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"I declare that the thesis titled **Life stories of leading social entrepreneurs in Cape Town: Balancing business goals, strategic innovation and social value creation** is my own work, that it has not been submitted before for any other degree or assessment in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references".

Abstract

The growth of the social enterprise sector in Africa is a testament to the need for social value creation. In developing economies such as South Africa there are macroeconomic challenges that government and business fail to address. Therefore, it is pivotal for social enterprises to address these challenges and succeed in creating social value.

This thesis aims to investigate the key success factors that ensure sustainability for social enterprises. An exploratory approach is applied through the life stories of five social entrepreneurs and in-depth case studies of their leading social enterprises based in the Western Cape Province of South Africa.

It is evident that the key success factors are similar across the different fields. In the context of a complex funding landscape, especially in South Africa organisations need to adopt creative revenue-generating models. This requires innovative management to balance the trade-off between social impact and revenue generation.

This investigation unpacks the effect of the formative years of five social entrepreneurs and the multiple best practice systems in each of their social enterprises. Importantly, the author outlines the social value that social enterprises create in a developing country like South Africa. The analysis of each case explains how and why the social entrepreneurs have revised their original combinations of social value creation and revenue generation in their operational and business models.

Key Words: Social enterprise, Social Entrepreneurs, Social Value Creation, Revenue Generation, Social Impact, Relationship Management, Strategic Innovations

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Joy Olivier
Mark Horner
Rufaro Mudimu
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Chapter 1: Introduction and background to the study

1.1 Introduction

The African challenges seem to be perpetual. One can be forgiven for giving up on this continent. At every corner, there is a genocide, civil war or state capture. The sight of malnourished infants in the arid regions of Somalia has become all too familiar. The poor are sinking deeper and deeper into poverty. Today the continent is marred by corruption, mismanagement and misappropriation of funds. According to the World Bank (Sulla, 2020), the number of people living in extreme poverty has grown substantially since 1990. More than half of South Africans were poor in 2015, with the poverty headcount increasing to 55,5% from 53,2% in 2011. Though South Africa had made significant strides since Apartheid, 2011 to 2015 saw a huge increase in the rate of poverty. With the advent of the Coronavirus pandemic, it is also predicted that extreme poverty will increase by 9% in South Africa (Sulla, 2020).

In addition, the achievement of progress, as demonstrated by improved household living standards, is severely constrained by rising unemployment, which reached an unprecedented 34.4% in the second quarter of 2021. The unemployment rate is highest among youths aged between 15 and 24, at around 64% (StatsSA, 2021). South Africa remains a dual economy with one of the highest, persistent inequality rates in the world, with a Gini coefficient of 0.63 (World Bank, 2021). These high levels of inequality are perpetuated by an ongoing legacy of exclusion and the nature of economic growth, which is not pro-poor and does not generate sufficient employment opportunities. Despite the improvements in the education system in the last two decades, the prospects and opportunities afforded to children in South Africa are still largely dependent on which side of the inequality divide they are born. Poverty and inequality remain harsh determinants, preventing so many children from accessing the quality basic education that they need (UNICEF, 2019). Inequality in wealth is even higher and intergenerational mobility is low meaning inequalities are passed down from generation to generation with little change over time (World Bank, 2021).

The people of Africa need solutions, South Africa evidently needs solutions, but one wonders where the solutions will come from. Do governments have the political will to provide solutions? Do corporations have the capacity to effectively deal with the social decay? Does society have the ability to uplift itself from this spiralling pit of challenges?

1.2 Rationale

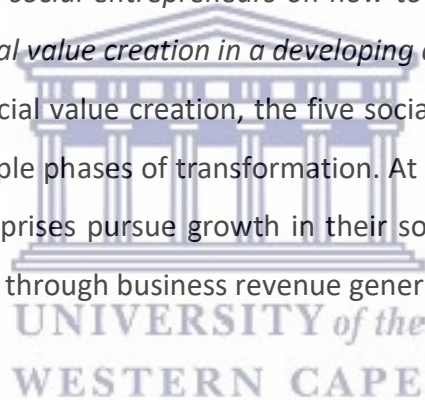
This thesis attempts to reveal one of the solutions to African challenges. Social enterprises have surfaced into the limelight in recent times. This, however, does not mean social entrepreneurship is a new phenomenon (Thompson & Doherty 2006). The literature on social entrepreneurship is limited in the African context compared to the more developed economies. Within South Africa, and Africa generally, the impact and scale of social entrepreneurship is unknown (Visser, 2011).

Unfortunately, the majority of the social entrepreneurship literature and discourse has been driven by the definitional debate, rather than the conceptualization of the concept to explore the sub-concepts and dimensions (Sengupta, et al., 2017). This study aims to dissect five sustainable social enterprises with the aim of understanding the balance between revenue generation and social value creation. The study will use a dual approach of a case study and life story approach. This approach will allow the author to have a deeper understanding of the effects of upbringing on social entrepreneurs and ultimately the social enterprise. These five social entrepreneurs have been at the forefront of their sectors for at least five years, they have reached thousands of beneficiaries even beyond the Western Cape and South Africa. They have achieved success through their evident impact which has earned them a multiplicity of awards, this is discussed with specificity in Chapter 3. One of the motivating factors for the author to embark on this investigation, being a social entrepreneur, was to understand how the formative years of a person influences their decision to become a social entrepreneur. These five social entrepreneurs were colleagues and business partners of the author which provided deeper understanding of these five unique, yet similar, journeys.

Experiences of such individuals will add valuable insights to the existing body of knowledge through the journeys that these leading social entrepreneurs took to fulfil their mission of development while masterly executing business principles. The five case studies will showcase how social enterprises in the Western Cape practically balance social value creation and business revenue generation, an area that has been contentious in the existing literature (Wilson & Post, 2011).

The title for this thesis was registered as *Life stories of leading social entrepreneurs in Cape Town: Balancing business goals, strategic innovation and social value creation*. However, as evidenced by this thesis the more appropriate title is *Life stories of leading social entrepreneurs in Cape Town: leading and transforming dynamic social enterprises*.

There is limited data that guide social entrepreneurs on how to manage the balance between social value creation and financial value creation in a developing country context. This thesis will reveal that in their quest for social value creation, the five social entrepreneurs have led their social enterprises through multiple phases of transformation. At the core of this transformation and dynamism, the social enterprises pursue growth in their social impact while concurrently achieving financial sustainability through business revenue generation.



1.3 The concept of a social enterprise

Social entrepreneurship remains an emerging but ill-defined concept in the academic world. However, there is a general agreement that understanding social entrepreneurship and social entrepreneurs is important. There is a plethora of different definitions of this concept, Linnay (2013) argues that social entrepreneurship represents the culmination of the collision between good intentions and the pursuit of profitability. At the core social entrepreneurship can be conceptualised as having two key components, *“an overreaching social mission and entrepreneurial creativity”* (Yitshaki & Kropp, 2011). It has been suggested that many social entrepreneurs deliver innovative or exceptional leadership in social enterprises. It has also been proposed that successful social entrepreneurship results in an organisation achieving a

sustainable competitive advantage, allowing it to achieve its social mission (Weerawardena & Mort, 2006). Social entrepreneurs, as the leaders of the organisations, are seen as a positive force for the generation to provide creative solutions to persistent social ills (Cohen, et al., 2019). This is evident in the case studies outlined in Chapter 4 as the five social entrepreneurs have led their organisations to achieve meaningful impact and sustainability.

1.4 The relevance of social enterprises

Though there are disagreements around the definition, it is evident that social enterprises are playing a critical role in the modern African community. Some of the critical contributions of social enterprises that this thesis will unpack are:

1.4.1 Influencing policy change: many social enterprises advocate for policy change and are active participants in the development of national policy.

1.4.2 Influencing public participation: social enterprises are often the vehicles for community participation in policy and political processes.

1.4.3 Improving service delivery: social enterprises fill the service delivery void between government and corporate enterprises.

1.4.4 Reaching under-resourced sections of society: where governments lack capacity, social enterprises provide services where they are needed.

The South African Department of Basic Education partnered with one of the social enterprises in this study to distribute primary school and high school textbooks across the country without paying for the content development. This kind of collaboration between government and social enterprises is a recurring theme in the study. To their advantage, social enterprises have the freedom to innovate and test new approaches to address persistent social and economic challenges (Clarke, 1995 & Visser, 2011).

Where the government has a positive social agenda, and social enterprises are effective, there is potential for collaborative and synergistic relationships between government and civil society organisations. For example, the National Development Plan (NDP) in South Africa depends on

implementation partners like not-for-profit organisations (NPOs) and social enterprises. Sadly, this relationship does not always work effectively: in some cases, the relationship can be one of distrust, particularly when governments fear that Non-Governmental Organisations (NGOs) will erode their political power. This is most often the case when these social vehicles are funded by foreign entities. Scepticism comes in when governments believe that foreign funders have different agendas such as regime change (Clarke, 1995).

On a basic level, the social entrepreneur establishes a social enterprise that identifies and meets broad community needs. It does so within a bureaucratic system where its responses to issues can be faster and more creative than those by government. *“Our work closes a gap that the state and private sectors do not,”* said Caroline Rose, Director of the Thusanani Children’s Foundation. She added,

“We are a part of and work closely with communities and can offer unique responses that establish a social contract with vulnerable communities. Our role at present is more operational than campaigning. We need to grow from only providing small-scale projects to becoming a vehicle for advocacy on behalf of our beneficiaries” (Mail & Guardian, 2014).



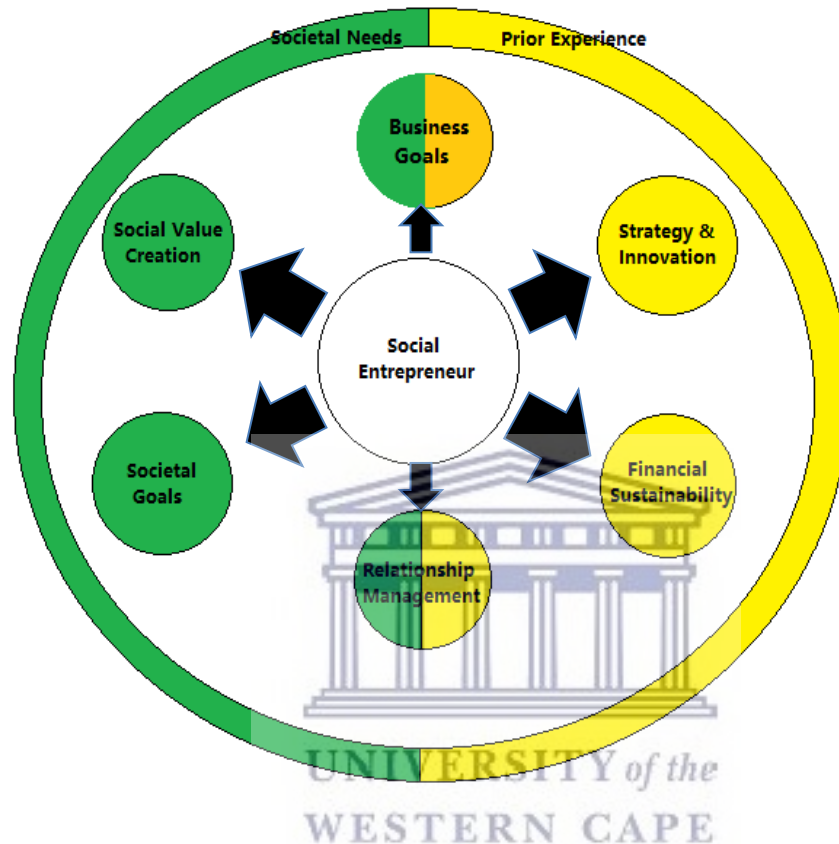
1.5 Conceptual model & key research questions

With this understanding of the social enterprise, this study will focus on understanding social entrepreneurs and the factors determining the sustainability of the social enterprises that they established. As depicted in Figure 1.1 some of the key questions the author aims to investigate are:

- A. What are the motivating factors for one to become a Social Entrepreneur?
- B. How does the upbringing of a Social Entrepreneur influence their approach to Social Enterprise Management?
- C. How do Social Entrepreneurs manage and balance the enterprise’s Business and Societal Goals while in pursuit of Social Value Creation?

- D. What Strategic Innovations do the Social Entrepreneurs pursue to achieve the Enterprise's Business and Societal Goals?

Figure 1.1: Conceptual Model of Social Enterprise Management



The conceptual model in Figure 1.1 was developed by the author to explore the relationships between key concepts with a central focus on the social entrepreneur. The social entrepreneur is the leader of the business and their worldview has a direct effect on the business strategy and operations. The social entrepreneur's worldview is shaped by their prior experience which includes their family, the environment they grew up in, and their education. Literature highlights that the upbringing of a social entrepreneur has a significant influence on the business goals the social enterprise pursues, the social entrepreneur's ability to build and maintain relationships with strategic partners and their ability to ensure financial sustainability (Yitshaki & Kropp, 2011).

Similarly, their compassion drives them to address social challenges through social value creation. This is a common value that social entrepreneurs have developed through their upbringing. The challenges that they have had to overcome have also developed a deeper understanding of their beneficiaries (Omoredede, 2014). The social entrepreneur's value system and compassion are the motivating factors to pursue societal goals and provide solutions to societal challenges. Their value system propels them to create social value (Griffin, 2021).

The social entrepreneur's training and development allows them to implement clear strategies and innovations that propel the enterprise to business success. They are also able to pursue business goals in a sustainable manner as they have the skills required (Chimucheka, 2015).

The other important aspect of this conceptual model is the social entrepreneur's ability to respond to societal needs by creating social value. With the challenges South Africa faces it is important for social entrepreneurs to create organisations that are effective in their operations to create social value. This thesis will investigate how five leading social entrepreneurs in Cape Town responded to societal needs.

This conceptual model provides an aerial view of a social enterprise where the social entrepreneur is the focal point in the organisation. Their prior experiences capacitate them to respond effectively to societal needs. A social entrepreneur with a well-developed business acumen is able to generate revenue through sales. Concurrently, that revenue is directed towards social value creation programmes that transform communities and improve livelihoods. These two elements need to be balanced for the social enterprise to be successful and that is the social entrepreneur's responsibility. The social entrepreneur is also responsible for managing the diverse stakeholder expectations as these relationships are critical to the growth of any social enterprise. Some of the critical stakeholders are the beneficiaries, volunteers, government, implementing partners, community leaders, etc (Littlewood & Holt, 2018).

To reach this point, this thesis will provide an in-depth exploration of the existing literature to understand some of the key concepts and how they relate to each other. The literature review provides a clear depiction of what has been unpacked and the research gaps that still exist. Through the literature review, the author was able to develop the conceptual model using some of the key concepts discussed. The methodology chapter will provide an overview of how this dual approach, of life stories and case studies, was instrumental in understanding social entrepreneurs and their social enterprises. Thereafter, the research findings chapter outlines the five case studies and the life stories in detail. The analysis chapter will comprise of an overall cross-sectional analysis that summarises the findings. Additionally, the key concepts will be analysed based on the findings and literature review.

1.6 Summary

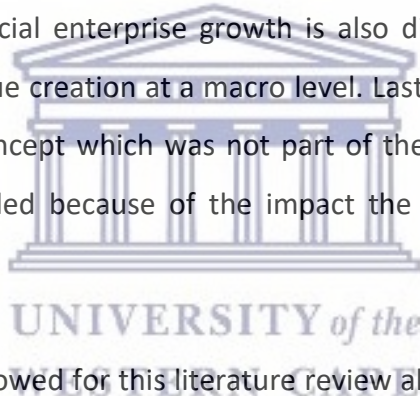
As argued, the concept of social entrepreneurship is an important tool to address some of the challenging social issues in developing countries like South Africa. Therefore, it is imperative that social entrepreneurship becomes a more prominent discourse. This thesis aims to provide a perspective on how social entrepreneurs develop based on their life experiences. As a result, their worldview impacts the way they manage their social enterprises.



Chapter 2: Literature review

2.1 Introduction

The purpose of this chapter is to unpack and review existing literature on the concept of social entrepreneurship. Firstly, there is a discussion on the definitions of social entrepreneurship and related topics based on the current literature. Particular focus will then be given to the South African context and the value of social enterprise therein. Secondly, with the aim of synthesising the existing schools of thought there is an in-depth discussion of the key concepts that are critical to the study. One of the key concepts discussed is the social enterprise which is particularly important as a foundational understanding of the definitions of the organisation. This is followed by the balancing of business goals and social value creation, a central theme of this paper, as briefly discussed in the previous chapter. Thereafter, there is a discussion of the social entrepreneur and how they implement different business strategies and innovations to ensure organisational sustainability. Social enterprise growth is also discussed in detail as this is an important element of social value creation at a macro level. Lastly, the effects of the COVID-19 pandemic was an additional concept which was not part of the initial conceptual framework. However, the concept was added because of the impact the pandemic had on business in general.



The process that the author followed for this literature review allowed for a significant number of articles to be included in the study. The author utilised online search engines, in particular Google Scholar to access articles relevant to the study. The key words of the study were used to search for articles based on their titles. In addition, the author made use of books on social entrepreneurship that were part of their personal library. The author extensively engaged with existing literature to ensure a theoretical understanding of the study would be attained to supplement the practical understanding that already existed.

2.2 Social enterprises

It is now cliché to speak about the contention around the definition of social enterprises. Clearly, this trend continues in the academic discourse of social enterprise. Visser (2011) succinctly articulates this after reviewing the literature on how best to define the concept of social entrepreneurship. It is evident that the community of researchers has been unable to develop a generally acceptable definition or set of descriptors of the concept of social enterprise (Visser, 2011 & De Moura, et al., 2015). With the inherent difficulties of social entrepreneurship across a wide continuum of activities with social value creation as an objective, it is complex to reach a strict definition. A popular body of social enterprises in the USA, the Social Enterprise Alliance (SEA) outlines that the concept of social enterprise can be complex to define. They state that this may be because the concept has been evolving rapidly in recent years and this increasingly blurs the lines of the traditional business, government and non-profit sectors (SEA, 2019).

This is also the case in developing economies where the role of social enterprises is even greater. Across the world, there are sustainability challenges that the government is unable to address in isolation. As the global village has developed the role of business has also grown in significance. Especially in developing countries like South Africa business plays a critical part in transformation and development (Littlewood & Holt, 2018). Following a similar thought pattern in their case study of the Social Business in South America De Moura et al. (2015) outline that partnership of organisations in different sectors is critical to assist in social improvement in poverty-stricken communities. The SEA highlights that some of the best results are achieved through cross-functional partnerships. For instance, traditional NPOs and social enterprises can be powerful complements when they advance the social mission and the financial sustainability of the organisation (De Moura, et al., 2015). In the case of for-profit businesses, social enterprise programmes enable companies to integrate social impact into their core business operations and prioritize social goals alongside financial returns. These companies become compliant to the principles of Triple Bottom Line in respect to the King IV principles (SEA, 2019 & Visser, 2011).

King IV is a South African benchmark of responsible corporate governance principles with the objective of ensuring businesses operate under ethical and effective leadership. This concept is centred around sustainable development, where the organisation (business) is an integral part of society and a corporate citizen. However, these principles have been mainly aimed at for-profit businesses and large corporations (IDSA, 2016). Campos et al. (2019) argue differently that social enterprises must pursue triple goals - social, economic, and socio-political. While the social and economic goals are similar, the difference is with the socio-political which they define as achieving social and economic goals through stakeholder management.

