters, for the maximum benefit of its people" (Widerquist, 2012, p. 19).

According to Widerquist, (2012, pp. 19-20), in October of 1969, a New York Investment Banker suggested a creation of a "perpetual fund" from which the legislator could appropriate the earnings. In 1975, the governor of Alaska vetoed a bill that would establish a fund by statute; but in 1976, the legislator and voters created the fund by a constitutional amendment. It was with the APFD that at the end of each calendar year, each Alaskan citizen would receive a check. The dividend is not designed to provide a "basic Income" to all Alaskan citizens; but rather it's an equitable distribution of the earnings from the natural resources owned by the citizens of the state collectively (Widerquist, 2012, p. 53).

According to Haarmann (2005), the idea of a basic income grant was considered in combating poverty and inequality in Namibia. The grant would be financed out of an increase in direct taxes designated for a universal income grant. "Namibia is one of the most unequal societies in the world" (Haarmann, 2005, p. 20). The basic income grant

is a monthly cash grant that is paid of (N\$100) to each Namibian citizen by state; regardless of age or income, Haarmann (2008). According to Haarmann (2008), the Namibian Tax Consortium made the proposal for a BIG for Namibia in 2002. The proposal recommended that every Namibian receive a cash grant.

Table 1

## The similarities between the APFD and BIG

Alaska Permanent Fund Dividend	Basic Income Grant
<ul style="list-style-type: none"> <li>• APFD provides a grant to all citizens residing in Alaska.</li> <li>• Government sponsored.</li> <li>• Grant Applied to small economy, such as Alaska.</li> </ul>	<ul style="list-style-type: none"> <li>• BIG provides a grant to all citizens residing in the Namibian village of Otjivero-Omitara.</li> <li>• Government and organization sponsored.</li> <li>• Grant applied to small community, of Otjivero-Omitara.</li> </ul>

Table 1 explains the similarities between the Alaska Permanent Fund Dividend and Basic Income Grant. In Alaska, the APFD provides a stipend to every Alaskan citizen each year. The Alaskan government has assisted in funding the APFD. The APFD is only applicable to the state of Alaska. Only Alaskan citizens may receive portions of

the revenue produced from the oil reserves. In Namibia, the BIG only provided a stipend to only Namibians who reside in the village of Otjivero-Omitara. The Namibian government, Namibian Tax Consortium, and community were involved in funding the BIG. Though Namibians were allowed to receive the stipend each month, only those in the village of Otjivero-Omitara was able to receive the stipend of the time of data collection. Anyone outside the city that moved to the village was not allowed to receive the stipend each month. What both programs have in common is that both funds are sponsored by the government. Both the government of Alaska and Namibia distribute the funds to the populace, and both the government have a small population to fund the grant to.

Table 2

## The differences between the APFD and BIG

Alaska Permanent Fund Dividend	Basic Income Grant
<ul style="list-style-type: none"> <li>• Grant sourced from Natural resources.</li> <li>• Citizen receives grant once a year.</li> <li>• The amount of the yearly dividend changes every year.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant sourced from Tax.</li> <li>• Citizens receives grant once every month.</li> <li>• The amount of the monthly grant stays the same.</li> </ul>

Table 2 explains the differences between the Alaska Permanent Fund Dividend and Basic Income Grant. The stipend is funded by natural resources such as oil. Depending on how much revenue is earned from the oil reserves each year, the citizens of Alaska acquire a partial amount of the revenue funded by the APFD. In Namibia, the BIG provides a grant to all citizens residing in the village of Otjivero-Omitara. The residents of Otjivero-Omitara receive a stipend each month. The stipend is funded by the Namibian Government's Tax Commission (NAMTAX). The stipend is set at a stable rate, so that the residents of Otjivero-Omitara can use the funds to rebuild their lives, and their community. The clear difference between the APFD and BIG, are that the grants are not sourced from the same fund. One source is funded from oil reserves, while the other fund is sourced from taxes. Another clear difference, is that the APFD fluctuates, while the BIG stays the same.

#### Poverty and Effects on Educational Attainment

It's in the welfare of the people, with both programs implemented, that organizations seek to better the citizens of those involved with the APFD and BIG grant. For the concern of Namibia, poverty and educational attainment are closely related, and it's here that poverty and educational attainment will be discussed to further support for the feasibility of implementing a similar program; either it be in the United States, another country, or local states and communities.