In their study, De Moura et al. (2015) identified the growth of social enterprises as a particular organisation type, which combines two objectives previously thought incompatible: financial sustainability and social value generation. With the macroeconomic challenges that South Africa faces, a multiplicity of authors have argued that corporate South Africa has to take a more active role in addressing some of these challenges (Visser, 2011). This encompasses all forms of business, including traditional for-profit businesses, especially through Corporate Social Responsibility (CSR) activities. The value of this is evident with the Triple Bottom Line reporting outlined in the King IV principles. This responsibility of social upliftment is also placed upon social enterprises as they combine revenue generation and social value creation. Particular focus is on how social value creation is a significant objective in their operating models (Littlewood & Holt, 2018).

Visser (2011) also notes that social entrepreneurship has gained exposure in the mainstream media because of its role and impact on the well-being of humanity and communities. More importantly, he outlines that increasingly, governments are acknowledging the role of social entrepreneurship in addressing pressing socio-economic challenges such as primary healthcare, education, and poverty alleviation to mention a few. Another benefit of social entrepreneurship is that it develops new models to provide products and services that cater directly to basic human needs that other mechanisms fail to satisfy in the current economic or social institutions (Littlewood & Holt, 2018).

Literature is crystal clear that there is enormous value added by social enterprises. The ambiguity comes into play when defining this concept. With the growing academic interest particularly in South Africa, and across Africa more widely, this research remains quite embryonic and disjointed (Littlewood & Holt, 2018). The first school of thought is dogmatic that social enterprises are businesses with a value proposition that addresses social challenges.

“Social enterprises are organisations seeking business solutions to social problems. They need to be distinguished from other socially-oriented organisations and initiatives that bring (sometimes significant) benefits to communities but which are not wanting or seeking to be “businesses”. In this respect, these latter organisations are more likely to remain dependent on gifts and grants rather than develop true paying customers” (Thompson & Doherty, 2006).

In contrast, Karanda & Toledano (2012) take a flexible position. They note that, the definitions vary, depending on whether the focus of the intervention is on the founder of the organisation, the operations within the social enterprise, or the tangible outcomes that the social enterprise achieves. These authors view the social enterprise from the perspective of the intentions of the social entrepreneur. They argue that the general features that come up from social enterprise operations are linked to the existence of individuals who respond to social needs through new ways, which produce a social impact in the communities (Karanda & Toledano, 2012). Closely linked to this perspective is another argument that the social entrepreneur, the individual(s) who starts the venture, has a significant role. Researchers have outlined - Urban (2008); Visser (2011) and Yunus (2008) - some of the characteristics of social entrepreneurs and the social entrepreneur as a concept. It is often emphasizing their *“heroic change maker”* status. As Urban (2008) highlights, the social entrepreneur provides solutions to persisting challenges in a developing country like South Africa. Traditional business and government have failed to address deep structural problems such as unemployment and poverty, yet social entrepreneurs provide these solutions (Urban, 2008). However, in most European research the collective rather than

individual nature of social entrepreneurship is often highlighted, with the social entrepreneur frequently accorded a secondary role (Littlewood & Holt, 2018).

Another perspective outlined in the literature is that social entrepreneurship has different facets and varies according to the socio-economic and cultural environment. This position states that the format that the social enterprise takes is dependent on the circumstances within which the organisation is born. The context becomes a critical component of the programmatic structure of the social enterprise. Littlewood & Holt (2018) note that the influence of the external environment on the individual, the process and the organisation has not been unpacked enough in the social entrepreneurship literature.

At the core of various authors' arguments, (Ashour, 2016; Cohen, et al. ,2019; Littlewood & Holt, 2018; Visser, 2011; SEA, 2019; Yunus, 2008; Thompson & Doherty, 2006 and Yitshaki & Kropp, 2011) is that there are common characteristics of a social enterprise that can be extracted:

Firstly, social enterprises have a social or an ethical mission at the centre of their operations. This is a common element in many definitions. In terms of priority, social value creation is more important than economic value creation. This is one of the key elements that differentiates traditional social enterprises from conventional businesses (Visser, 2011).

Following that, income generation is a key element within social enterprises. This aspect is pursued by providing a service or supplying specific products to the marketplace. This aspect differentiates a social enterprise from charities that are purely reliant on grants and donations. The proportion of the income generation, however, is undefined in literature (Yunus, 2008).

Thirdly, as the social enterprise generates income and assets these should be used to create benefit to society. Additionally, innovation by social enterprises should address social problems. Profits and surpluses are not distributed exclusively to shareholders, as is the case with a profit-

seeking business. Profit maximisation is not the objective. In the case that profit is generated it should be reinvested to advance social upliftment initiatives (Yunus, 2008).

Lastly, the social enterprise is accountable to a plethora of stakeholders, unlike profit-seeking businesses that are mainly accountable to the shareholders. Many social enterprises have staff and volunteers involved in the governance structures of the organisation. Beneficiaries are also key stakeholders that should be included in the decision-making process. The enterprise is seen as accountable to both its members and the wider community (Littlewood & Holt, 2018).

Against this background it should be highlighted that the social enterprise is not a silver bullet, but it is a promising approach to fulfilling unmet human needs and fostering genuinely “*triple-bottom-line*” organisations – those simultaneously seeking profits, social impact, and environmental sustainability. It is certainly not the only solution, but it is most definitely a solution (SEA, 2019).

2.3 Enterprise goals (Business goals and social value creation)

With this understanding of the social enterprise the next dimension is to unravel literature on the dual objectives of business goals and social value creation. Traditional companies can be described as profit-maximizing businesses with the objective to reduce expenses and increase revenue for greater profit margins. On the other end of the spectrum, there is the traditional NGO that purely focuses on social impact and is primarily reliant on donor funding to deliver programmes that are socially uplifting. With the resurgence of the dual value entity, clarity is required on the pursuit of social value and economic value. This new kind of business might be called social business when entrepreneurs set up businesses, not to achieve limited personal gain, but to pursue specific social goals (Wilson & Post, 2011).

Adding to the duality argument, a social business can exist on either side of the for-profit or non-profit divide; blurring this boundary by adopting social and environmental missions like non-profit organisations, but using income generation to accomplish their mission like for-profit

companies. This common middle becomes a hybrid organisation built on the premise that neither traditional for-profit or non-profit models adequately address the social and environmental problems we currently face globally (Haigh & Hoffman, 2012). However, the social business has to overcome the challenges of balancing these two elements of social value creation (solving complex world issues) and financial sustainability (revenue generation of the social enterprise) (Urban, 2008).

In support of this argument, Visser (2011) outlines that such social businesses are established with particular emphasis on problem-solving and social innovation to address these global challenges. Social entrepreneurial activities blur the traditional boundaries between the public, private and non-profit sectors, and emphasize hybrid models of for-profit and non-profit activities. Against this background, it becomes clear that social value creation ceases to be a sector-specific burden but is rather a collective objective of individuals that create vehicles of transformation (Visser, 2011).

In his famous book, the well-known Bangladeshi social entrepreneur, Muhammad Yunus, articulates this phenomenon of social business incredibly well. According to Yunus (2008), at the core of the idea of social business is all things being equal, the power of market-based approaches can be utilised effectively to address the world's pervasive social problems. Importantly, in what he terms *hybrid organisations*, social value is not just a by-product of business activities but an intended primary objective. At the centre of this argument is the premise that social businesses are a distinct organisational phenomenon because they intentionally and explicitly combine, from inception, characteristics of both for-profit and non-profit sectors (Yunus, 2008).

In line with this position, literature outlines that the social enterprise makes use of traditional business strategies that leverage on creativity and innovation. However, as depicted in Figure 2.1, this is specifically targeted toward social change (Wilson & Post, 2011).

Furthermore, Choi and Majumdar (2013) highlighted an important aspect of market orientation for social enterprises. This element of social entrepreneurship is often associated with the idea of optimal usage of resources and effectiveness in operations. Unlike the not-for-profit organisation, through commercial activities the social business is able to achieve financial sustainability and self-sufficiency. It is this market orientation aspect of social entrepreneurship which has given the characteristics of entrepreneurship image of *“business-like discipline, innovation, and determination”* (Choi & Majumdar, 2013).

From a different perspective, while the concept of social business has brought business expertise and systems to the non-profit sector, social value creation should always be at the centre of all strategy. Hockerts et al. (2006) argue that because social upliftment is the justification for the existence of social businesses, it should be the primary focus of the enterprise. The social business is thus seen as inherently and explicitly social in its mission and purpose (Nicholls & Cho, 2008).

An extension of this argument is that enterprises should be executing the following purpose driven activities (initiatives) in order for them to be termed social enterprises:

- Knowledge development - discovering new knowledge sources that can help to solve social problems. This means interpreting information in a creative way in order to derive unexpected solutions. Furthermore, this requires the sharing of knowledge in a way that contributes to a collaborative learning process
- Service or product development - refers to delivering products or services in a way that is currently not being conducted. This includes fulfilling unmet needs of society in order to lessen poverty resulting from employment changes.
- Capacity enhancement - refers to developing new skillsets that help entities solve social problems. Social enterprises should have an emphasis on ways of enhancing social capabilities particularly where there are community challenges.

- Behavioural change - refers to changing behaviours in order to develop more socially aware services. This includes assisting individuals with problems in order to promote better societal well-being.
- System development - involves developing infrastructure that assists in facilitating a social community of practice regarding common challenges.
- Policy implementations - refers to implementing policy about social issues. This includes changing current management practices by incorporating more of a social entrepreneurial spirit that focuses on value co-creation.

For the traditional for-profit organisation, it is easier to measure their success as there are success measures that are universally recognised. The challenge is for the traditional not-for-profit organisation and social businesses that aim for social impact. Consequently, the concept of social impact remains a contentious area in literature in terms of definition (Nicholls & Cho, 2008).

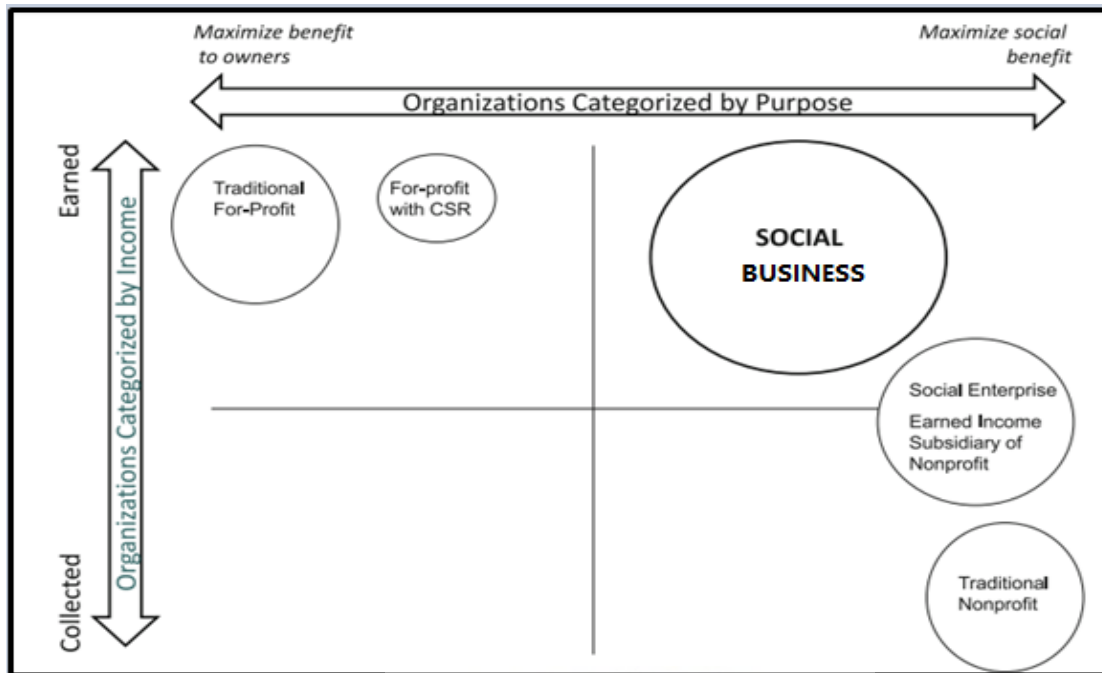
Based on Wilson & Post's (2011) original matrix we can deduce that for an organisation to be a social enterprise it should be based on two factors:

- **Income:** does the organisation rely on revenue generated or donations?
- **Purpose:** does the organisation maximise the benefit for the owners or for social improvement?

This is the definition and understanding of social enterprise that this paper will use.

In contrast to Wilson & Post (2013), Lane & Casile (2011) argue that for the social enterprise success should be measured according to profitability, or at the very least economic sustainability. Importantly however social enterprises also exist to fulfil a perceived societal need. Many also pursue a stated third mission of creating more prosperous communities. Addressing the social need and transforming communities is the social impact objective they would be measured against as organisations (Lane & Casile, 2011).

Figure 2.1: Organisational Goal Matrix



Source: Wilson & Post, 2013, p. 719

As depicted in Figure 2.1, the spectrum of social value creation is relatively wide. There are traditional Non-Profit Organisations (NPOs) that are primarily focused on addressing social challenges while depending solely on donor funding. In contrast there are traditional for-profit businesses that are focused on making profit however with limited focus on social value creation. As Wilson & Post (2013) highlight there is the social business that combines these two objectives into one organisation. The duality of these objectives ensures that the social business is financially sustainable and at the same time achieves the societal goals.

As social impact has been defined by various established authors, all perspectives need to be taken into account for a summation to be reached. The concept relates to both performance measurement and programme evaluation. Social impact can be viewed as *“a logic chain of results in which organisational inputs and activities lead to a series of outputs, outcomes and ultimately to a set of societal impacts”* (Costa & Pesci, 2016).

In terms of standardizing impact measurement for the social enterprise, Costa and Pesci (2016) advise that it is better to use idiosyncratic measurements that fit multiple stakeholders' needs. The main reason behind this being that the different contexts that social enterprises will be operating in cannot all be measured uniformly. The authors promote the multiple-constituencies approach because it considers social impact not as an all-purpose concept, but, rather, as a form of social constructionism created by different stakeholders affected by the social enterprise (Costa & Pesci, 2016).

Across the spectrum, any metric that organisations use to evaluate progress toward strategic targets and objectives, be it behavioural, skill-based, or the assessment of outcomes, can be considered as a performance measure. With different focus areas and organisational objectives, it is a complex endeavour to suggest universal metrics for organisations (Lane & Casile, 2011).

Despite this complexity, Lane & Casile (2011) argue that there are two main performance categories that funded organisations have been evaluated against over time. The first being the reach of the programmes delivered, as usually funding applicants are required to estimate the number of direct beneficiaries. In addition to the aggregate of human reach, there is an element of demographic reach, which identifies if the beneficiaries are people at risk or in need of the intervention. Critical to the case is the tangibility of the benefits, in other words how lives will be improved. Today, social enterprises receive funding based on these matrices and they are operating in a highly competitive environment characterized by tighter financial restrictions, with several organizations vying for the same donor funds. Currently the social enterprise sector, particularly in emerging economies, is facing intensifying demands for improved effectiveness and sustainability in light of diminishing funding from traditional sources. As a result, performance expectations in the sector are even higher (Urban & Gaffurini, 2018).

The second category is viability and feasibility, as applicants for funding should also consider how the environment where the intervention will be implemented impacts the operations. In many situations, the political environment might affect the social enterprise's effectiveness. Financial

sustainability is a key prerequisite for funding in most cases because without the financial resources and sound financial management the intervention will fail. Lastly, when working within communities, the dynamics of the community are an important factor as social enterprises should be measured by how they collaborate and integrate with the community (Lane & Casile, 2011).

Social impact measurement is an important part of the social enterprise's development for a multiplicity of reasons. Firstly, it allows an organisation to identify areas where they are creating the most value and positive impact, and those where they are creating the least value. When it is the latter this can encourage further innovation to address deficiencies. Secondly, it works as a diagnostic mechanism by identifying negative factors and the potential for hybrid organisations to erode value. When faced with that situation the organisation is able to mitigate against failure. Lastly, it facilitates continuous improvement, as most social enterprises have to make a number of adjustments for the organisation to remain socially relevant (Imai, 1986). In addition, in situations where there are trade-offs, the organisation is able to manage the decision-making process towards the continuous growth of the organisation. This proactive process results in a radical shift in hybrid organisational operating models in response (Littlewood & Holt, 2018).

2.4 Business strategy, innovation and the social entrepreneur

Social innovation also forms an integral aspect of social entrepreneurship as it is the non-traditional, disruptive approach of social entrepreneurship which sets it apart from traditional social service providers (Nicholls & Cho, 2008). The two authors assert that for social entrepreneurs to remain relevant and effective they should engage "*in a process of continuous innovation.*" They also emphasize that social entrepreneurship is an "*innovative, social value-creating activity*" (Nicholls & Cho, 2008, p279). Karanda & Toledano (2012) also add that social enterprises "*create new models*" to address challenges globally. Literature is thus clear that an "*innovative approach*" to achieve the dual goals of social value and financial value, is a fundamental element (Choi & Majumdar, 2013, p368).

The idea of change is related to the concept of social innovation. There has been a growing interest by social enterprises as vehicles to drive social innovations and as a way to incorporate economic activities into providing solutions for social problems, while adding social value (Urban & Gaffurini, 2018). According to Nicholls & Cho (2008) entrepreneurship consists of making innovations as entrepreneurs propel changes and break new ground in the economy. In the same context, social entrepreneurs are considered as innovators in the social context that drive social change, sustainable social transformation and pattern-breaking change (Visser, 2011). The popular title given to social entrepreneurs, “*Change Agents*” is one of the reasons social innovations are an ingredient of social change. Consequently, this has been strongly emphasised in the literature as a critical part of social entrepreneurship (Choi & Majumdar, 2013). This has certainly captured the attention of leaders in various fields, social entrepreneurship is an innovative way of integrating economic activities and creating solutions to social challenges (Urban & Kujinga, 2017).

As highlighted above some of the key traits of the social entrepreneur are similar to that of the traditional entrepreneur. Taking a closer view on the social entrepreneur according to literature there are interesting factors to consider especially because this is the focal point of this thesis. Social businesses are reinforced by a new and growing generation that places a higher value on sustainability. This includes aspects of healthy living, environmental and social justice, and green footprints in the products and services they purchase. In some cases, individuals select to invest in sustainable companies, the political ideologies and policies they support, the companies for which they work and, ultimately, the lifestyles they lead. Millennials have become socially and environmentally conscious, developing new paths in the societies they live in as they are the entrepreneurs and the working class (Haigh & Hoffman, 2012).

Another important element when it comes to the social entrepreneur is their upbringing. The formative years of an individual have a significant impact on their decision to be a social entrepreneur. They need to have the empathy, the ability to see a problem and develop a sustainable solution. Campos et al. (2019) highlight that a social entrepreneur is the leader that

identifies a negative and static social situation which causes social exclusion, marginalization, or human suffering and fights against such unfair situation with his/her inspiration, direct action, creativity, courage, and strength by looking to create a new stable balance which involves permanent benefits for the whole society. The empirical evidence indicates that human and social capital are positively associated with social value creation goals; entrepreneurs with more education and a stronger social network are more likely to emphasise social goals for their businesses (Brieger & Clercq, 2019).

2.5 Social enterprise growth

Commercial businesses drive towards growth to increase revenue, competitive advantage and grow their market share. Business growth is a primary objective for traditional for-profit business; however, social enterprises are distinguishable from commercial ventures by the explicit mission to create economic and societal value. Growth in the social enterprise is therefore more complex than in commercial ventures as there are dual objectives, financial sustainability and social value creation. The latter can be measured by the reach, a basic indicator defined as the number of individuals who are the direct beneficiaries of the organisation's interventions (Rey-Garcia, et al., 2017). Social enterprise growth includes the following strategies:

- **Scaling up:** with the same beneficiaries, the social enterprise provides additional interventions to their existing programmes.
- **Scaling out:** which is the increasing the beneficiary numbers. This can be achieved through implementing the same programme in different communities or reaching a different beneficiary group (Davies, et al., 2019).

Lyon & Fernandez (2012) further outline that different social enterprises utilise various growth strategies in accordance to their organisation's social objectives. Some social enterprises focus on endogenous strategies of growth such as increased enrolment, new branches, new beneficiary groups. On the other hand, some organisations utilise partnerships/collaborations with similar organisations to reach more beneficiaries. At the same time, there are social enterprises that implement a combination of the growth strategies (Lyon & Fernandez, 2012). There is also an additional growth strategy known as social enterprise franchising which is defined as *“the*

replication of a proven social enterprise model with clear social or environmental benefit embedded within the business objectives, run according to the parameters prescribed by the parent organisation with compliance agreements in place (Mavra, 2011)."

Lunenburg et al. (2020) argue that social enterprise growth should be viewed from a macro scale. As social enterprises are at the pulse of the needs of the communities, they should be influencing policy to improve livelihoods of the people they serve. They argue that collaboration should have a sustainability lens at the core, with the aim of amplifying the call for policy transformation where required (Lunenburg, et al., 2020).

Briga (2009) argues that social entrepreneurs do have aspirations to grow their enterprises, however there are challenges that are not taken into consideration. Social enterprise growth is perceived differently, but it is primarily underpinned by social value created. The default measurement of social enterprise growth is predominately from the external beneficiary perspective rather than internal financial metrics. While the internal capacity to sustain the growth is ignored at times, some of the key issues that should be considered by social enterprise leaders are:

- Sourcing financing: as growth requires funding.
- Staff retention as staff need to adjust to different roles in managing the enterprise
- Measuring the scale and impact of the social enterprise at an increased rate requires that more resources and systems be prepared.

The creation of social value and profit generation are not mutually exclusive in the social enterprise when social entrepreneurs confront the challenges of growth within a business context (Briga, 2009).

2.6 Impact of COVID-19 on the social enterprise sector

As the COVID-19 crisis came with little prior warning or knowledge about how to handle it, it is important to investigate ways of incorporating a social component to entrepreneurship. This enables a more effective use of entrepreneurial passion aimed at alleviating social uncertainty

caused by the crisis by highlighting the value derived from collaboration (Campos, et al., 2019). The COVID-19 pandemic brought the entire world to a standstill and caused unprecedented turmoil for all residents of the global village. Sadly, developing countries felt the wrath of the pandemic at a different dimension as those countries had existing challenges particularly South Africa. The Wilson Center Report (Sekyer, et al., 2020) clearly explains the impact of COVID-19 in South Africa;

“The onset of COVID-19 in South Africa has brought to the fore systemic weaknesses in the quality of service delivery such as water and sanitation services, housing, healthcare, and infrastructure in various communities across the country. The effort to contain the spread of the disease has also highlighted key capacities that are lacking, such as manufacturing of face masks, gloves, and testing equipment, and the battle readiness of the nation’s essential services for a public health pandemic of global proportions such as COVID-19.”

With the gross inequality in South Africa, the effects of the COVID-19 pandemic have been far reaching and the poor (particularly women and children) were affected the most due to limited income. As the Social Development Minister, Lindiwe Zulu, reported, *“...the impact of Covid-19 has led to millions of people falling below the poverty levels, 10 million (3 million of them being children) were left food insecure after the pandemic struck”* (Mkhwanazi, 2021). This is where social enterprises can provide support to the people that are affected by the pandemic.

Unfortunately, the effects of the COVID-19 pandemic on social entrepreneurship are unexplored currently. However, from the preliminary research some of the challenges that the social enterprises are facing are;

- Finances, which had already been an issue before the pandemic and the reduced revenue also reduces their ability to implement support programmes.
- While the social value creation is *‘the heart and soul of the business’* these uncertain times require social enterprises to focus on programmes that can create economic value that sustains the organisations throughout the pandemic and beyond (Weaver, 2020).

Even though the COVID-19 pandemic has been challenging for the social enterprise sector there are studies that show that social entrepreneurs have shown agility, innovation and resilience to stay afloat. A worldwide study conducted by the British Council highlights that only 1% of the 740 social enterprises reported permanent closure across 38 countries. More than half reported that they had changed their business model, and 55% increased their online operations. A third said they now provide new products and services (Joffre, 2020).

2.7 Conclusion

In conclusion, this literature review highlights that social entrepreneurs do not only strive for profitability but also strive to address some of humanity's most pressing problems. This is achieved by having social value creation built into their business models. In blurring non-profit and for-profit models, social entrepreneurs challenge both practitioner and academic understandings of business (Littlewood & Holt, 2018).

The social entrepreneurship system is driven in the main by three fundamental activities:

- (1) **Passion:** The social entrepreneur is a passionate driver of positive social/environmental change, leading to this becoming an organisational objective;
- (2) **Managing relationships:** With the multiple stakeholders that a social enterprise may be held accountable to, the social entrepreneur has to navigate to manage mutually beneficial relationships with diverse stakeholders. De Moura, et al. (2015) share the same sentiments that success for a hybrid organisation requires serving two or even three masters; maintaining economic viability in addition to significant social and environmental missions. Developing a negotiated order thus involves ranking the priorities of the organisation; and
- (3) **Business acumen:** As one of the key performance indicators is profitability/revenue generation the social entrepreneur also needs good business acumen. The organisation has to build effective business models to allow them to interact progressively with the market, competitors, and industry institutions. At the same time, there is either a double- or triple-bottom-line paradigm. The assumption is that

the most effective social enterprises are able to find the optimum balance between healthy financial and social returns (Thompson & Doherty, 2006).

In this context the main contribution of this thesis is to explore South African examples of the best practice models for social enterprises. There is limited data that guide social entrepreneurs on how to manage the trade-off between social value creation and financial value creation in a developing country context. In addition, this thesis will provide a guide on how hybrid organisations aim to provide effective management given the diverse objectives and interests of multiple stakeholders. As the following chapter outlines, this thesis will unpack the leadership and management qualities that are required, for one, to be a successful social entrepreneur through a life story approach.



Chapter 3: Research methodology

3.1 Introduction

To have a deeper understanding of the social enterprise field and the persona of a social entrepreneur, this thesis made use of a dual data collection approach. Firstly, with the aim to understand each social entrepreneur a life story approach was used. The particular interest of this study is to understand how the formative years of an individual shapes the decision to become a social entrepreneur. Additionally, the study aims to understand how the context that social entrepreneurs grow up in shapes their social intervention focus and worldview. The life story research method has become one of the most commonly used methods to understand the learning of individuals (Rae & Carswell, 2000).

The life story method focuses on ways in which individuals account for and theorize their actions in the social world over time. At the core of this method is the subjective interpretation of experiences that the interviewee goes through. It is positioned on the basic assumption that *'if men define their situations and experiences as real, they are also real in their consequences'* (Musson, 2004, p34). With that assumption, the method positions itself through the eyes of the narrator, the owner of the story. Their explanations and interpretations of actions and events, become useful to gather information on how people construct their lives (Musson, 2004).

According to Miller (2000) the narratives developed indicate that the storytellers find specific periods in their lives to be especially significant in forming their approaches to life and work. These can be termed as "learning episodes" when the narrators usually identify meaning from these episodes which influence their behaviour. From this understanding, this thesis aims to unpack the learning episodes of social entrepreneurs (Miller, 2000). There is a school of thought that states that the structure and the focus of a social enterprise are driven by the life experience of the social entrepreneur. Their life growing up, or specific moments in their lives, have shaped their worldview of social impact and how they chose to respond to societal needs (Karanda & Toledano, 2012).

Kolb (1984) also highlights that learning can be a simultaneous process of deriving meaning from experience, and is primarily about the cognitive process of acquiring and structuring knowledge. Both suggest ways in which the human mind works in processing and acting on information. When one is exposed to circumstances in one's life there is a general assumption that this shapes one's worldview (Kolb, 1984).

To date, there has been limited systematic research on the backgrounds of social entrepreneurs to really understand the social entrepreneurs' worldview (Cohen, et al., 2019). From this viewpoint Rae & Carswell (2000) make two important submissions. Firstly, they are clear that learning is critical to entrepreneurial effectiveness. Secondly, they propose that applying a narrative approach to life history is a productive and valid method in both researching and facilitating entrepreneurial learning, and that a useful conceptual model of the process can be developed from this method (Rae & Carswell, 2000). Giving weight to the inferences and interpretations of meanings that interviewees make enables an understanding of the implicit dimension of their story (Yitshaki & Kropp, 2011). Based on this theory a life story approach was adopted for this thesis.

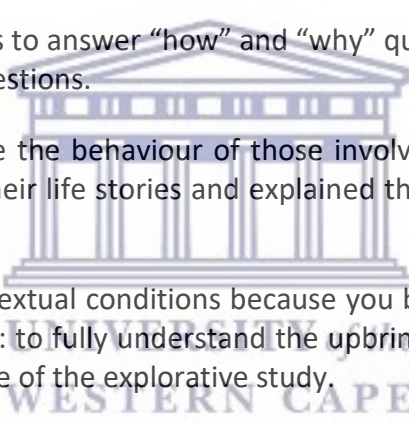
Founders and CEOs of five social enterprises were interviewed. They were the narrators and they were asked to *"tell their story"* based on their upbringing, their family, the environment they grew up in. They also reflected on their journey to establish their social enterprises. Each interview was semi-structured, aiming to elicit the teller's narrative process of recollection and sense making, and prompting the teller to reflect and disclose more about significant periods and events. The interviews were audio-recorded and transcribed, and discourse analysis was used to interpret the transcripts. (See Interview Process below)

The data collection design that was used was the case study approach based on life stories. The social enterprise sector is an understudied field in South Africa (Brieger & Clercq, 2019). Urban & Gaffurini, (2018) also highlight that, *"as a nascent stream of research, social entrepreneurship (SE) is still in the early stages of development."* As Wilson & Post (2013) succinctly submit, *"case*

studies are rich, empirical descriptions of particular instances of a phenomenon that are typically based on a variety of data sources.”

Literature shows that the case study approach is especially relevant in new topic areas such as this, because the theory development process is emergent as it will be developed by identifying patterns within and across the multiple cases. Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008).

To ascertain if the researcher should use the case study approach the following considerations suggested by Yin (2003) are briefly addressed:

- 
- a) The focus of the study is to answer “how” and “why” questions: this study has multiple how and why research questions.
 - b) One cannot manipulate the behaviour of those involved in the study: the five social entrepreneurs narrated their life stories and explained their social enterprise operations without manipulation.
 - c) You want to cover contextual conditions because you believe they are relevant to the phenomenon under study: to fully understand the upbringing and the life experiences it was important to make use of the explorative study.
 - d) The boundaries are not clear between the phenomenon and context: there are multiple variables that have varying relationships with each other.

One key benefit of field research is that it can help develop a comprehensive and nuanced perspective. The observation of behaviour is also important to get an understanding that might be missed in quantitative methods or even verbal communication (Eisenhardt, 1989). Hence this qualitative research adopts an interpretive approach to investigate and study social entrepreneurs within the context of their natural surroundings. In qualitative research researchers spend a great deal of time in organisations focusing on the interpretations of personal experiences held by individuals (Hunter, 2012).

A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003). However, there is an ideal number of cases that can be studied before reaching theoretical saturation. Typically, with four to ten cases there is a wide enough spectrum to produce reliable findings (Wilson & Post, 2013).

In this thesis, five leading social enterprises based in the Western Cape Province were studied. This allowed for a deep understanding of the sector in South Africa. Semi-structured in-depth interviews with the founders and/or CEOs were conducted for each social enterprise. In addition, relevant organisational documents, archival data, annual reports were used for triangulation of reference material (Creswell, 2003). This being an explorative study it was beneficial to use open ended questions with a broad focus. An explorative case study is used when the researcher is seeking to answer a question that sought to explain the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies. In evaluation language, the explanations would link programme implementation with programme effects (Yin, 2003).

The rationale for selecting these five social entrepreneurs was to extract insights from some of the leaders of the sector in Cape Town. This will provide a possible template or model as to how social entrepreneurs develop and how their lives influence their business goals and social value creation. Through these five life stories there are key life events that led to the decisions to become social entrepreneurs. As highlighted in Chapter 1 the author, also a social entrepreneur, had existing relationships with the five social entrepreneurs which allowed for easier access during the COVID-19 pandemic. Whilst the selection was convenient, the social entrepreneurs and their enterprises provide the required insights as they are all operating differently yet they are in similar sectors to allow for cross sectional analysis.

The data collection was done through life stories and case studies of the five social enterprises. As described above these five social entrepreneurs were selected because of their pedigree in the social enterprise sector. All five of the social entrepreneurs have reached at least 30,000 beneficiaries, with Siyavula having over 1 million beneficiaries because of their widespread reach in South Africa and Nigeria. These social entrepreneurs have been awarded various awards because of their impact and leadership in the sector. More detail on their success is highlighted in Chapter 4. In depth interviews with the social entrepreneurs were used to reflect on the five social entrepreneurs' lives and upbringing. In addition, a study of secondary data such as company reports, impact reports, operations manuals were carried out to get a deeper understanding of the social enterprises. Table 3.1 provides an overview of each of the social enterprises and their founders.

Table 3.1: Five leading social entrepreneurs

Respondent	Race & Gender	Organisation	Field
Luvuyo Rani	African Male	Silulo Ulutho Technologies	Silulo is a leading township ICT business that provides a conglomerate of services such as an internet café, ICT training courses, wide range of certifications for unemployed youth. Additionally, they offer all IT hardware technical support. Their social value is in providing technical courses for unemployed youth. Their revenue generation is also mainly driven by the same training programmes. The author has worked with Luvuyo and Silulo for over 6 years on various entrepreneurship programmes.
Mdu Menze	African Male	Waumbe Youth Development	Waumbe is a holistic youth development based in the farming community of Fisantekraal. They provide tutoring, career guidance, life skills and post-school opportunities for high school learners. For unemployed youth they provide job readiness and employment facilitation through their partnerships with surrounding businesses. They are an accredited training centre for ICT and Business Administration, this is where their revenue is mostly generated from. The author co-founded this social enterprise with the CEO

			Mdu Menze.
Joy Oliver	White Female	Ikamva Youth	IkamvaYouth is the leading after-school tutoring programme in South Africa working in township communities. They provide tutoring through their volunteer tutors from various tertiary institutions. In addition to the tutoring they provide life skills, career guidance and mentorship programmes for the high school learners. Their revenue is generated mostly through their training and development of smaller NPOs. The author is currently employed by IkamvaYouth as a manager of the Western Cape province operations.
Rufaro Mudimu	African Female	enke: Make Your Mark	enke is focused on developing youth leaders to be equipped to develop solutions to the communal challenges. They have a training programme aimed at high school learners where they are equipped with the skills to develop community programmes. In addition, they are also addressing youth unemployment through their Catalyst programme that provides business and job readiness training for unemployed youth. They also have the BeSpoke, the business unit, that focuses on training and development coupled with different business ventures that the market needs. The author started off as a volunteer for enke and later became a consultant for their training and development programmes.
Mark Horner	White Male	Siyavula Education	Siyavula is one of the leading EdTech companies in South Africa providing school learners with academic content that is aligned with the Department of Basic Education curriculum. In addition, they have the Siyavula Practice which has system generated practice questions. For learners in low fee and no fee schools they can access the content and the Siyavula Practice for free. On the other hand, the more financially resourced schools and learners purchase access to the content. This is how their revenue is generated. The author was previously employed by Siyavula as the Project Support Specialist responsible for the Limpopo, KZN and Mpumalanga provinces as well as fundraising for the Siyavula Foundation.

3.2 Interview Process

As highlighted by Hunter (2012), throughout the interview the research participant must be encouraged in an unbiased manner to thoroughly describe their interpretations of their personal experience regarding the subject of the investigation. Their discussion will ground the data in their personal experiences, which is the main objective of conducting the research and attempting to answer the research questions. This thesis adopted a similar interview protocol to Hunter (2012), the following key steps were taken:

- Ethical clearance was requested from the University of the Western Cape Ethics Committee. This process required the researcher to complete an application form that detailed all the data collection processes and systems to ensure that all ethical considerations were observed.
- After the ethics clearance was approved, the researcher contacted the five social entrepreneurs to ascertain their interest to participate in the research. This was done through email correspondence accompanied by a consent letter for the five social entrepreneurs to sign and consent to their voluntary participation.
- Fortunately, the researcher was able to access the social entrepreneurs as he is also a social entrepreneur. The selected social entrepreneurs are business partners, industry associates and former employers. This allowed for easier access and the social entrepreneurs were more comfortable to speak to the researcher because of the existing relationships.
- At the beginning of the interview the discussion was aimed toward gathering background data about the research participant, issues about their family, the community and schools they attended. This was critical to the life stories as the social entrepreneurs were the best narrators of their own upbringing. In addition, this allowed them to reflect on their own life and make connections to how these experiences influenced the social entrepreneur they became. This also provided answers to the research questions that the researcher had.

- The second part of the interview focused on the social entrepreneurs' businesses. This part of the interview provided the link between their life stories and their social enterprises. The researcher wanted to understand the social enterprise operations and how their business innovation ensured the balance between business goals and social value creation. The interview questions used are provided in Appendix A.
- The last part of the interview focused on the social enterprise's response to COVID 19 as this was an important element at the time of data collection.
- After the first interview, the researcher had an additional interview with the social entrepreneurs to fill in some of the missing data from the initial interview. These follow up interviews were aimed at understanding the social entrepreneurs' critical success factors of social enterprises.
- Due to the COVID-19 pandemic these interviews could not be held in-person as we had social distancing protocols to adhere to. The interviews were conducted online, on Zoom, Google Meet and/or Skype, the participants selected a platform that was convenient for them.
- The interviews were recorded using the in-built functions of the online meeting platforms. These recordings were then saved on the cloud which allowed the researcher to transcribe with relative ease. Unfortunately, the saved recordings on the Skype platform expire after 30 days of the recording which meant that the transcription had to be done early and accurately.

3.3 Data analysis process

The case write-up process was the discourse analysis phase as different themes that emanated from the interviews had to be coded and grouped. Similarly, the life stories were part of the analysis as key life events that had occurred in the social entrepreneurs' life had to be synthesized and structured in a sequential manner.

Secondly, a thematic analysis was adopted also maintaining alignment with the research questions. Matrices were used as an analytical tool to organize and analyse data according to themes (concepts). Data from transcripts, secondary documents and observational evidence was grouped according to concepts and similarities and differences were examined. Specifically, the individual cases were analysed based on the effects of the social entrepreneurs' life experiences on the enterprise. The researcher analysed the lifecycle of each social enterprise to understand how the businesses have transformed over the years.

The key concepts based on the conceptual model were also analysed in relation to the five social enterprises. A cross-case analysis was also conducted to unpack the similarities and differences between the social enterprises. Following that, the themes were integrated back into the model of social entrepreneurship. Lastly, the findings were then compared to literature seeking both conflicting and similar frameworks. As observed by Eisenhardt (1989), linking emergent theory to existing literature improves the internal validity, generalizability, and theoretical level. The new theoretical framework was then discussed and interpreted with implications derived for theory and practice (Weerawardena & Mort, 2006).