According to Jensen (2009, p. 6), the definition of poverty is, "chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind, body, and soul." While Jensen continues with his approach of poverty, he mentions the different types of meanings and definitions it has for different people,

such as; situational poverty, generational poverty, absolute poverty, relative poverty, urban poverty and rural poverty.

According to Jensen (2009), there are effects of poverty. Poverty involves a complex range of risk factors that adversely affect the population in many ways. The four main risk factors are; emotional and social challenges, acute and chronic stressors, cognitive lags and health and safety issues (Jensen, 2009, p7). According to (Jensen, 2009), poverty and its risk factors are harmful to the physical, socioemotional, and cognitive well-being of children and their families.

According to Jensen (2009), poorer children are exposed to adverse social and physical environments. Lower income neighborhoods are likely to have lower quality social, public, and local services. In poorer homes, children tend to experience more crowded and deteriorated spaces, noisy environments, and a greater number of safety hazards. While childhood should be a time of self-exploration, much of the energy is spent struggling to survive and finding out less about the world (Jensen, 2009).

According to Jensen (2009), Studies of risk and resilience in children have shown that family income correlates significantly with children's academic success, especially during the preschool, kindergarten, and primary years. (Jensen, 2009, p.10) Due to issues of health care, transportation, and family care; high tardy rates and absenteeism are common problems amongst poorer students (Jensen, 2009).



### Organizational Communication in Context with both programs implemented

In comparison between the Alaska permanent fund dividend and the basic income grant, both programs had organizations which either have funded and or supported the idea. If it weren't for the organization and communication aspects of putting together the program, the funds wouldn't exist to make the programs what they are today. It is within this research that the APFD and BIG will be explored, compared, within the functions of organizational communications. It's within this research that organizational communication will be explored through organization involvement with the programs.

While it's harder to identify Alaska's organizational functions, from what we know according to Widerquist (2012), Alaska is one of the most popular government programs in the United States. According to Widerquist (2012);

The APF is a sovereign Wealth Fund (SWF) - a pool of assets collectively owned by members of a political community usually invested into interest-generating investments. It was established by a constitutional amendment that did not specify what was to be done with the returns to the fund. The PFD is the policy of devoting the APE's returns to a dividend for all Alaskan citizen residents. It was created by a simple act of the state legislator (p. 4).

Much of the communication that had taken place within the Alaska government during the implementation of the APFD had occurred within the legislator.

In 2002, the Namibian Government's Tax Commission (NAMTAX) proposed a universal grant to be financed out by the progressive expenditure tax on the affluent. A cross-section of the Namibian society, political opinion, and all walks of life, had set up

a Coalition to promote a BIG for all Namibians (Haarmann et al, 2008). The Coalition had brought many organizations together, such as; Council of Churches (CCN), trade unions represented by the Namibian Union of Namibian Workers (NUNW), The Evangelical Lutheran Church in the Republic of Namibia (ELCRN), the Namibia Network of AIDS Service organization (NANASO), and the Desk for Social Development (DFSD) which is in charge of the legal administrative and financial home responsible for the implementation of the BIG Coalition (Haarmann et al, 2008). Much of the Namibian community such as; individuals, local businesspeople, churches, donors, and international agencies gave encouragement and support.

Table 3

Similarities between the organizations, and fund implementation.

Alaska – Alaska Permanent Fund Dividend	Namibia – Basic Income Grant
Government proposed by the Legislator	Government proposed by the Namibian Government’s Tax Commission (NAMTAX)

Table 3 show the similarities between the organizations, and the fund implementation are that in Alaska, the government proposed the APFD through the legislator. On the other hand, the Namibian Government Tax Commission proposed the fund. What both have in common is that both funds went through a process by proposing the APFD and BIG.

Table 4

Differences between the organizations, and fund implementation.

Alaska – Alaska Permanent Fund Dividend	Namibia – Basic Income Grant
<ul style="list-style-type: none"> <li>• Alaska community not involved, only Government and Legislator.</li> <li>• Less communication between populace and government.</li> </ul>	<ul style="list-style-type: none"> <li>• Namibian Government's Tax Commission (NAMTAX), and community involved.</li> <li>• More communication between the populace and government.</li> </ul>

Table 4 show the differences between the organizations, and fund implementation was that in Alaska, the community were not involved, for oil was a private matter. Also the Alaska legislator did not share as much information to the public about the APFD. In Namibia, the Namibia Tax Commission was very much involved with the community, for the concerns of the village were everyone's problem due to the poor conditions already present. Also communication between Namibian Government's Tax Commission was shared a lot, to reduce the uncertainties of the village of Otjivero-Omitara. The clear differences are, there are limitations to how much information is being disseminated to the populace.