Soundness and validity, in terms of credibility and authenticity, are often identified as strengths of qualitative research. Five strategies to ensure soundness and validity were implemented in this study:

1. Purposeful selection of credible organisations and respondents that can provide insights into their operations.
2. Relevant secondary data (reports, documents and archival data) about the organisation were collected and analysed to provide triangulation using thematic analysis.
3. Respondents checked the accuracy of the data by reviewing both a transcript of their own interview and the matrix of all interview data, allowing for input by participants.
4. Anecdotal information was used to convey the findings of the research to improve the shared experience and judgment of the readers.

5. Limitations were communicated and discrepant information was also included in the overall analysis (Weerawardena & Mort, 2006).

3.4 Research design

The researcher developed the key research questions through the unpacking of existing literature. This guided the direction that this research took as the author focused on the key concepts during the data collection and analysis process. The central concept from the literature studied was the social entrepreneur. This became the core focus of the study as the author explored the life and environment of the social entrepreneur in relation to their social enterprise.

Following this a conceptual model (see Figure 1.1 p. 8) was developed based on the key concepts. The model is centred around the social entrepreneur that provides the leadership and management structure to allow for societal needs to be met while the revenue is generated. These objectives are met through exploiting economic opportunities available and innovating to create sustainable financial streams.



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3.5 Summary

As highlighted, the study of social entrepreneurship is in its infancy therefore, it was essential for the researcher to utilise the life story and case study approach. This allowed the researcher to unearth the nuances of each of the five social entrepreneurs' upbringing that led them to become social entrepreneurs. As a consequence of the COVID-19 pandemic, the data collection methods had to be innovative and adhere to the health protocols. The analysis of the data was two-pronged, focusing on the social enterprise and the social entrepreneur simultaneously.

Chapter 4: Findings

4.1 Introduction

This chapter will outline the operations of each of the five social enterprises starting with a company factsheet thereafter, the company growth strategies and response to the COVID-19 pandemic. The social entrepreneur's life story will then be unpacked in the following order:

- Luvuyo Rani of Silulo Ulutho Technologies.
- Mdumiseni 'Mdu' Menze of Waumbe Youth Development
- Joy Olivier of IkamvaYouth
- Rufaro Mudimu of enke: Make Your Mark
- Mark Horner of Siyavula Education

4.2 Luvuyo Rani, Silulo Ulutho Technologies and

Luvuyo Rani is a globally renowned social entrepreneur in the ICT sector providing access to technology for the township communities. *“As a result of focusing on these impactful areas, Silulo has been recognised globally for making a difference. The World Economic Forum founder, Klaus Schwab, through the Schwab Foundation, has recognised Luvuyo with the 2016 Schwab Foundation Social Entrepreneur of the Year award. He was also featured in Forbes Magazine’s March issue in 2014”* (Diphoko, 2021).

Luvuyo started Silulo to bridge the technology gap that exists in South Africa. Silulo now has 42 stores across the South Africa and has trained over 30,000 youths in various ICT courses and other practical courses.

Silulo Ulutho Technologies

Silulo started back in 2004 when Luvuyo Rani decided to venture into selling refurbished computers to teachers in Khayelitsha. Initially, the sales volume was low as teachers could not afford to purchase units as individuals. Silulo then developed a Stokvel system where teachers grouped together to buy computers. This increased their sales significantly. As Silulo sold more computers they realised that people did not have adequate computer skills. Therefore, Silulo started computer literacy training programs that have become a key part of the product offering.

In 2006 they began offering basic 1-hour Microsoft Word training sessions charging R10 per session.

Table 4.1: Silulo Ulutho factsheet

Company Name	Silulo Ulutho Technologies
Founders/CEO	Luvuyo Rani
Year Founded	2004
Focus Area	Information Technology and Education
Number of Staff	+180
Annual Revenue	+R20 Million
Annual Donations	Unknown
Beneficiary Reach	+30,000

Organisation background information

Most of Silulo’s outlets are in mostly black township and rural communities where access to services such as IT support is still foreign because of the residue of Apartheid. As these communities are still grossly under-resourced the Silulo model has been successful. In every township that Silulo operates in, they have created an intertwined relationship with local radio stations, churches and local painters. The Silulo logo and contact details are painted on walls all over the community. Radio stations, such as Zibonele FM in Khayelitsha, have partnerships with Silulo where they get IT services in exchange for advertising airtime. This has worked tremendously for Silulo as a brand.

The name “Silulo” is a composite of the founders’ three names: **Sigqibo**, **Luvuyo** and **Lonwabo**. It also means “we are” in isiXhosa while “Ulutho” translates as “value”. Silulo’s primary mission is to empower township and rural communities by connecting them to the Fourth Industrial Revolution (Technology). Sigqibo later left Silulo and Nandipha came in as one of the Directors. The three directors own Silulo with the following shareholding proportions:

Luvuyo - 44%

Lonwabo - 34%

Nandipha - 22%

Organisation operations

Silulo has become a household brand in townships across coastal South Africa with 42 outlets and representation in the Western Cape, Eastern Cape and KwaZulu Natal provinces. 18 of these stores are franchises providing the same services as fully owned Silulo outlets. The Silulo strategy of responding directly to the customers' needs has allowed it to grow into a one-stop-shop for the township community. Figure 4.1 outlines Silulo services:

Figure 4.1: Silulo's services



The Internet Cafe creates regular traffic for Silulo outlets as people in the communities require printing and computer usage services. Though there has been an increase in smartphone penetration in the township market, people still require the internet cafe services. Hardware and mobile repairs bring the least traffic, contributing less than 5% of the annual revenue. The biggest revenue driver for Silulo is the Training Academy where they have trained over 35000 graduates in their various programs.

The structure of the organisation has Luvuyo Rani as the CEO providing the oversight of the entire organisation. The training and operations are led by Nandipha Matshoba and Lonwabo Rani is the Marketing Director.

Silulo has become a *bridge* for the under resourced communities to access technology and opportunities for an improved standard of living. The technical qualifications attained at Silulo have allowed many to find employment, especially youth who have found it difficult to find employment in a country like South Africa where the youth unemployment is 46.3% (StatsSA, 2021).

Additionally, Silulo developed a platform to develop entrepreneurs in township communities and assist them with access to markets under the new venture called the Silulo Business Incubation. This was initially started in Mitchells Plain and it has now spread into other communities as well.

4.2.1 Successes of the organisation

Initially, the growth of Silulo was catapulted by the R260,000 funding received from the South African Breweries (SAB) Kickstart Business Competition. This allowed Silulo to fund their initial set up costs as they could not get funding from banks due to their bad credit record.

Opening 42 stores nationwide within 15 years of operation is testament to the growth of the enterprise. The impact and reach thereof is remarkable, especially looking at the skills development of the unemployed in township and rural communities. Figure 4.2 below is an illustration of how Silulo has provided opportunities for young people to access dignified lives. This was during their 2021 Graduation Ceremony in Philippi, Cape Town.

For his extraordinary work providing access to technology in under resourced communities, Luvuyo Rani was named a 2014 JCI Ten Outstanding Young Persons of the World (JCI TOYP) recipient in the category of business, economic, and/or entrepreneurial accomplishment. This is one of the most prestigious awards for people making an impact worldwide and this brought attention to Luvuyo who was then featured in the Forbes Magazine in the March issue of 2014.

Figure 4.2: A Facebook Post by Luvuyo during the 2021 Silulo Graduation Ceremony



Luvuyo Rani was also part of Team South Africa that went to the World Economic Forum in Davos together with President Cyril Ramaphosa. He has become a global leader in the social enterprise field because of his experience with Silulo.

In 2016, Luvuyo Rani was named the 2016 Schwab Foundation Social Entrepreneur at the World Economic Forum (WEF) in Kigali, Rwanda. He was among 12 other social entrepreneurs to be honoured by the award.

4.2.2 Silulo Ulutho's growth strategy

For Silulo, the growth concept has been about the establishment of new outlets in the township and rural communities. They use a two-pronged approach of either setting up new shops through the franchising system or opening new shops on their own as a company. Silulo is one of the

fastest-growing social enterprises in South Africa because of its growth strategies. From 2009 to 2014 the social enterprise focused on organic growth. Then from the end of 2014 to the beginning of 2020, they started implementing a franchising system. Both systems allowed for more outlets to be opened as a result more students were enrolled on the Silulo IT Training programmes which is an increase in their social impact. From 2020 to the time of reporting Silulo focused on improving their model and intentionally reduced their rate of opening new stores.

Between 2009 and 2014 Silulo experienced their fastest growth phase after they started with just one outlet in Khayelitsha. As the opportunity to create multiple Silulo outlets was so vast in the township they took advantage and opened many stores. As Luvuyo puts it, *“...at that stage we did not process things too much, we saw a space convenient enough for our business and we built a store. It was as simple as that.”*

From the end of 2014, Silulo realised that there were areas and townships that they were not able to reach and they started the franchising system. This addition to their growth strategy allowed them to sell the franchise to employees of Silulo that already had a good understanding of the system. This is one of the empowerment programmes that Silulo uses to provide opportunities for employees to access economic freedom. Silulo and the prospective franchisee would find a suitable location and ensure the franchisee is trained adequately. The franchisee would also spend a week in a Silulo store in a different location to study their operations. South African Breweries (SAB) assisted the franchisee with funding to purchase the franchise and Silulo would be the surety as some of them did not have the financial means or credit records.

Silulo's expansion from one outlet in Khayelitsha to 42 stores across the country over 15 years is a clear indication of the success of their growth strategy. However, this came with challenges especially the franchising system. Some of the challenges were:

Silulo took on the risk of the franchisee as they accepted to be surety of the funding from SAB. Most of the franchisees did not manage to transition from being employees to being business

owners as they did not develop the skills required to sustain a business. In some cases, the businesses had cash flow challenges because of the franchisee's indiscipline. The values that are essential for a social entrepreneur to thrive were non-existent in some of the franchisees. As a result, their stores did not succeed.

Upon reflection and analysis, Silulo had to re-look its growth strategy and focus on strengthening its model. They decided to focus on working on the business system before looking to scale up through the franchising system. In order to effectively improve the Silulo business systems, Luvuyo went on a journey to understand how best to scale a social enterprise. Luvuyo became part of the Entrepreneurs' Organisation Network, Schwab Foundation of Social Entrepreneurs, and the World Economic Forum. These organisations helped him to work on the business systems, as he puts it, *"...they helped us build the engine of Silulo..."*

These programs assisted Luvuyo and the Silulo organisation to better understand scaling that works for their type of social enterprise including developing discipline for the founders to maintain their focus on the core business offerings and also managing growth effectively.

4.2.3 Silulo during the COVID-19 pandemic

Silulo had been reliant on human traffic in their stores that are usually located at shopping centres in the township. With the advent of the COVID-19 pandemic, their daily sales dropped significantly which affected their revenue. Some of the main challenges that Silulo faced due to COVID-19 were:

- Had to reduce the number of staff from 140 to about 100 employees.
- Silulo had to reduce salaries by 30% for all staff.
- They had to close down the business incubator in Mitchell's Plain (Cape Town)
- Two stores were released for franchising.

Although the pandemic was a difficult period for Silulo it also presented them with multiple opportunities.

- Silulo managed to pivot their model and incorporate online learning through Obami Tech, a company that developed their online learning portal.

- They started the career centre and business centre where they are assisting unemployed youth to access employment. In addition, Silulo has been assisting small and micro businesses to set up, access markets and funding.
- As the communities Silulo operates in became more reliant on technology in their daily lives, this opened up the opportunity to provide them with technical support.
- They have had an opportunity to implement a blended business model incorporating the virtual business and the physical business.

This period allowed Silulo to build business resilience as they had to find ways to survive the effects of the COVID-19 pandemic. They managed to leverage the power of their brand to ensure business continuity. For instance, Obami Tech (an online web development company) built Silulo's online platform even though they did not have the funding for the development. Obami Tech had faith in Silulo as a brand. In addition, Silulo took advantage of social media and used that to market all their new online offerings. This helped to propel their online business and generate sales.

In general, Silulo has gone through exponential growth through the years. They have grown in terms of revenue generation and social impact through the opening of new branches. Through this growth they have gone through multiple transitions but their core focus has remained on equipping people in township communities.



4.2.4 Luvuyo Rani, CEO of Silulo Ulutho Technologies

Born in the township of Komani in Queenstown, Eastern Cape, Luvuyo Rani, like many others born during Apartheid, did not have anything coming on a silver platter. Luvuyo's mother was an 18-year-old domestic worker when he was conceived. He was the first of four boys, two of whom unfortunately passed away, leaving him and his younger brother Lonwabo. His father was a Male Nurse at the time with his highest academic qualification being a Junior Certificate (JC). His family always believed in education as Luvuyo puts it, *"...it was more about get an education, and you will succeed."*

Luvuyo grew up in a low-income household as he recalls that in 1986 his mother became unemployed, and his father had to support the family financially on his own. This was really difficult, and his family had to move to a smaller house. To make ends meet, his mother started a shebeen at their new home. Luvuyo, being the oldest, had to take a lot of responsibility for the shebeen from a tender age. He learnt how to deal with customers, noting that drunk customers are probably the best teachers in customer service. He had to ensure that there was enough inventory so the business would make money to support the family.

The business began to grow. His mother was planning to build a room in their backyard which was going to be the tavern. Unfortunately, things fell apart during that time, his mother had a medical condition that forced the business to come to a halt. In that time, she became a Christian which meant the shebeen business was permanently closed because of religious reasons. Luvuyo also gave his life to Christ in that year, 1991. Financially, the struggles resurfaced as his father's salary was not enough for the family but, the family was united and had faith that God would provide. *"Life was tough at that time but being close to God was good for us. Everything in our family was all about love and knowing that Jesus would provide"* Luvuyo explains.

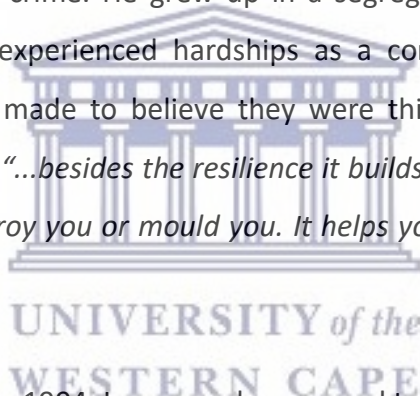
Mr Rani's family instilled a multiplicity of values that he lives by today. He explains that the, *"...our family developed values of respect, integrity, Ubuntu, always God at the centre of everything, the value of love and taking care of others."*

4.2.5 Education & community

During his school days, Luvuyo was not a problem child. His family was very adamant about education. He was a committed learner and he worked hard to make sure he obtained his education. However, he was a slow learner, he even repeated Standard 4 (Grade 6) and Standard 6 (Grade 8). As he puts it, *"...growing up I was an ordinary child, in fact, I was a slow learner...I only completed my matric when I was 20 years old. But, I was a good student. I was involved in BallRoom Latin American Dancing even though my father was hoping I would be a rugby player."* The most revered commodity in his community was education and that is what many of the

young people focused on. Kwa-Komani where Luvuyo grew up with limited exposure to role models and a lack of access to platforms where he could be exposed to entrepreneurship. As he highlights, *“we did not have many entrepreneurs to look up to.”* Fortunately for him, he had a few years of entrepreneurship experience through his mother’s tavern. With the lack of information and exposure, Luvuyo did not know exactly what he wanted to do with his life. After completing his matric he spent a year with no idea of his next move. As he narrates, *“When I finished my matric I wanted to study further but I was confused, besides not having money to go to university I did not know what route to take. I spent that year in the township looking for opportunities. In fact, it was the darkest time in my life, if I was not going to church I would have easily gone the wrong way. That is the issue with being in the township and you are dealing with hopelessness.”*

These experiences laid a firm foundation in Luvuyo’s life. The community was marred with social challenges such as poverty and crime. He grew up in a segregated society, a product of the Apartheid regime where they experienced hardships as a community. Young people were products of parents that were made to believe they were third-class citizens. He describes poverty as the mould of his life, *“...besides the resilience it builds, poverty moulds you. Actually, it can do two things, it can destroy you or mould you. It helps you understand the plight of the poor. For me, it moulded me.”*



After completing of high school in 1994, Luvuyo only managed to relocate to Cape Town in 1996 where he wanted to study at the University of the Western Cape (UWC). However, he was not accepted at UWC. Fortunately, he was accepted at the Cape Peninsula University of Technology (CPUT) though he had to take a bridging course initially. Thereafter his academic career began to develop by virtue of:

- Starting his National Diploma in Education in 1997, which he completed in 2000.
- Completing his BTech in Education in 2001.
- Registering for another BTech in Business Administration from 2002 to 2003
- Completing a Graduate Associate Programme in Management at the University of Cape Town Graduate School of Business
- Completing his Associate Leadership programme at Harvard University in 2018.

For a while, Luvuyo did not really know what he wanted to do with his life. This was not a unique predicament for many of the youth in Komani. Initially, he wanted to become a politician. Interestingly, growing up he was never involved in political structures. He was excited by the way Eugene Khoza (a political analyst) synthesized the South African political system post-Apartheid and he felt this was worth pursuing. He went on to attempt to be part of the SRC twice as an independent candidate, unsuccessful on both occasions. He says jokingly, *"...when I was at Cape Tech (CPUT) I attempted to be elected into the SRC, as an Independent Candidate because I never wanted to be part of the cabal...and that did not turn out well."* That ambition died down and he found a new interest. He now wanted to become a lawyer, even a judge at some point. However, his life took quite a different direction.

The preamble of Luvuyo's academic journey was a deep desire to learn and make it out of poverty. While he was struggling to find opportunities he made a prayer that if he gets an opportunity to study he wants to study for 10 years. He felt education was the key for him to unlock the doors of success that he was so desperate for. Additionally, his education allowed him to simplify his business model. *"The reason many small businesses and social enterprises struggle with the complexity of scaling and growth is the lack of education. When you have got education you are able to create simplicity in your business and create a direction of where you want to go,"* Luvuyo narrates.


In addition to Luvuyo's education, his community of Komani developed the value of loving others. This is one of the core values in social entrepreneurship, loving people. As he puts it, *"as a community we learnt how to love and value each other, I think that is where the social entrepreneurship desire came in. We were the same with our neighbours, we embraced everyone in the community. That is a central value in Silulo even today."*

4.2.6 Professional career

In 1997 when Luvuyo started his first year of the National Diploma in Education his father passed on. This meant he had to be self-reliant, he started working at Edgars as a Call Centre Agent which

helped him survive through his university days. He even went on to do menial jobs, such as distributing flyers and marketing material. As he puts it, *"...at one point I was fired from Marcelo's where I was selling frozen yoghurt because I couldn't speak English. When I finished my Teaching course I got a job teaching sport at one of the private schools in Cape Town. The culture was not great, it was unhealthy for me, there was racism. I then became a rebel. Later, I decided to apply for a teaching position in Khayelitsha."*

Luvuyo managed to get the teaching job in 2001 and he spent the best three and a half years of his life teaching. He is a teacher at heart and still aspires to go back to the noble profession. In 2004 Luvuyo realised there was a great need for computers within the teaching community. That is when the idea of Silulo was conceived. *"When I was at CPUT, that was my first time touching a computer. I saw there was a great need for teachers to have computers as the world was becoming digital,"* Luvuyo says.



Another ingredient to the conception of Silulo was Luvuyo's exposure to one of his cousins Sis' Nkululeko. Luvuyo stayed with her in the squatter camp in Khayelitsha and she was an industrious woman. She turned her small shack into a factory making *amagwinya* (fat cakes) at the school that Luvuyo was working at. As her business grew she started to develop her own life and have a better living standard. As Luvuyo narrates, *"she changed a shack into a beautiful 3-bedroomed house, she bought a taxi, she bought herself a bakkie and she was taking good care of her children. I could see how entrepreneurship was the way to go. Looking at my life then, I was a teacher earning R6000, I was paying a bond on my house and my Corsa Lite, taking care of my Mom. On the other hand, Sis' Nkululeko, was living a better life than I was as a teacher and started to see something was missing. I had to take a risk, and the Khayelitsha community played a pivotal role in Silulo's story. It is where Silulo Ulutho Technologies was born, it is a community of great opportunity. It is the second-largest township in South Africa. If I had stayed in Gugulethu or even my hometown I would not have started Silulo."*

This was the birth of the journey of an internationally acclaimed social entrepreneur Diphoko (2021), who has created evident impact through Silulo. Since 2014 he has been providing technology services for township communities in South Africa. In the context of the coronavirus, the need for technological advancement in the township communities is evident. Silulo adapted swiftly to the needs of the community to provide online platforms for students to learn. Mobile applications for SMEs to access markets and information were developed within two months. In one of his addresses during the COVID-19 Pandemic, he emphasised the value of social entrepreneurship, *“we need social entrepreneurs especially now there will be more retrenchments and unemployment is going to increase across the country. The solution relies on social entrepreneurs to create opportunities that are integrated with technology.”* This agility and passion are some of the reasons why Luvuyo is a well-respected social entrepreneur in South Africa.

Luvuyo has received multiple awards, he has become the proverbial, *rockstar* of social entrepreneurship in South Africa. One of the most prestigious awards he has won was the 2016 Schwab Foundation Social Entrepreneur of the Year Award which is an annual list of the top innovators driving global, regional and industry agendas to improve the state of the world. This acknowledgement demonstrates the impact of entrepreneurs in the social sector and the increasing global recognition of entrepreneurs working to transform under-served communities. Luvuyo speaks so passionately about his own community *“the challenges we grew up in are still existing, not many people have been liberated to be participating in the economy. There are still limited opportunities for people in the township and we need to assist in creating them. This is where Silulo plays a crucial part.”*

4.3. Mdumiseni Menze, CEO of Waumbe Youth Development

Mdumiseni (Mdu) Menze a former process mining engineer who later pursued his passion as a youth development specialist. He co-founded Waumbe Youth Development in 2014 in a farming community of Fisantekraal in the Western Cape. Waumbe has become a holistic development centre for the youth of Fisantekraal.

Waumbe Youth Development

Waumbe is a Swahili word meaning “*Build them.*” Initially, the founders wanted to provide career guidance for Further Education and Training (FET) (Grades 10-12) learners however, the community study findings highlighted that more was needed in the community. Fisantekraal is a community marred with alcoholism, drug abuse, gang violence, and teenage pregnancy. Similar to many township communities in South Africa there is a need for positive role models and safe havens for youth to find an escape from the harsh environment which Waumbe provides. In the six years Waumbe has attained multiple accolades because of their impact and growth.

Table 4.2: Waumbe Factsheet

Company Name	Waumbe Youth Development (NPC)
Founder/CEO	Mdumiseni Menze
Year Founded	2014
Focus Area	Youth Development - academic support, life skills, learnerships, employment creation.
Number of Staff	6
Number of Volunteers	15
Annual Revenue	R450,000.00
Annual Donations	R350,000.00
Beneficiary Reach	30,000 youths reached

4.3.1 Organisation operations

Based on the findings of the community study that Waumbe conducted in 2015, they learnt that some of the challenges the youth of Fisantekraal face are:

- Lack of career guidance
- Poor academic performance
- Lack of role models from the community

- Social decay

In response to these findings Waumbe developed 7 pillars that aim to address these community challenges:

- **Career guidance programme & tertiary application drive:** throughout the year Waumbe runs workshops that are grade specific with industry professionals and university students. These speakers share their career journeys and pathways to help the youth to be exposed to a wide variety of careers. In addition, Waumbe takes 150 Grade 10 and 11 learners to the Cape Town Career Expo annually. For Grade 12 learners Waumbe helps learners to apply for post school opportunities by holding a week-long tertiary application drive where different institutions come to the farming community to assist. Previously, learners from Fisantekraal could not apply to tertiary institutions because they could not afford to get to institutions.
- **Academic support:** with the support of volunteers from the community and previous beneficiaries of the programme Waumbe offers tutoring for learners in Grade 8 to 11 at the Waumbe Centre. For Grade 12 learners, tutors work at Fisantekraal High School. Learners that do not have a conducive environment to study at home often use the Waumbe Centre.
- **Alumni/Mentorship support:** learners that have gone through the Waumbe programme have an alumni community that they join. This community meets every quarter sharing information on how to survive the post matric life. Information on work, studying or learnership opportunities is shared with the community. Job readiness and financial workshops are also provided for them to ensure they are able to sustain their livelihoods.
- **Societal reformation programme:** this is the core of Waumbe's work, where they have developed a curriculum with a comprehensive youth development content. Through this content Waumbe aims to transform the mindset of the youth in the community, it has themes such as self-identity, leadership, sexual health. This is delivered using the experiential learning model in a fun and involving format.
- **Learnership:** Waumbe is accredited to provide a National Certificate qualification in Information Technology. This is one of the revenue generating elements for the organisation as students pay tuition for the various courses that Waumbe offers. Waumbe has also partnered with various corporates that cover the tuition for unemployed youth to attain an IT qualification. One example is a partnership with Investec Bank, Afrikatikkun and Township fleva, that has been running from 2018 to 2021. Over 70 youths have gone through this programme and graduated.
- **Internet cafe:** another revenue stream for Waumbe is the internet cafe at the Waumbe Centre. This is the only internet cafe in the community and it serves multiple purposes from CV typing to internet usage.

- **Facilitation and training:** as an accredited training centre, Waumbe provides training for clients in fields such as community development, leadership, entrepreneurship. Some of the clients include Garden Cities and the City of Cape Town that require community training when relocating people to new housing schemes.

4.3.2 Successes of the organisation

1. Achieved the Community Chest NGO Compliance Certification for Good Governance in 2019.
2. Successfully completed the Accreditation to provide IT Training for End User Level 3 Computing in 2019.
3. Introduced a new Bullying project, to educate young people about bullying and facilitate programmes to assist learners to deal with bullying in 2019.
4. Successfully obtained a property in the Fisantekraal community and renovated it into a multipurpose youth centre that is disability friendly.
5. Facilitated a learnership programme for 70 youths, 30 of them living with disabilities in an End User Computing Level 3 programme.
6. Achieved the Bronze Award for Youth Excellence from the Western Cape Department of Social Development under the Building, Education, Training and Skills Development Capacity Category in 2017.
7. Assisted learners in obtaining bursaries and paid application fees for over 700 youths. Out of these, 100 youths have been successfully enrolled in tertiary institutions.
8. Assisted over 65 unemployed youth to find employment and business opportunities.
9. Reached over 30,000 youth since 2014 with Waumbe programmes.



4.3.3 Waumbe's growth strategy

Mdu understands social enterprise growth as the ability of the organisation to reach more beneficiaries while being financially sustainable. As he describes, *“our work is about changing as many lives as possible however, it is important for this to be financed and resourced. It is important for social enterprises to grow their own funds to assist in the difficult seasons as we have seen during this COVID-19 pandemic.”*

Waumbe has been in existence for seven years and its growth trajectory has been impressive. In one community they have worked with over 30,000 youths and implemented a multiplicity of interventions to develop them. They have also grown in terms of financial sustainability as they

have grown their revenue generation streams. Mdu attributes this growth to the strategic alignment and the focus on the mission Waumbe has kept. In addition, he acknowledges that having the right human resources has been essential in the growth of Waumbe. He explains, *“Waumbe has a great implementation strategy, the way sessions are facilitated has yielded real impact. The team has been instrumental, having the right people and the appropriate experience saw us grow faster than we anticipated.”*

Mdu believes that Waumbe developed key strategic relationships that propelled their growth in terms of model development, building systems and processes and access to funding and markets. This was evident during the COVID-19 pandemic as Waumbe did not receive donor funding, but they were sustained by the revenue from learnerships and the internet cafe.

4.3.4 Waumbe during the COVID-19 pandemic

Similar to other social enterprises Waumbe was directly affected by the COVID-19 pandemic. Some of the key challenges they faced were:

- Not having in-person sessions was challenging as most interventions require face-to-face engagement.
- The community is not well resourced in terms of technology so it was difficult to migrate onto online platforms.
- Waumbe survived 16 months without donor funding, from March 2020 to August 2021 as most companies reduced or halted their Corporate Social Investments expenditure.
- Some of the learnerships contracts were lost as companies had to reduce costs to survive the pandemic.
- During National Alert Level 5¹ the internet cafe could not generate revenue due to people being completely locked down at home.

During these unprecedented times Waumbe had to find ways to survive and continue with operations. These are some of the strategies that they implemented:

- Being flexible and innovative as the organisation had to migrate online. Whilst this was not easy to implement given the context of the community Waumbe continued some of its operations online.

¹ 'Alert Level 5' indicates a high Covid-19 spread with a low health system readiness. Drastic measures to contain the spread of the COVID-19 virus and save lives (PresidencyZA, 2020).

- The strategic partnerships were useful as Waumbe partnered with the Western Cape Department of Social Development and Outside The Bowl to feed over 1000 families during the pandemic. They were able to ensure the well-being of the community and use the delivery process to check in with the youth and the families.
- Having a good organisational structure with a group of dedicated volunteers and staff that continued to offer their time and services. The management and the board also provided leadership and stability during the turbulent times.

When Waumbe started, they were a traditional NPO that was not funded by any external entities. The founders funded the operations from their personal income. After a few years of operations, they began to attract funders, particularly international funders, at that stage Waumbe was primarily donor reliant. As the founders learnt more about the social enterprise field and also realised how difficult it is to attract donor funding they ensured Waumbe could generate its own revenue. Waumbe completed the 2020 financial year without any significant funding due to the COVID-19 pandemic however, they were able to sustain their full operations because of their revenue generation systems. Although the organisation has gone through multiple business stages, they have ensured that the beneficiaries get quality programmes.

4.3.5 Mdumiseni Menze the co-founder and CEO of Waumbe Youth Development

Mdu's grandfather had three wives. His father, one of seven children, was a strong man full of wisdom and a leader of note. He started working at a mine in Johannesburg. When he returned from the mines he married Mdu's mother who gave birth to 15 children, but only ten, including Mdumiseni Menze, are still alive today.

Mdumiseni was born at a time when his father was working mostly in Johannesburg. When Mdu was around eight months old he became very sick, then they took him to a doctor in Libode with his grandmother. He was in tremendous pain and his family believed it was a spiritual attack. They took him to Johannesburg to be with his father where his health became better mysteriously. In 1985 the family relocated to Mthozela location in Qumbu, from their ancestral land, Ngqeleni, which was in Transkei, now the Eastern Cape.

As a religious family, his father was an Evangelist and a well-sought-after preacher. He wanted all his children to grow up in a dignified manner. Although he was not always physically present he made sure that the family had enough to eat, they had a good education and uniforms on their backs. As a low-income family in the rural Eastern Cape food mostly came from the family fields and the family livestock.

Everyone in the homestead was expected to work hard and support the family. Mdu narrates that, *“I would wake up at 5am to go and milk the cows, then take them to the grazelands. If I was on cooking duty, I had to make sure I came back in time to cook for the family and also polish the floors with cow dung. Only then would I be able to leave for school that was a two kilometer walk. If I was late for school, the school teachers would await us with a whip; no late coming was tolerated.”*

Mdu’s father valued education so much that he educated his siblings throughout high school and all his children. One of Mdu’s aunts did well and decided to study further and became a teacher. As Mdu grew older he started staying with this aunt. As she was a teacher and rarely at home because of work, Mdu could not stay at home alone so he had to enroll and start school earlier than expected. At that time students would start school when they were about eight years or even ten years old, but Mdu started when he was only six. Mdu was a bright student because of that they allowed him to skip a few grades in Standard A.

Mdumiseni highlights that he always felt loved and valued by his family. As he narrates, *“this love has given me the confidence to hold my own with some of the dignitaries in society as an adult.”* Additionally, he elaborates that, *“even though my family was loving, my parents were disciplinarians. My mother is the sweetest person but she could beat you back in line.”* As he reflected, he reiterates that his parents’ strictness developed his disciplined character. He can work hard all night and wake up the next morning ready to deliver. Working long hours was in-built into his system.

Mdu reiterates that his father was a leader of note, he was usually flown from the Eastern Cape to other provinces of South Africa to solve disputes and preach. He learnt a lot from his father by watching him deal with family disputes. The spiritual aspect which Mdu attributes a lot of his success to was instilled by his father. Though Mdu did not really like the idea of being a Christian at first, this has become a significant part of his life as a Senior Pastor today. As they grew up Mdu would refuse to be a Christian because he felt that, if a Christianity was so good, his father should have been a multi-millionaire with his level of commitment.

4.3.6 Community

Mdu was born and bred in the rural areas of the Eastern Cape province. His father moved to Qumbu, Mtozela location where they had more grazing fields. This was a typical rural community that had youth in the grazelands herding the livestock, working the fields and not really bothered about school. Mdu was one of the intelligent boys in the community and his community soon took notice. The teachers allowed him to skip some grades and he would outperform most of his peers without even preparing.

As he grew older he realised that his community did not have many leisure activities and he decided to start a soccer club that would compete with other teams from other villages. This was his first social impact programme as a youngster and many of the children spent time away from social ills and played soccer. His mother did not enjoy this idea of playing football; she used to think it was ungodly. If she found Mdu on the field she would give him *“a few blows of love”* as he calls it. He narrates, *“to avoid getting beaten I decided to be a goalkeeper, this would allow me enough time to see my mother from a distance and I would run home, clean myself up and look innocent. As the playing field was just behind our homestead, it was easy for me to sprint home when the car stopped at the bus stop dropping my mother.”*

The harsh rural life gave him a different perspective on life. He knew he had to fight for survival, he had to fight to be respected and he also had a part to play in making his community better.

There was very little exposure to town life but he made the most of his time. His leadership skills began to blossom in the dusty roads of Qumbu.

4.3.7 Education

Mdu's family valued education and it was a family tradition to enrol into boarding school. This was not the norm for many families. This tradition continued with Mdu who after junior school went to Nyanga High School to start his Grade 10. This boarding school was 200km from the Menze homestead. This was a top academic school in the region, at that time when a learner would be expelled from the boarding school if they failed any of the core subjects. The young Mdu, had his work cut out academically and socially.

Mdu worked so hard in his 10th grade he was overall third place in the whole Grade. This made it easy for him to be moved into the class that was doing Physical Science which he wanted. This was for him to pursue his dream job of becoming a mechanic, the teacher accepted him with a warning, however. Mdu excelled at school, maintaining his third position in the grade till their final year. He became friends with the two other top performers and they all agreed that they would apply to universities in Cape Town. For rural boys this was extremely ambitious, even their parents were not impressed to learn that their sons wanted to go and study in another province, in the big city Cape Town.

The three young men pulled all the stops and completed their application forms to study at the University of the Western Cape (UWC) and Peninsula Technikon. Their final results came out and the three gentlemen excitedly took the bus en route to Kaapstad. Upon arriving at UWC on the 21st of January 2001, they found out that their application forms were never sent. Mdu explains, *"we all completed the forms and asked one of the ladies that was staying in town to post the application forms and application fees for them as they could not travel to Town because of distance and cost. We had performed so well; we were excited that we will be going to university*

in the big city! However, we later realized that the lady never posted our application; she just ate our money and possibly threw application forms in a bin. We were so heartbroken.”

Even with their disappointment, they had to find a way because they wanted to get an education. With their minimal English, they went from office to office. Mdu was finally accepted at CPUT for a National Diploma in Mechanical Engineering, his other two friends were accepted at UWC for BCom Accounting.

This is where Mdu first found out that Mechanical Engineering was not aligned to his dream career. He wanted to be a Vehicle Mechanic, he fantasized on the idea of wearing overalls and being greasy. He wanted to be fixing cars just as he was doing in the village with all the wire cars he had made for his friends. His lecturer gave him a reality check but Mdu decided to persevere through this. This first year was really difficult for Mdu, his parents could not afford to send him any money as his father was now unemployed. He survived on one meal a day, from his two friends. Financially, he had to survive on handouts from distant family friends from his village but he did not give up.

At this stage of Mdu’s life, he had to find the strength to survive and find solutions to his financial struggles. He rekindled CPUT DanceSport that had been dormant for a long time. Dancing was a skill he developed by mistake. Mdu says, *“while we were in Grade 11, a few of my friends and I wanted to attend a Beauty Contest in eNgcobo but we did not have money for a ticket.”* He then decided to enter as a ballroom dancer. He had to learn ballroom dancing in a few minutes, fortunately for him, his partner decided she was not going to embarrass herself dancing with a person with two left feet. He enjoyed the concert so much he wanted to learn more about Dance Sport. This experience is what he used to revive the sport at CPUT. To his amazement, a number of students were interested in the sport.

At the end of that year, the PenTech Dance Sport Club won multiple awards at the University Awards ceremony such as the Most Improved Sport and Sports Team of the Year. Mdu also

received an award as the Club Administrator of the Year in 2002. This was the turning point in his life, he got a bursary from Golden Arrow to support his financial needs while at university. He was voted into the SRC Sports Council, as a Deputy Chairperson leading 23 sports codes. Thereafter, he became part of the South African Students Union (SASU) as a Sports Development Officer. Through his portfolio, he travelled across the country working with university management teams to develop sporting infrastructure in various universities. He made such an impact in the country that he was awarded with the South African Protea Badge in 2006.

By the time he left CPUT Mdu was a different person and he had attained his National Diploma in Mechanical Engineering. He had also completed his BTech in Mechanical Engineering and a BTech in Project Management.

4.3.8 Professional career

As Mdu completed university he had developed a keen interest in entrepreneurship, his final year research was based on entrepreneurship and this intrigued him. He was also encouraged by his father who said,

“...you know Mdu, this thing of working for someone else, you will be a slave forever. There is a young man in our area who started a construction company and he is doing very well. You should also start your own business.”



This got Mdu to register his first business in 2007 focusing on project management. However, this idea of entrepreneurship was put on hold as Mdu went in pursuit of a stable income. On the 13th of February 2006, he started working as a Junior Mechanical Design Draftsman. In 2008, Mdu felt that with his experience and qualifications he brought great value to the organisation. However, he was unhappy with the salary he was getting. Mr Menze explains, *“I felt that they were paying me not based on my value but as someone who stayed in Khayelitsha. I had meetings with the HR Manager, without significant changes I began to look elsewhere.”*

In 2008 he was recruited by De Beers Marine as a Mechanical Design Research Engineer where he worked on a new mining tool that the company was exploring at the time. Unfortunately, the 2008 financial crisis affected the continuation of Mdu's project, he was therefore retrenched in March 2009. Then he joined Parterson and Cooke as a Mechanical Design Draftsperson in April 2009 until March 2011.