Overall, due to Alaska's style of government, and oil reserves, much of the business was kept amongst the affairs of the government. Due to Namibia's problems, and greater concern, communication was exchanged amongst those who may want to be involved with the grant.

Comparison of the BIG and similar programs implemented in communities and organizations.

In comparison between the APFD in Alaska and BIG in Namibia, there are other similar or like programs that have been implemented in various communities and countries. Like Alaska and Namibia, Other countries such as India and Brazil have been implementing the BIG like programs, and communities such as Cherokee Indians. The findings between the grants and organizations show a contrast and similarity between the organizations implementations of the grants and the findings.

While much of Alaska and Namibia were discussed in the findings, it would be great to explore other organizations who have implemented similar programs. In 1996, the Eastern Band of Cherokee Indians opened a casino in North Carolina's Great Smokey Mountains. The tribe proposed to distribute a proportion of the profits equally among 8,000 members (Velasquez-Manoff, 2014). By 2001, the profits for each individual amounted to \$6,000, the number of Cherokee Indians living below the poverty line had declined by half (Velasquez-Manoff, 2014).

The results from the stipend had significant outcome in the Cherokee community. According to Velasquez-Manoff, (2014), Minor crimes committed by the Cherokee youth declined, on-time high school graduation percentage improved, and

parenting quality had improved. The grant came from the concern to address the risk of psychiatric disorders, and emotional and behavioral problems (Velasquez-Manoff, 2014).

In India, two pilot projects on cash transfers were implemented in nine Madhya Pradesh villages; from June 2011 to January 2012. The projects were conducted by trade union body SEWA Bharat and UNICEF (Seetha, 2013). According to (BIEN, 2013), the cash grants led to increased spending on essentials for school; increased spending on medical treatment; families were more likely than others to have enough income for their daily food needs; increased in labor and work; and cash grants led to an increase in savings.

In Brazil, a similar program was implemented called the Bolsa Familia. The BF was launched in 2002 under President Luiz Inacio Lulu da Silva (Rapoza, 2013). According to Rapoza, (2013), in a period of ten years, the average amount of Bolsa Familia benefits had increased from R\$73.70 to R\$152.35 per month; which is the equivalent of \$30 to \$65 dollars a month. The study of Brazilian Institute of Applied Economic Research (IPEA) in October showed that the program was responsible for a decline of 28% of extreme poverty in Brazil in the past decade (Rapoza, 2013).

Table 5

Comparing results from similar programs

Cherokee Indian Tribe	India	Brazil
<ul style="list-style-type: none"> <li>• Minor crimes committed by the Cherokee youth declined</li> <li>• On-time high school graduation percentage improved,</li> <li>• Parenting quality had improved</li> </ul>	<ul style="list-style-type: none"> <li>• Increased spending on essentials for school</li> <li>• Increased spending on medical treatment</li> <li>• Families were more likely than others to have enough income for their daily food needs</li> <li>• Increased in labor and work</li> <li>• Cash grants led to an increase in savings</li> </ul>	<ul style="list-style-type: none"> <li>• A decline of 28% of extreme poverty in Brazil</li> </ul>

Table 5 compares the Cherokee Indian Tribe, India, and Brazil. The table shows the results from similar programs implemented and the funds effects on the people involved with the stipends. Successes have ranged from minor crimes that were committed had declined by the Cherokee youth, there were increase in labor work in India, and there was a decline of 28% of poverty in Brazil.

While the Cherokee Indian Tribe, India, and Brazil have shown positive results; Namibia has also had positive effects from the BIG. In comparison between Alaska and Namibia, results from Alaska were non-attainable due to its policy to not get involved in the affairs of the citizens; and while the oil reserves were more privatized, information regarding the usage of the stipend from the funds was not shared to the public. While According to Widerquist, the only data we have that shows the positive effects of an improving economy in Alaska, is when stores around at the end of the year began to advertise about the APFD and how the funds could be used at their participating stores. In Namibian, the BIG had a major impact on the village of Otjivero-Omitara; only after 6 months after the implementation of the BIG, malnutrition in children under had dropped from 42% to 17% for 35 children observed under the age of 5 years; food shortages on a daily bases had dropped from 30% to 12%; after the introduction of the BIG residents were able to come to the clinic for treatment, the clinics income had risen from N\$ 250 to N\$ 1,300; the BIG had facilitated an increase of employment and income; since the implementation of the BIG, the number of children not attending school due to financial

reasons had dropped by 50%; since the BIG was introduced, crime had fallen by over 20%.