He started a new journey as a Mechanical Project Engineer at ADP Africa in April 2011. Mdu says this was a significant year in his life. *"This year (2011) is the year I got God's calling into ministry. I had been a Christian since 2007 and now it was time for me to go into ministry. I worked as an Assistant Pastor everywhere I served. In every church I worked in there was a great deal of improvement for the church especially in terms of finance, resources and infrastructure. However, this came with a fair share of squabbles, many of the pastors felt as though I wanted to unseat them. Each time this would happen I would leave the church and find another church to serve."*

Professionally, as Mdu continued to work at ADP he gained a lot of international experience working on projects across the African continent. He was exposed to different cultures and traditions so much in his trade. He worked on diamond, coal and gold processing plant projects in Lesotho, Botswana, Namibia and Burkina Faso. He also travelled across Ghana, Senegal and Ivory Coast learning about different cultures and environments; he understood their way of life though he did not understand their language. In Botswana, he understood what it meant to be a foreigner in a country with the differences in priorities. As he jokingly mentions, *"...you could be in the middle of watching the Soweto Derby on the communal television, and someone would just change the channel to watch something else. You couldn't fight that as you were outnumbered."*

All these experiences shaped Mdu's world view and developed the person he became. Mdu highlights that the time he survived his first year gave him a strong fortitude. As he succinctly puts it, *"no matter the difficulty I always have peace."* Furthermore, he highlights that through university and his professional life he learnt how to relate to different people. He says, *"I always see people attacking our brothers and sisters from other African countries but, I have been a*

foreigner in other African countries. I know how it feels to be away from home, and we are all the same in any case.” He is not intimidated by people that are in higher offices or positions than he is. He says, “I am confident in my abilities. I have gained so much experience from a number of people I have worked with over the years. I can build relationships with any person from anywhere in the world.”

He also highlights that the leadership trait that was passed down from his father was developed through working with a number of churches. The church fights trained him to view people from a different lens. He is more careful of people that want to take advantage of him and serves with the objectives in mind.

4.3.9 Social entrepreneurship journey

In 2010 Mdu and a few of his friends came together to start Career Exhibitions in the Eastern Cape, based on his personal experience of only finding out on the first day of university class that the course he had taken would not lead him to become a motor mechanic. He wanted to make a difference and expose learners in the Eastern Cape to different career opportunities and the requirements of each career.

In addition to career information, these young professionals also took application forms for learners. They helped them apply to different institutions and made sure learners would not be left stranded in a new city as Mdu and his friends were. This programme was effective and assisted many learners. He extended this programme to youth in Khayelitsha in the churches that he was part of. As he says, *“I have always had a heart of developing young people. I have had many young people in my house trying to improve their lives without any ulterior motive.”*

This passion grew over the years and Mdu was balancing his professional career as a Project Mechanical Design Engineer, a Pastor and now a Social Entrepreneur. His major breakthrough started in 2014 when he started Waumbe Youth Development with the author, Delphino

Machikicho. This organisation, based in the farming community of Fisantekraal, has grown tremendously over the years. Waumbe works with youth between 12 and 28 years old working to develop a purpose-driven generation. There are multiple interventions that have been developed based on the community study conducted in 2015 in collaboration with Won Life. The aim of the study was to have a clear understanding of the community challenges and identify the causes of poor academic performance and the high numbers of high school learner drop-outs. From this study the results indicated the following factors:

- Lack of career guidance
- Poor academic performance
- Lack of role models from the community
- Social decay

Based on this community study, Waumbe has developed programmes that directly address the above factors by addressing the root causes of the identified challenges.

Waumbe has developed over 30,000 youth in and around this community through academic development programmes such as tutoring, career guidance, tertiary application drives. Through these interventions, the only high school in the community has improved its matric pass rate from 44% in 2014 to 79.5% in 2019. Through Waumbe's interventions, over 70 youth are now formally enrolled in tertiary institutions across the country compared to less than five youths in 2014. Over 50 unemployed youth have found employment through Waumbe since its inception.

The organisation has also managed to develop from being 100% donor reliant to generating over 20% of its annual income from internal revenue streams. Waumbe owns a multipurpose youth centre that generates rental income from a number of other organisations making use of the facility. There is an internet cafe that serves the entire Fisantekraal population with internet, printing and other IT services. In 2019 the organisation became accredited by MICTSETA to offer IT courses for youth in the community. Mdu has been instrumental in the development of this organisation that now employs five full-time staff members and 20 volunteers.

Mdu's journey in social entrepreneurship is decorated by multiple awards and accomplishments but his life has equipped him to be the social entrepreneur that he is. According to Mdu to be a successful social entrepreneur you have to be hard working. He says,

"...you are on your own, if you do not get the job done, nobody else will. Fortunately, my life prepared me to be hard working from the time I was a young boy in the Eastern Cape." Mdu also believes in the biblical examples of mentorship as he says, *"...mentorship covering for Abraham was Melchizedek, for Joshua it was Moses, for me my mentor is Mr. Jannie Isaacs. He has been a pillar of knowledge, experience and guidance and nurtured me into a great leader. He is the living well of development with a big heart, he helped us with the Waumbe vision interpretation.*

I believe that God provides for every season. He might not give you what you want, but God gives you what you need. The Lord has always provided for every season in his time, during the ideation of Waumbe I was surrounded by people with sound minds with hearts towards development. The likes of Renske Ball, Delphino Machikicho, Mauricia Abdol they have been very instrumental. Now the season Waumbe is at again the Lord has provided a great community that has heart towards community development Louis-Delien Piennar, Karen Zaaiman, Abner Mahlatsi. I believe in the partnership of ideas to achieve a common goal. There is a saying that says if you want to go fast go alone, but if you want to go far go with other people, that is the culture Waumbe has endorsed.

Additionally, Mdu highlights that it is important to believe in your idea and be consistent in execution. *"Many organisations start so well, and they begin to fizzle out. This sector is difficult but you have to keep doing what you do best. Results do not come easy but you have to continue working."*

Mdu also emphasises the value of praying for what you believe in. Being a spiritual individual he feels that for him to remain calm in the difficult periods he needs to pray. Mdu explains a scenario that required him to pray, *"...we were renovating Waumbe and we had a deadline for the centre to be completed for us to start the learnership. Unbeknown to us we needed over R100,000 the following day to meet the deadline, our bank account did not have additional funds to cover this*

cost. I got home that day and I prayed. The next morning, I woke up and got an email that the deadline had been delayed by two months. Later that day, I also received an email from one of our Netherlands donors confirming a donation of R137,000.”

Another important element for social entrepreneurs is the ability to network. For Waumbe to be successful it has developed multiple partnerships to support in various ways. One of the key partnerships for Waumbe is with universities in the Western Cape. Mdu’s ability to network has allowed him to partner with a number of these institutions. This is a skill that he developed early in his life when he needed to build relationships for him to survive.

Lastly, Mdu mentions that *“mentorship is an important part of any person’s life. Without some of my mentors like Mr Isaacs, I would not be where I am today. I have learnt from him as he has walked this journey of leadership before. He has also become the Chair of the Board of Directors for Waumbe sharing his experience with the organisation.”*

Mdu’s life has prepared him well for the journey of social entrepreneurship.

4.4 Joy Olivier the co-founder of IkamvaYouth

Joy Olivier is well respected social entrepreneur in South Africa, particularly, in the after-school sector where she leads various research and policy programmes. She was born in the farmlands of KZN and rose to prominence in 2003 when she co-founded IkamvaYouth in Khayelitsha. Ikamva has become one of the leading after-school programmes in South Africa operating in 17 branches.

IkamvaYouth

IkamvaYouth, one of the leading afterschool support programmes in South Africa, was founded in 2003 by Joy Olivier and Makhosi Gogwana. Joy and Makhosi had different life experiences but they were both working as researchers at the HSRC. Joy was coming from a privileged background and Makhosi had grown up in a township, Makhaza in Khayelitsha. As they were conducting research on the education crisis in the country, they realised the disparity in the quality of

education and access to resources and information. This started their idea to provide support for learners in under-resourced communities. When Makhosi approached her old high school in Makhaza to offer free support and tutoring, the principal agreed. Thereafter, they were joined by their friends and began volunteering as tutors and mentors, with a desire to support learners to reach their fullest potential.

Table 4.3: IkamvaYouth Company Factsheet

Company Name	IkamvaYouth
Founders/CEO	Joy Olivier/ Hope Chidawanyika
Year Founded	2003
Focus Area	Youth Education
Number of Staff	60
Annual Revenue	R2 Million
Annual Donations	R23 Million
Beneficiary Reach	50,000

Organisation background information

IkamvaYouth provides a safe space for learners to be after class ends, where they receive help with their homework and a host of other services and support to ensure they succeed. From 2003, with one branch in Makhaza, IkamvaYouth has grown to 17 branches in five provinces in South Africa providing support to over 5,000 learners per year through their various programmes.

IkamvaYouth is an official partner of the Department of Basic Education, which allows them to work directly within the schools. They work primarily in township schools where there is the need for support and resources. Joy Olivier led the organisation from its inception until 2017 when she stepped down. The current CEO of IkamvaYouth, Hope Chidawanyika.

Organisation operations

IkamvaYouth innovation lies in their model which has been continuously improved over the years - youth-driven, low-cost and high impact programming which achieves results in contexts where such achievements are seldom attained.

The structure of Ikamva is as follows: each branch is run by a branch committee, which comprises the two full-time staff members, and the most committed learners, volunteers and parents. This is the standard across all the 17 branches where there is a democratic decision making and transparent process. Key stakeholders, including beneficiaries, have a great sense of ownership of the branch and the programme, and build leadership experience and skills.

IkamvaYouth provides a variety of programmes for high school learners but the core programme is tutoring. Volunteer tutors support learners in small groups to ensure that they understand their school work. Volunteers are mostly university students giving back to their communities and they are also previous beneficiaries of the programme.

Grade 12 support is one of the key programmes offered by IkamvaYouth. In this they ensure learners apply to at least three post-school opportunities, so they enrol in tertiary institutions, learnerships or jobs the following year. After results are collected Ikamva assists these learners to enrol and find employment; if unsuccessful they also receive support from the Alumni department.

Various programmes are also offered to equip learners with skills that are not readily available to them. Some of the programmes are computer literacy and e-learning classes, leadership and life skills.

On the other end, the revenue generation programmes for IkamvaYouth are the training and development services. Based on their sector knowledge and research collected over the years, Ikamva also offers training for smaller organisations to improve their models. In addition, as a sector leader they have developed the Community Collaboration Programme that incubates

smaller organisations to achieve scale and sustainability. This is often paid for by corporate sponsors and government partners.

The programmatic elements which are the core of IkamvaYouth are supported by the Administrative departments such as Technology Support, Finance and HR to ensure the organisation is sustainable. The hierarchy of the IkamvaYouth organisation is as follows:

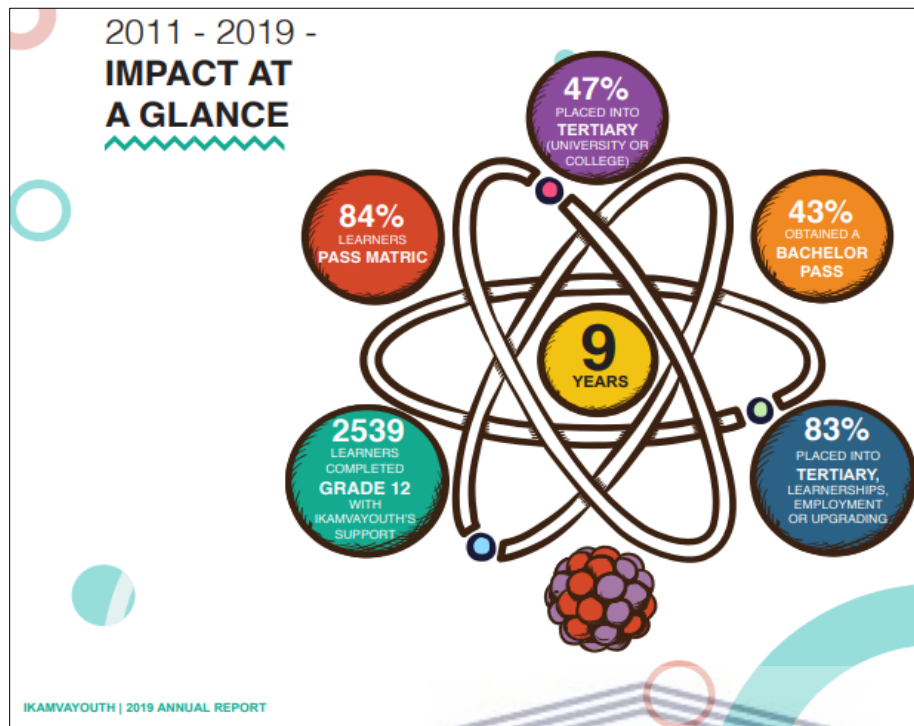
- Board of Directors
- Executive Management
- Operations Management
- Programme Implementers
- Administrative staff

4.4.1 Success of the organisation

Over the past 17 years IkamvaYouth has made a tremendous impact in township communities where resources are scarce. They have received numerous awards in acknowledgement. Figure 4.3 is a summary from the IkamvaYouth 2019 Annual Report



Figure 4.3: IkamvaYouth Social Impact



4.4.2 IkamvaYouth growth strategies

Joy understands social enterprise growth as increasing impact in whichever specialty an organisation operates in. She believes the increased number of impact outcomes is how the social enterprise sector should view growth. She argues that, “*where an organisation (or group of organisations) helping young people at risk of not achieving matric bachelor passes delivers an increase in these learning outcomes from 300 to 500 matric bachelor passes that is growth.*”

In terms of managing social enterprise growth, Joy believes that organisational growth management in a social enterprise is very similar to that of a traditional corporate organisation. She argues that there should be strong financial management enabled by robust systems and processes. In addition, social enterprises should be especially careful with their budgeting and cash flow management.

Joy believes that at the core of the systems, there should be great human resources management, and social enterprises should ensure the attraction, retention and internal

succession of top talent. Equally important is how social enterprises manage organisational culture, change and internal communication flows. She says, *“an organisation has to constantly monitor the context it operates in to ensure that the enterprise continues to meet needs in the most effective and scalable way in ever-changing and dynamic environments.”*

IkamvaYouth has been consistent with their business model, they have been donor reliant for most of their existence. It has taken time for Ikamva to adopt revenue generation initiatives due to capacity issues. The current CEO, Hope Chidawanyika, has been implementing changes to ensure that Ikamva generates more revenue through its already existing training departments. Besides the business model transformation, township education is IkamvaYouth’s main focus to ensure learners access a dignified living (IkamvaYouth, 2021).

4.4.3 IkamvaYouth during the COVID-19 pandemic

According to Joy, during the COVID-19 pandemic, the social enterprise sector faced similar challenges to that of traditional enterprises such as a decrease in funding, decreased access to staff and beneficiaries. She says *“the pandemic has highlighted the essential services provided by social enterprises. With growing consciousness about the urgent need to change unsustainable practices (when it comes to the environment, inequality etc.), there is an opportunity to attract funding from new sources. The pandemic also sparked an increase in within- and cross-sector collaboration, where there is a huge opportunity to combine resources, prevent duplication of effort and to innovate for ecosystem change.”*

During the pandemic IkamvaYouth faced multiple challenges:

- Programme implementation was affected as no in-person tutoring sessions could be offered.
- Volunteers, who are mostly university students, were forced to return to their homes meaning Ikamva did not have the usual support.
- As some learners and tutors were infected with COVID-19, Ikamva had to halt operations to disinfect the affected branches which reduced contact time with the learners.

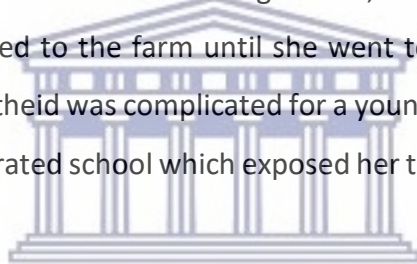
Fortunately, IkamvaYouth managed to pivot their model to operate online as in-person sessions could not be held. One of their alumni developed an online platform, VISAR, which was

compatible with the IkamvaYouth model while being cost effective for learners to use. IkamvaYouth managed to continue with their operations without cutting down on staff or reducing salaries because of their agile response to the pandemic.

They managed to maintain the funding secured for the year 2020 with the justification of them continuing with operations. This period increased the organisational will to have more business revenue streams as the reality of not accessing donor funding became more apparent. The organisational strategy for 2021 -2022 was centred around increasing business revenue for the organisation.

4.4.4 Joy Olivier the founder of IkamvaYouth

Joy Olivier has become a household name in South Africa, particularly in the education management sector. She is an accomplished Social Entrepreneur. She was born in 1980 in a small town called Thornville, just outside Pietermaritzburg in KZN, where her parents were farmers. For 16 years her life was confined to the farm until she went to boarding school. Growing up during the dreadful time of Apartheid was complicated for a young white girl like Joy. Fortunately for her, she had been to an integrated school which exposed her to different experiences of other South Africans.



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Joy narrates this, *“I think it was a politically volatile time to be living in KZN, it was pretty weird growing up as a white person on a farm in a community that was terribly racist. But, when you are young your reality is only what you know obviously, in retrospect you realise that terrible things were happening. I was lucky when I went to a racially integrated private school that probably helped me circumvent some of that crazy thinking. Coming with that, one has to take responsibility for one's privilege and try to do something good with it. I guess that is why the redressing of inequality has been so important for me”*

As the country was in its chaotic state, Joy’s family lived through a progression of economic strata. Her grandparents were born in poverty and at times, they would go to bed hungry. However, they were hardworking and enterprising. Her grandmother found an opportunity to develop a

rose garden and that became the family breakthrough. Joy's parents were in a better financial stead as strawberry farmers in KZN although hail destroyed their crops at one point and they became bankrupt. She explains, *"We basically lived through all income levels and then back down again. My dad had a few years when he did really well growing strawberries, he could afford to take us to really expensive schools then he lost everything from hail and bankruptcy. But we were never poor to the point of going hungry."*

Through the rise and fall of life they would not go to bed hungry; they had enough to live a respectable life. At the core of the family there is a common spirit of innovation passed from one generation to another, starting with the grandmother starting a rose garden and today Joy is one of the leading innovators in the social enterprise sector.

An important aspect that was cultivated by Joy's family is working hard. Growing up in a farming lifestyle this was the order of life especially with a history of poverty in the family. Joy's parents had to build from the ground to be middle income earners. This trend also followed Joy as she became the first generation university student against all odds when she enrolled at Pietermaritzburg University, which later became part of University of KwaZulu Natal. She later transferred to Cape Town to study at the University of Cape. Joy describes this succinctly, *"...in addition to being a racist environment, it was an extremely sexist environment that I grew up in. Not many women in my family have had the same opportunity to be economically independent as I have had. I believe education has opened so many opportunities for me and it is a passport for empowerment. Me coming to Cape Town to study was a radical move for a young lady from Thornville."*

Growing up in a community that was marred with racism and sexism Joy learnt how unfair the world is. People's access to opportunities was based on their gender or race and there are people that tend to have power over the rest. Despite such toxic exposure she made it to university. Below is Joy's tertiary academic journey:

- One year at university in Pietermaritzburg studying a Bachelor of Arts majoring in English and Philosophy. Although she spent a lot of time partying in her first year she managed to pass exceptionally well, evidence of her intelligence. She was frustrated by the academic standard of some of the classes where she was not challenged enough.
- For her second year, she decided to transfer to the University of Cape Town where she felt the academic standard was challenging enough for her. She was still in the same Bachelor of Arts majoring in English, Philosophy and Psychology. *“Despite all the partying I managed to do quite well in all my subjects and I moved to UCT where I felt challenged academically, I am a total nerd.”* Joy jokingly narrates.
- After completing her undergraduate degree, she immediately enrolled for her honours. She majored in Psychology where she excelled. She really enjoyed the development psychology elements with a particular interest in how people learn. In addition, she applauds the Psychology department at UCT for providing great research training which has been useful in a professional career. After completing her honours she went to live in the Eastern Cape for a while. Thereafter she returned to Cape Town to work at the Human Sciences Research Council as a researcher. This is where she met Makhosi Gogwana who would later become the co-founder of IkamvaYouth.
- Joy and Makhosi were part of the Knowledge Management Unit where they worked on research inputs for the Department of Higher Education. They wanted to study the pipeline of scientists in the country so they looked at learners studying mathematics and science. Joy and Makhosi came from divergent backgrounds but converged at the same job. Makhosi, who was from Khayelitsha, a township in Cape Town, shared her ordeal learning in this environment with Joy. This process ignited a desire to address the inequality in education as Joy recalls it, *“Ikamva started as a hobby; there was no plan to set up an organisation, we were just mission driven to provide a practical response to the*

need. It is only when we realised that tutors needed transport money to commute to Khayelitsha that we registered as an NPO for us to apply for funding.”

Little did Joy know that this was the birth of IkamvaYouth, one of the leading After School programmes in the country. Growing up, Joy could not have imagined starting a social enterprise because she did not even know about the sector. She was so focused on getting a job as a researcher following the advice of her father she narrates, *“my dad used to say we should study, get a job then we can make money.”*

The findings from the research Joy and Makhosi were conducting showed that the country was haemorrhaging talent in the science field, as too few of the learners were making it through the system to get into university. In response to that Joy says, *“we had to find ways of harnessing all that talent.”*

Learning from her personal journey, education had been the proverbial key to multiple doors of opportunity. She wanted the same for many young people in South Africa, *“I wanted to get involved because I had seen in my personal journey that education has channelled me into a universe of many options which is quite foreign compared to where I am from.”* One of the central elements in the IkamvaYouth model is the peer-to-peer support element where learners study together and help each other, which is drawn from Joy’s experience as a learner where she always learnt best when she was studying with friends. Joy’s creativity and resourcefulness have been evident in how the organisation has grown from its inception in 2003 in Makhaza, Khayelitsha to have over 17 branches across five provinces in South Africa.

4.5 Rufaro Mudimu, CEO of enke: Make Your Mark

Rufaro Mudimu started as an intern at enke: Make Your Mark and later took over the reins when Pip the co-founder and CEO resigned. Her passion for the social enterprise and youth development is evidenced in the work she has done with enke. The organisation has grown from having a single youth leadership forum to reaching over 105,000 young people.

Organisation background information

The genesis of enke: Make Your Mark (“enke”) was when three international volunteers – Tom Walsh, Philippa (Pip) Wheaton and Kathryn Maunders – were working in some of the most under-resourced schools in KwaZulu-Natal. While working with some of the youth in these communities they learnt of the challenges that the youth faced and how frustrated they were about their school, communities and country in general. Unfortunately, the youth did not have a platform to find solutions to these challenges. Consequently, in February 2009 Tom, Pip and Kathy developed a concept that would allow youth from across the socio-economic spectrum to come together. On this platform youth would share ideas and experiences on how to combat their communal challenges and then implement these ideas. The first enke: Forum was held in July 2009. This was a resounding success and the co-founders felt that they needed to develop this into a sustainable platform for the youth.

As a result, enke: Make Your Mark was registered as an organisation in 2010. This idea has grown over the years, the co-founders have moved on and Rufaro Mudimu who started off as an intern at enke is now the CEO of the organisation. In ten years enke, has grown into a reputable social enterprise focused on youth leadership development. They run holistic programmes and provide services that impart skills and belief systems aimed at developing effective youth leaders. At the core of enke’s work is their mission which is;

“To CONNECT people across the diversity and the socio-economic spectrum, creating valuable networks, social capital and building social cohesion.

To EQUIP with an entrepreneurial mindset and social-emotional skills – real-world skills that unlock opportunities for future success.

To INSPIRE a bias towards action, to achieve personal, professional, national and global development aspirations”

The name enke means “ink” in SeTswana and “take it” in SeSotho. This is the purpose of their existence, empowering youth to be authors of their futures by taking opportunities to change their lives and communities thereby making their mark.

Table 4.4: enke Company Factsheet

Company Name	enke: Make Your Mark
Founders/CEO	Rufaro Mudimu (CEO)
Year Founded	2009
Focus Area	Youth Development (Leadership & Entrepreneurship)
Number of Staff	18
Annual Business Revenue	R0.5 Million
Annual Donations	R10.5 Million
Beneficiary Reach	+105,000

Organisational operations

enke is a leadership development social enterprise that generates and incubates youth-led social change. In line with their mission they connect, equip and inspire youth to realise their potential, thrive and mobilise for meaningful change.

The enke programme curriculum focuses on developing the social and emotional skills that place the participants on a path towards employment, social responsibility and personal well-being. 91% of enke “graduates” are in education or employment, compared to the national average of 69%. enke has managed to achieve this through their various programmes for high school youth, for post-school youth, and other specialised services. Below are some of the core programmes offered

The enke: Trailblazer Programme is their flagship programme that inspires and supports Grade 10 and 11 high school learners that are selected based on leadership interest to create real change in their communities. Participants design and run projects to address social challenges they are passionate about. Through this experience, participants increase their grit, social responsibility, self-efficacy and social capital, while gaining practical experience in project management and leadership.

The enke: Catalyst Programme is a direct response to youth unemployment which is aimed at young people who are not in employment, education or training (NEETs). The programme is a 25-week (6 month) experience in-personal development, social impact and guided coaching for professional development. This programme helps to increase the employability of the youth or their ability to start their own enterprise.

The enke: Community Partners Initiative (CPI) is capacity-building programme for community-based youth development organisations. The enke: CPI is an impact scaling intervention that uses social franchise model principles to increase the reach of enke youth development programming in communities in South Africa. Through the enke: CPI, organisations receive an organisational strengthening course, facilitation and operational training that equips and supports them to effectively run enke youth development programme models (Trailblazer and/or Catalyst) in their communities.

The enke: Ignition Programme is a specialized facilitator training programme targeted for young adults 18-30 years old. Ignition started as a post-secondary volunteer programme (2010-2018) and has evolved into a broader facilitator training programme that directly supports the implementation and training delivery of enke's core youth development programmes (Trailblazer and Catalyst). Only individuals that complete the specialised Ignition Programme training are qualified to deliver training as enke facilitators.

In terms of business revenue generation, enke provides a variety of training and development services for clients in the sector through its for-profit social enterprise, Make Your Mark (MYM) Training & Development Services. One of the key elements of their offering is curriculum development and training services for NPOs. Through MYM, enke has recently ventured into clothing apparel sales as a way of leveraging on their inspirational brand as the clothing is branded with the popular enke logos.

There are many other programmes that enke implements in response to the youth development challenges. The organisation operates with a team of 18 and over 30 volunteers and part-time

contractors annually. This strategy of keeping the workforce smaller helps them manage the operating costs.

4.5.1 Successes of the organisation

Over the past 12 years enke: Make Your Mark has left an indelible mark on the South African youth development landscape. 5129 young leaders have been trained to create social value with their own projects and organisation. The multiplier effect of their impact is tremendous. The Fig 4.4 below outlines the impact enke has had as at 2020-year end.

1. Over 5,100 youth leaders have been trained by enke since 2009.
2. Over 1,100 social impact and/or business ventures have been started by enke participants.
3. 90% of participants started projects, programmes or organisations because of enke.
4. For every Trailblazer reached, 50 people from different communities have benefited. The aggregate reach of the enke programmes is over 108,000 people.
5. 74% of the Catalyst programme find employment, go to study or start a business after completing the programme.

4.5.2 enke's growth strategy

According to Rufaro Mudimu, growth in the social enterprise sector has multiple facets but the most important facet is that of impact. Organisations in the business of social value creation have to effectively and continuously provide value for their beneficiaries. She explains that *"...social impact can be a deep or wide impact but importantly the work done has to be worth it. There should be a meaningful contribution to the lives of beneficiaries and providing viable solutions and filling the gaps that are there."*

Rufaro believes that social enterprise growth should be so evident that they work themselves out of business. As the organisation grows it has to eliminate the problem in the target market. *"In the NPO sector, an organisation should be working to deal with a challenge until the challenge is eliminated. Thereafter the organisation should welcome the idea of closing down operations because they are done"* she highlights.

Fig 4.4: enke impact summary



Source: enke: MYM 2020 Impact Report

The enke growth strategy has been about reaching more youth widely and ensuring that there is a meaningful impact with the youth in the programme. The leadership has had to reflect on their Theory of Change² to interrogate where they need to specialise as an organisation. The outcome of this directed them to focus on:

Ensuring that the programme has an increased impact on the ground through scaling the enke operations.

To reach more youth beyond their scope, enke has to influence policy change through partnerships. As a result, they were part of establishing the Youth Development Collaboration South Africa, an independent member-based organisation that is a platform for youth development ecosystem actors to work together.

² Theory of change is an evaluation of complex community initiatives focused on social change, a theory of change is designed as a tool to help clearly articulate underlying assumptions from the offset. The process of creating the theory of change allows an organisations to reach consensus on its underlying assumptions, which are then codified in an explicit product for a clear strategic direction (Reinholz & Andrews, 2020).

Through all these strategies enke's growth is evident as they have cumulatively reached over 108,000 people across South Africa.

From its inception enke has been structured as a traditional NPO that is donor reliant. This caused financial challenges that threatened the existence of the organisation. Through Rufaro's leadership enke has adopted a hybrid model that allows for revenue generation with a business unit, Bespoke Services, which has now been spun-off into its own company (MYM Training & Development Services) that is wholly owned by enke. Though this transition was significant it has not changed the focus of the organisation to develop young leaders. Beyond just leadership development enke has increased their scope to address the challenge of youth unemployment.

4.5.3 enke: Make Your Mark during the COVID-19 pandemic

The effects of the COVID-19 pandemic were far-reaching and enke was not spared. One of the major challenges that enke had was the halt to face-to-face sessions as most of their programming relied on in-person interaction. This meant they had to re-designing the programmes and implement them online. They managed to develop an online platform, the Learning Cloud where all programmes were held.

Fortunately for enke, they had secured funding for the 2020 financial year so, they did not have any retrenchments. They also used this pivoting period to change aspects of their model; in particular, by having more community-specific programmes. Previously, beneficiaries would travel to an enke centre in large groups. However, due to the social distancing protocol, they had Trailblazer Champions that went into the communities and worked with smaller groups of beneficiaries (satellite enke chapters which were mostly in schools). This resulted in cost reductions that allowed more communities to be reached.

4.5.4 Rufaro Mudimu the CEO of enke: Make Your Mark

Rufaro Mudimu is the Chief Executive Officer of enke: Make Your Mark, one of the leading social enterprises in South African youth development. Rufaro was born and raised in Harare, Zimbabwe. She grew up in the 90s at a time when the country had a bustling economy, very different to the Zimbabwe of today. She was raised in a family of five, that being her parents, an older brother and younger sister. In terms of the socio-economic strata, her family was in the upper-middle-class. Her parents could afford to send them to private schools. Her older brother went to Gateway Primary School and then St. George's College in Harare and Rufaro went to the Dominican Convent School, a private Catholic school. She jokingly explains, *"...Convent Harare was definitely not a private school, the fees were not at the same level as other private schools, however, I do accept that the school itself ranked among the private schools."*

Rufaro's family was a conglomerate of backgrounds; her father was a first generation university student. His father (Rufaro's grandfather) was a gardener. Rufaro's mother came from a middle class family; her father was a legal clerk. Her childhood had a dual experience as she lived through the two different socio economic realities. As she puts it, *"I had to navigate both of those worlds. My holidays would be split between going to the rural areas and townships to spend time with my Dad's side of the family and, the other time I would visit my Mom's side of the family in the suburbs that had big houses with tennis courts."*

Over-and-above, the holiday time she spent in these two worlds, her father supported their extended family. He has paid school fees for most of their cousins and Rufaro describes this, *"...my Dad was the one in the family that had made it, everyone had invested towards his education. Therefore, he supported all his family members. We grew up in our house and we would have our cousins living with us, at times there would be more than eight of us in the house."*

This dual experience in Rufaro's formative years developed a strong sense of giving back to society as she learnt from her Dad, who still takes this family responsibility seriously. This also made her aware of her privilege, *"...if I had been born to any one of my Dad's brothers it would*

probably be a very different situation for me. I understood from an early age that where you come from affects what you are exposed to. I had options to do all things associated with being in the upper-middle class, activities such as music and ballet.” While Rufaro’s Dad was studying towards his Masters in the United States of America he would bring home VHS tapes that she would watch. This also exposed her to a totally different world and informed some of her thinking.

The value of integrity was also instilled from an early stage; one had to commit to what one ought to do. This was directly linked to the work ethic that was part of the family culture. Rufaro’s mother started a cleaning company in 1995 while she was also working as a radiographer full time. Rufaro watched her mother work on the business after work and the business is still in operation. The business was Rufaro’s first job where she worked as a Receptionist during her O-level break. Rufaro describes this as, *“it was really important to observe my mother build this cleaning company from our spare living room while working full-time. Sometimes I would be picked up late after school and I had to wait at the office because both my parents were still working. It was important to observe that work ethic.”*

Another significant attribute that Rufaro gained was not being afraid to try new things. As a family they would travel across the country and to other countries. They would visit one game reserve every year, by the time she got to 12 she had visited all the game reserves in Zimbabwe. That built a sense of adventure in her character.

Against the background that Rufaro’s Dad was a first generation university student, he valued education and doing well at school was important to him. This was one aspect he wanted his children to also attain success in their academics. Fortunately, for Rufaro this came easy, she was a top academic performer at school. As she puts it, *“...for me school was not super hard, it was annoying for my friends and siblings that I didn’t struggle with school.”*

4.5.5 Community

As the norm would go, upper middle class families would stay in the suburbs with big houses and spacious yards. There was very little interaction with the neighbors or the community in general. In the 1990s people started building durawalls for security and that also reinforced the individualistic culture of the community. This was the community that Rufaro resided in; however, when she would visit her cousins in the township, life would be a complete contrast. Her cousins knew everyone in the street, people would be talking over the fence and playing on the road together. This was a different experience for Rufaro.

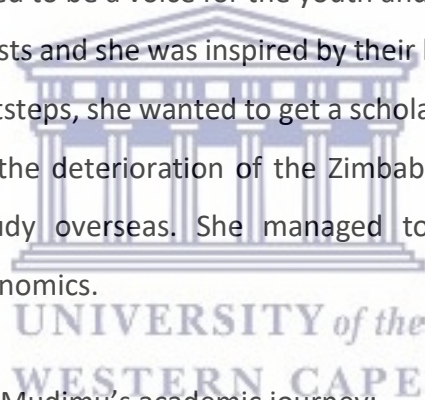
The community where she spent the bulk of her time was at Dominican Convent School. This school is an integration of different communities in Zimbabwe. From the young girls from township communities to the Former President's daughter. Rufaro sums it up beautifully, *"Convent was a great equalizer, it integrated different communities. The moment we all wear the uniform we all had the opportunity to work towards what you wanted."* She was that student that enjoyed school and the results were evident. After her O-level examinations she went on a Rotary Youth Exchange for a year, going to the USA at only sixteen. It was her first time being away from her family. This programme would increase her chances of becoming a prefect, something that she had been yearning for. *"This was a very interesting experience. It allowed me to value my family more, how we worked together, as well as appreciate being in Zimbabwe or in Africa a lot. Life in the US was a little bit sad, especially at that age."*

In the last year of Rufaro's high school she was elected to be part of the Harare Junior City Council as the Chief Whip. Junior City Council is a platform that brings students from different schools into the council chambers to discuss issues that affect the youth. Her tenure in the Junior City Council reinforced a lot of her prior experiences of socio-economic disparities. Moreover, understanding that the blazer that one wore should not be a barrier to integration. This practical experience, coupled with the leadership development, engraved a different worldview in Rufaro's eyes. *"With Council, it was no longer the private school students playing together, it was now everybody playing together, which was really cool. I appreciated that connection across*

socio-economic barriers, now especially with enke. This really opened me up to think of the world in a different way.”

These communities that shaped Rufaro’s worldview played a significant role in the social entrepreneur that she has become. *“In reflection, though I did not think about it at the time, these experiences play a role in how one experiences and observes the world. For example, when I went on exchange in the US, people would take on menial jobs for work experience. Here you would never think of yourself working as a Cashier if you are from an affluent home.”*

When Rufaro was about 16 years she went through a Being a Champion course where she discovered her strength in reading and writing could lead her into a journalism career path. As she was completing high school she was more certain that she wanted to be a journalist. She was a good public speaker and wanted to be a voice for the youth and speak truth to power. She had read a lot of memoirs of journalists and she was inspired by their lives and she wanted to do that too. Following her brother’s footsteps, she wanted to get a scholarship to study overseas. As her tertiary studies coincided with the deterioration of the Zimbabwean economy, she needed a scholarship to be able to study overseas. She managed to get a scholarship to study Communication Studies and Economics.



Below is a breakdown of Rufaro Mudimu’s academic journey:

1992 - 1998: started Grade 1 at Dominican Convent (Grade 1-7)

1999 - 2002: high school at Dominican Convent (O-level)

2003 - 2003: La Crosse High School in the US for the Exchange programme

2004 - 2005: senior high school at Dominican Convent (A-level)

2006 - 2006: waiting to go to university. Worked at an Internet Cafe

2006 - 2010: completed her BA (Honours) degree in International Studies and Communication studies at York University in Canada

2010 - 2011: worked for a social enterprise in Canada

2012 - date: started working at enke: MYM

2013 - 2013: Certificate in Social Entrepreneurship at Gordon Institute of Business Science

2015 - 2017: Masters degree in Management in Public & Development Management from Wits University.

While she was in her second year at York University she took a Communication Policy module where she found how the media industry operates. She describes this, *"... I found out how journalism really works especially around media consolidation. Unless you own the media or you own the newspaper you actually have no control as a journalist or an editor. For me to be prominent it would have taken me 30 years or so. That dream died, I decided I was not going to be a journalist anymore. I then took a new direction into the development field. Growing up in Zimbabwe, I understood the impact of economic development policy or lack thereof on a country."*

While she was in Canada studying she had to work part-time at the Centre of Student Success to financially support herself as the Zimbabwe economy began to tumble. As she narrates: *"...by that time my parents had lost a lot of their money in Zim's economic collapse. I was working part-time in an Admin position to support myself."*

While she was working at the centre she observed how the university deliberately created models to support students through their university career. Through this, Rufaro learned how it easy it can be for people to fail to complete their studies, and saw that it was important to invest in people's success and create experiences for people to navigate their way to success.

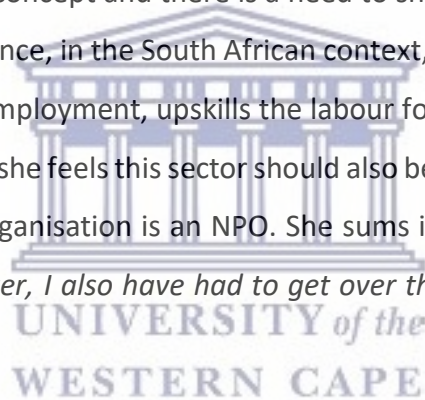
When Rufaro completed her BA (Honours) degree she was fortunate to get a job immediately at a social enterprise in Canada, at Me to We Social Enterprises. This was her first interaction with the concept of social enterprise and working for Me to We unearthed the understanding that working in development does not always mean working in poverty. *"You could do well, and do good, which I think is an important part of social enterprise. A lot of my experience and observations meant that I would need to work/volunteer for some foundation to do good. This experience showed me that it is possible to make money and do good"* Rufaro explains.