Table 6

Comparing results from the APDF and BIG

Alaska – Alaska Permanent Fund Dividend	Namibia – Basic Income Grant
<ul style="list-style-type: none"> <li>• Alaskan citizens able to spend money at participating retailers.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with malnutrition under the age of 5 years, had dropped from 42% to 17%</li> <li>• Food shortages on a daily bases had dropped from 30% to 12%</li> <li>• Low school attendance had dropped by 50%</li> <li>• Crime had fallen by over 20%</li> </ul>

In comparison between the APFD and BIG and its effects on the people involved, the BIG by far, has had a major impact on the social security of its people.

Results from the tables

The first table presented demonstrates the similarities between the two grants formed. The two grants show what processes were involved in funding both populations; such as the Alaskan and Namibian government sponsoring the programs which developed the funds, and the size of the state and community. The differences presented in the table 2 show how the organizations differ in their approach to funding the



population. Table 3 Show how both Alaska and Namibia were similar in their approach in developing the funds. The organizations had functions which guided the processes such as Alaska having a legislator, or Namibia having a Government's Tax Commission. Table 4 shows the differences in both the organizations approaches, such as; the Alaskan community not being involved, while the Namibia community was involved, or how much communication was involved between both the organizations and the populace. Table 5 compares results from other similar programs and their results. While table 5 shows only the results from the other programs such as Cherokee Indian Tribe, India, and Brazil; the findings report on how these organizations got started, their functions, and the different backgrounds that these programs and organizations were formed.

### Conclusion

In conclusion, the researched investigated and explored the findings of the Alaska Permanent Fund Dividend in Alaska, and Basic Income Grant in Namibia. The researched had explored the similarities of both programs implemented and their differences. From an organizational communications perspective, the programs were compared and contrasted in how both organizations implemented both funds possible for implementation. At the same time, the research had suggested reasons for such implementation of APFD and BIG by investigating the correlation between poverty and educational attainment; also establishing the need to explore how other organizations tackled similar situations. While both the APFD and BIG findings were discussed, other similar programs were explored; showing how organizations were able to create

feasible programs for small and large communities. Overall, the findings were able to explore outcomes of each program and those involved.

## Chapter V

### Discussion of Findings

#### Research Questions

The research questions were asked in the beginning of the research, and throughout the study, much material was encountered. The research questions established the methodological approach, setting the structure for the thesis, and guiding the information that was to be included within the study. The research questions assist in exploring key topics in the study, and relating to how organizational communications and its functions relate to the two programs mentioned throughout the research.

Research Question 1: What were the processes involved in developing the organizations that formed the funds?

The processes involved in developing the organizations that formed the funds, can be found in the background, and theoretical framework. Within the background, key information such as how the BIG got started was discussed. The processes involved in forming the funds first came about in understanding the needs and the key issues within the Namibia country. Forming the coalition became the next big step in implementing the BIG, and then finally giving every Namibian in the town of Otjivero-Omitara. In comparison Alaska had gone through a similar process. The first process was finding the oil reserves, second, establishing the principles to start the funding by the legislator, and finally giving every Alaskan citizen a stipend at the end of the year.

In the theoretical framework, modernization theory was explored, which brought awareness to key processes and functions all. According to (Haarmann et al, 2008, pp. 43-46) speaking to the Otjivero-Omitara community was the first step. Second, the mobilization, conscientization, and self-empowerment were developed to help register the residents. Third, the Otjivero-Omitara community came together to elect a BIG committee. Fourth, the committee set high standards by creating a strict code of conduct.

Research Question 2: How does Framing Theory and Modernization Theory relate to Organizational Communications?

Framing theory and modernization theory relate to organization communications via its functions. Such as in framing theory, communication was explored via “Fox Business” and the dissemination to a larger audience. While some communication was direct and indirect, Fox Business is an organization that focuses on finance, and business in the world. Fox Business uses some key elements that many organizational functions use, such as using language to put things into functions or classify things into categories, being able to send and retrieve information, and understanding language to understand someone else’s properties. While much of framing theory relates to how individuals manage meanings, individuals are able to relate to the organizational functions such as being able to conceptualize meanings, and put meanings into functions and processes.

Within the context of modernization theory, modernization relates to organizational communications by using technology to develop communications via communication processes. According to Mody (2013), communication became more

than just the interplay between the source and receiver, communication has become a system fulfilling social functions (Mody, 2013, pp. 133-134). Namibia is given for example, in the functionality of using communicative processes to address and to form organizational roles.

Research Question 3: What are the similarities and the differences in the organizations which funded the programs involved?

In the findings, the tables report on the comparison and contrast of certain functions such as in table 1, both the APFD and BIG provided funds to their citizens, both was government sponsored, both grants were applied to a small number of the population. In table 2, the differences between the APFD and BIG are, that in Alaska, the funds are source from the natural resources, while in Namibia the funds are sourced through the tax. In Alaska, citizens receive the stipend once at the end of the year, while Namibia receives a stipend once every month. Another difference, is that in Alaska, the amount of the yearly dividend changes every year, while in Namibia, the monthly stipend stays the consistent.

In Table 3, the similarities between Alaska and Namibia were that in Alaska, the government proposed to set up the funds through the legislator, while in Namibia, the government proposed the funds by the Namibian Government Tax Commission. In table 4, the differences between the organizations, is that the Alaska community was not involved, only but after the implementation of the APFD. In Namibia, the community was very much involved.

In another part of the world, according to Pfeiffer (2013), more than 100,000 residents of Switzerland have signed a petition demanding the government to ensure a monthly minimum income of nearly 2,800 (Swiss francs) for all adults in Switzerland. 120,000 signatures were enough to formally call a vote in the government to either approve or not the “CHF 2,500 monthly for everyone in Switzerland”. The fund is being proposed by (Grundeinkommen). In comparison, according to Pfeiffer (2013) “the average U.S. worker earned \$3,769 in pre-tax, monthly salary in 2011. Food service industry workers earned \$1,785 in pre-tax income during the same period” (Pfeiffer, 2013). MSN reports that advocates had tipped over a truck full of 8 million five-cent coins, as public display in front of the Swiss capital; signaling one coin for each Switzerland citizen. Pfeiffer (2013) reports that the fund would come out of the “Swiss social insurance system”, which already covers universal health care coverage for the Switzerland citizens. For future reference, the Basic Income that Switzerland citizens have proposed will be voted on later in 2014 calendar year. This allows for the research to be furthered explored in the near future.

### Limitations

The limitations of the research that were faced have impacted the questions addressed, or findings that are reported in the research. As such, the research will address those limitations in which degree the different factors have limited the findings, and or the ability to successfully answer the research questions and/or hypothesis. Within the research, the different factors which have limited the research are; research

method, lack of available and/or reliable data, access, and longitudinal effects & personal obligations.

First, its within the limitations of the research that we may consider the research method, as having an influence in how data was collected and/or analyzed. The method of research used in the study was a comparative analysis. The comparative analysis compared both programs implemented in Namibia and Alaska, while discussing how these programs are relative to organizational communications. The data collected was limited to the research method, due to not having human subjects, or surveys. While human subjects and/or surveys would have given the research more perspective within the research, the findings were only limited to data collection and comparative analysis. Material collected for the comparative analysis was used, but much of the material that was found and reported resulted in certain primary sources being depended upon.

Second, longitudinal effects & personal obligations were factors which had significant impact on the research. Longitudinal effects such as, time available and access to information posed limitations to what data could be gathered. While the research was planned and appointed to turn-in-dates, much information was explored in which the study was limited to what data could be used. Much of the research from the beginning of the thesis process allow for great consideration of what could be used in the research but under a limited time frame. Personal obligations such as, school work from other classes, work, and health were factors in how time was managed to tackle the research.

Third, access to materials posed difficulty at the beginning, concerning that travel outside the city was needed to collect certain data. Access to data such as time frames, and certain key topics may have contain certain material; in which some primary sources were mostly used in majority of the research; yes, very informative, but used often to make up for sustainable data and collection.

In conclusion, while the limitations were discussed in how certain factors had an effect on the research; this leaves future researchers to create a more solid foundation of key issues of interest. The limitations discussed, provide a perspective in ways to avoid certain factors in the future and to create better time management and analytical skills in one's research. For those who have this research topic of interest, the limitations will be a guide to conduct a productive research.



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