This is when she decided to return to Africa to create a social enterprise focusing on developing other people, and specifically on youth leadership development. She had seen the benefit of creating experiences for people to develop themselves. *"There are so many young people in Africa and what I wanted to do was aligned with the demographics of the continent, I just needed to find a way of making money. I decided I needed to learn and understand what was existing in*

Africa, so I applied for jobs in Zimbabwe and South Africa. enke: Make Your Mark responded first with an Intern position.”

One of the important elements for Rufaro was selecting a focus area in youth development through her experience at York University. Creating experiences and models for people to succeed underpinned her specialty. As time progressed she was promoted to Programme Manager at enke and she began to weigh the possibility of starting her own social enterprise against transforming an existing entity. She chose to stay with enke and incorporate business principles while staying true to the impact of the organisation. At that time, she went on to study further to unpack the role of social enterprise in South Africa.

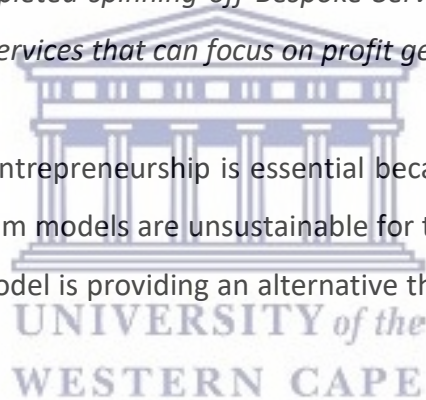
Rufaro’s position on social enterprise is that viewing social value creation as a volunteering endeavour is mostly a Western concept and there is a need to shift away from this, especially in developing economies. For instance, in the South African context, social value creation has more economic impact as it creates employment, upskills the labour force and improves the standard of living for the poor. Therefore, she feels this sector should also be remunerated on market value and not paid less because an organisation is an NPO. She sums it up perfectly, *“It is something that you actually have to get over, I also have had to get over this and say, you should be paid well for doing good.”*



Rufaro also believes business revenue generation has been associated with for-profit entities and most non-profit entities have excluded generating revenue from their strategy. There has been a tension when it comes to non-profits making revenue. Generating revenue for social impact driven entities should be normal however this revenue generation should be balanced with the social impact. She shares her experience, *“when we opened the business unit of enke’s operations, which was deeply researched, we had to change the language which was really important. We had to explicitly state that with this unit we are intending to make profit. It has taken me a few years to lean into that intent, to fully accept that it is okay that we are making profit here. Navigating this process and changing your own mindset is the biggest barrier.”*

The critical success factors of a social enterprise according to Rufaro are, the social value identified needs to be core to the purpose of the entity. It needs to be very clear what value an organisation is creating in society and it should be clearly articulated. It should be evident how society benefits because of the organisation's interventions. She narrates, *"when Pip [Wheaton, Co-Founder & Former CEO] left we had to go through a purpose defining process as a team. We had to develop our vision to be aligned with our purpose."* Secondly, they need to ensure that there is financial sustainability regardless of the legal registration of the entity. She argues that, social entrepreneurs should be able to generate revenue that can sustain the company operations. As Rufaro explains, *"...in 2016 to 2017 we would not have survived if we had not experimented and thought differently about financial sustainability. We expanded to create our business unit, Bespoke Services which focuses primarily on making profit by leveraging on the work that we already do. This helped us diversify our work and build meaningful relationships on our success. We have now completed spinning off Bespoke Services into a separate company, MYM Training & Development Services that can focus on profit generation."*

In developing countries social entrepreneurship is essential because of the social value that is created. The traditional capitalism models are unsustainable for the countries and the evidence is clear. The social enterprise model is providing an alternative that is economically and socially sustainable.



4.6 Mark Horner, the CEO of Siyavula Education

Marker Horner is a nuclear physicist that decided to provide access to quality academic content for school learners. Siyavula's conception began at a Science Festival in Grahamstown, South Africa. Mark Horner, experienced the inequality in the education system and decided he wanted to create a solution for this misnomer. Siyavula has become one of the leading Educational Technology (EdTech) companies in Africa.

Siyavula Education

From that festival he brought together a group of post-graduate students to develop science content that could be distributed to underprivileged schools for free. In 2002 the Free High School Science Texts project began publishing Open Educational Resources (OER) with the embedded conviction that this group of students would share their knowledge, for free. This group of students volunteered not only their knowledge but also their time as they spent most of their weekends developing content. This project was evidence of the collective power of volunteer collaboration, and the project produced open textbooks for Grades 10-12 Mathematics, Physics and Chemistry, allowing teachers and learners to print or share them digitally.

Table 4.5: Siyavula Factsheet

Company Name	Siyavula Education
Founders/CEO	Mark Horner
Year Founded	2012
Focus Area	Educational Technology commonly known as EdTech
Number of Staff	21
Annual Revenue	60% of Total Income
Annual Donations	40% of Total Income
Beneficiary Reach	+1 Million primary and high school learners

Organisation background information

Building from the success of the Free High School Texts work, in 2007 Siyavula was born as a fellowship project within the Shuttleworth Foundation. The primary objective of the project was to make openly licensed content available for all grades and subjects within South Africa. The content developed was aligned with the national curriculum and learners could understand concepts better using these textbooks. As the Siyavula books grew in popularity the Department

of Basic Education (DBE) partnered with Siyavula to print and distribute their content as millions of open textbooks to all learners in the country. By 2010, with the high school textbooks fully established, Siyavula began developing open content for lower grades. Using the same volunteer collaboration system, Siyavula developed content for Grade 4 - 9 learners. From 2011 Siyavula allowed the DBE to continue with the distribution of the textbooks but the government budget could not continue covering the costs of printing.

As innovators, Siyavula decided to focus more on building an online learning platform that will achieve what physical textbooks could not achieve. In 2012, with investments from the Shuttleworth Foundation and PSG Group Limited, Siyavula Education became a fully-fledged company in pursuit of long-term sustainability and stability. The focus was now on building an integrated learning experience, drawing on the benefits of open content and adaptive practice for mastery in Mathematics and Science. This allowed Siyavula to develop the Siyavula Practice tool that helps learners to get practice questions for each section of the National Curriculum and Assessment Policy Statement (CAPS)³ syllabus. This is in addition to the Siyavula textbooks that learners can access on the same platform.

In 2014 Siyavula secured an investment from the Omidyar Network and as a result they became a part of the Silicon Valley-based group. This investment shifted their focus to international markets, bringing Siyavula Practice to the world. This was also accelerated by a donation from Google.com of over R20 million in 2018 that allowed Siyavula to enter the Nigerian market. The objective was to develop textbooks and a practice tool for 150,000 high school learners in Nigeria. To access this donation, the Siyavula Education company also registered the Siyavula Foundation as a Non-Profit Company. This is now the entity that implements all the sponsored programmes to no-fee and low-fee schools while the business unit sells the Siyavula Practice to schools and parents that can afford to pay.

³ A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12 (DBE, 2012).

Organisational operations

Siyavula's journey has been centred around their quest to make quality education accessible to all learners. Siyavula has become a technology-focused social enterprise, working to build a sustainable Open Education Resource (OER) entity. A hybrid business model has been developed that ensures that the content developed by a community of highly skilled educators and programmers is distributed through two channels. The first target market is for commercial distribution, where individuals or school networks purchase the Siyavula Practice platform for their learners. The second target market is the free access group, that is mainly made up of learners and schools in under-resourced communities. As these learners are able to access the Siyavula Practice and textbooks for free, this is usually funded by corporate partners.

The Siyavula Practice platform has been developed over time to offer great value for all stakeholders. The content that was developed by volunteer educators created a bedrock for textbooks and teacher guides. This feature allows any person to access all the textbooks developed over time for free. This was Siyavula's marketing strategy as all the textbooks have links that direct learners to the other features.

As an addition, the core feature of the practice tool is the adaptive learning exercises for high school learners. Learners use their mobile devices to complete exercises for each section of their work. This feature is aligned to the CAPS syllabus to ensure learners can practice what they would be learning in class with their teachers. This was developed using adaptive technology which aligns with the level of understanding that each learner would be on.

Learners studying at quintile one to three schools have free access to the practice tool as this is paid for by the corporate partners that Siyavula works with. The platform is also zero rated on all major network providers in South Africa so any learner can use this platform provided they can access any mobile device. Even a basic feature phone with internet access can get to the practice platform.

Based on the assumption that learners in private schools and quintiles four and five are in higher income households, Siyavula offers the practice tool at a fee. This can either be done at an individual level or the school will purchase access for their learners. This is the main revenue generating element for Siyavula. The value proposition for schools and parents in this market has additional features such as parental monitoring access, usage data, and mastery data.

The company operates with 21 staff members who are divided into different units. Most of the staff are in the sales and community engagement units as they work to penetrate the two different markets they operate in. The educational technology (EdTech) specialists are the spine of the organisation as they develop the content and the desired user experience. This group is unique in the sense that they are mostly hybrid individuals who are programmers and teachers at the same time. The leadership of Mark Horner as the CEO has helped the enterprise navigate the treacherous EdTech and social enterprise fields simultaneously. He has been supported greatly by Neels Van der Westuizen who is the CFO and Director and is mainly responsible for the business and sales elements of the organisation.

4.6.1 Success of the organisation

Siyavula has grown from just an idea to provide textbooks and content for learners to become one of the leading Educational Technology organisations in South Africa. This journey has been difficult as the country's infrastructure is a deterrent to their success. However, Siyavula has succeeded against all the odds.

The idea of Open Education Resource has attracted multiple investors and partners to Siyavula which has helped them gain access to international markets such as Rwanda and Nigeria. One element that allowed Siyavula to direct their own path without donor influence was the investment from the Shuttleworth Foundation as they were a private limited company.

In terms of social impact Siyavula has reached over a million learners through their free textbooks and the Siyavula Practice. Additionally, some of the learners, especially in underprivileged parts of the country, had the Siyavula platform as their only resource. This has pushed Siyavula to

improve their service and access, for example by getting the Siyavula platform zero-rated by the network operators in South Africa. They have not changed their business model significantly over the years besides the registration of the Siyavula Foundation to clearly demarcate the business unit and the sponsored unit.

4.6.2 Siyavula's growth strategy

Siyavula's growth strategy has always been hinged on reaching as many learners as possible. Initially, they were able to grow exponentially because of their initial partnership with the Department of Basic Education with the Siyavula textbooks. This became the bedrock upon which the Siyavula Practice was built. Their growth and improvement was a case of providing the best utility in terms of the learning tools that help to ensure that learners master the basics of mathematics and science.

Siyavula ensured that the Siyavula Practice was available on basic feature phones so that learners across the country would have access regardless of their economic strata. They also had the website zero-rated on all major mobile networks which removed the cost of usage for learners that did not have access to mobile data or Wi-Fi. All these elements ensured that Siyavula grew significantly over the years to reach over 1 million learners.

4.6.3 Siyavula during the COVID-19 pandemic

With Siyavula being an online learning platform, the advent of the COVID-19 pandemic came with great opportunities as all learning migrated to online platforms. As they were already in EdTech they had the first-mover advantage and they were able to leverage their existing partnerships with the Department of Education and schools individually.

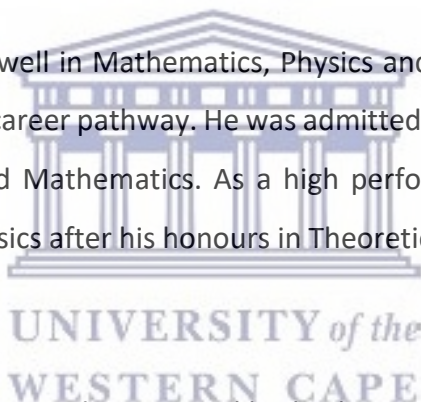
As Mark reflects, *"this pandemic has had devastating effects globally but, for us [Siyavula] we have seen huge spikes in our usage, we have made some of the highest revenues during this period. Also with the Sponsored Schools we have a funder that has paid for learners to access the platform during this period."*

During the lockdown most learners and schools were experimenting with online learning hence this increased traffic on the Siyavula Practice site. This also meant that the back-end of the platform would always have the capacity to handle the high traffic.

4.6.4 Mark Horner CEO of Siyavula Education

A leader in the Educational Technology (EdTech) industry, Mark Horner has led Siyavula Education to provide quality Mathematics and Science content through the use of technology. Born in a small town in the south of Namibia, his father was a diamond geologist in many African countries and his mother was a graphic designer. Mark lived a nomadic life in his childhood due to his father's work. He also lived in Lobatse, a town in the south of Botswana. At the time he got to grade four he came to South Africa to be in boarding school at the Christian Brothers College (CBC) in Pretoria. Thereafter, he went to CBC Kimberley for high school.

Although Mark was performing well in Mathematics, Physics and Computer Science he did not really have a clear picture of his career pathway. He was admitted at the University of Cape Town for a BSc in Physics and Applied Mathematics. As a high performing student, he went on to complete his PhD in Nuclear Physics after his honours in Theoretical Mathematics and a Masters in Laser Physics.



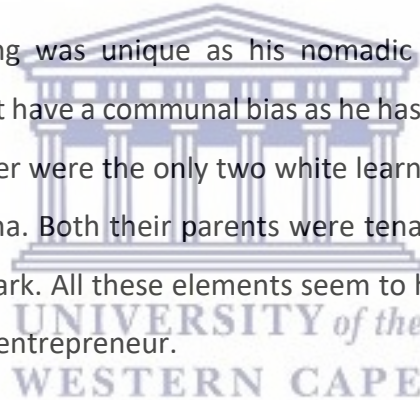
Mark was well set on his journey as a Physicist, and his background had fully prepared him to be at the pinnacle of his field. His family had the resources for him to attend great schools and he was also focused enough to have made it this far. During the last years of his Masters in 2002 something shifted in Mark's career pathway. He attended a SASOL sponsored Science Festival the Eastern Cape as one of the facilitators. The theme for the ScienceFest was "*Seeing the world through Science.*" It was a huge spectacle in the science field, with over 60,000 people in attendance. SASOL sponsored many rural learners to also attend this prestigious festival.

As a typical festival, learners would move from station to station, absorbing all the information they could about the world of science. As Mark was explaining some of the basics of physics, a

group of learners from rural schools were astonished by the information they were getting. These learners returned to Mark the next day with a hard covered notebook and asked if he could write what he had explained to them. Mark discovered that these learners did not have textbooks and what he thought was basic information was new knowledge for them. As Mark describes, *“they had no access to textbooks but they had a keen interest in getting information. I managed to write about five pages of notes during my lunch break.”*

A few months later Mark made the decision to start writing science textbooks that will be free and easy to access for learners in high school. He brought together six enthusiastic PhD students that were passionate about sharing knowledge for free. That is when the book writing began in 2002. This was the beginning of the journey of Siyavula Education. The world of educational technology has never been the same since then.

In retrospect, Mark's upbringing was unique as his nomadic lifestyle developed a level of independent thinking. He did not have a communal bias as he has no real ties to the communities he grew up in. Mark and his sister were the only two white learners at Crescent Primary School, an integrated school in Botswana. Both their parents were tenacious and resourceful, possibly traits that were inculcated in Mark. All these elements seem to have played a significant role in Mark's development as a social entrepreneur.



One of the fundamental values that Mark identifies in his social entrepreneurship journey is the sense of injustice in the education system. *“I had this deep-seated anger with the system that was so unjust. I was unhappy with the way I was taught, lectures felt like a waste of time. I could sense the injustice with the teaching, at the basic level there were kids without books. It is wrong that there is inequality and this sense of self-preservation of the elite. Education is the best way to raise the tide that carries all the ships.”* This was the driving factor behind the establishment of Siyavula Education. At the very core of this organisation is the drive to help learners, as Mark puts it, *“...I just want to help kids.”*

As Mark reflected he credited his years in the world of Physics as it helped him develop problem-solving skills. These were critical as they built Siyavula Education from the ground. Building a social enterprise aimed at fixing the education sector that has a multiplicity of challenges requires complex problem-solving skills. One of the solutions that Mark established was to create a business model that would generate revenue to develop an integrated system for Siyavula Education. *“We would not have built this EdTech system with donor funds, the business revenue helped to fund the development,”* Mark explains.

Mark highlights some of the critical success factors for any social entrepreneur. He says, *“one has to believe that they can make a difference and be extremely tenacious but not irrational, you cannot ignore reason. The mission at heart has to be crystal clear, it is the central clarity of purpose and this is what drives you in the difficult times.”*

In the greater scheme of things Mark drives home an important point, *“the value of social enterprises in Africa is that we can sustainably drive social development without leaching wealth from the continent. There is a massive need for employment creation, economic development and equal distribution of wealth; social entrepreneurship can create that.”*




Chapter 5: Discussion and analysis

5.1 Introduction

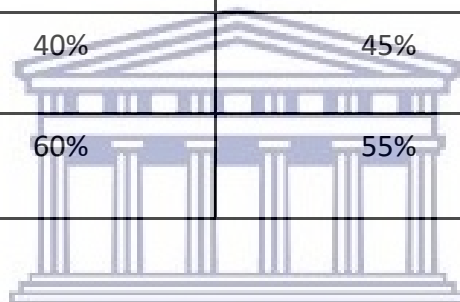
This chapter is aimed at summarising and analysing this insightful data that has been collected. Firstly, table 5.1 below is a cross sectional analysis which provides a summation of the findings chapter. That will be followed by discussions based on the umbrella concepts identified in the literature firstly focusing on the social enterprise the organisation then a deep analysis of the entrepreneur the person and their journey.

Table 5.1: Cross sectional case analysis



Company	IkamvaYouth	Siyavula	Waumbe	enke: MYM	Silulo
Social Enterprise					
Sector	Education Management	Educational Technology	Youth Development	Youth Development	ICT Training
Social Impact Programs	High School Tutoring Career guidance Post-matric placement	Open source academic content – free for under-resourced schools	High School Tutoring Career Guidance Youth Development Curriculum Employment Facilitation	Youth leadership development Entrepreneurship training	ICT courses for unemployed youth

Revenue Generation Services	Property Rentals Training & Development	Paid access to the academic content	Property Rentals Internet Café Revenue Learnership Fees	Employment Facilitation Training & Development	Training course fees Internet cafes revenue
Beneficiaries	Youth: 12 – 19 years	Children & Youth: 7 – 19 years	Youth: 12 – 25 years	Youth: 16 – 25 years	Youth: 17 - 35
Impact Reach	+50,000 high school learners	+1 Million primary & high school learners	30,000 youths (high school & post matric)	+108,000 (high school & post matric youths)	30,000 (post matric youths)
Donations	90%	40%	45%	95%	Undisclosed
Revenue	10%	60%	55%	5%	Undisclosed (R+20 Million)



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Company	IkamvaYouth	Siyavula	Waumbe	enke: MYM	Silulo
Founder/Leader	Joy Olivier	Mark Horner	Mdu Menze	Rufaro Mudimu	Luvuyo Rani
Race	White	White	Black	Black	Black

Gender	Female	Male	Male	Female	Male
Highest Qualification	Master's in Education & ICT from UCT	PhD in Nuclear Physics from UCT	Post Graduate Diploma in NPO Management.	Master's degree in Management in Public & Development Management from Wits University.	Post Graduate Associate Leadership Program from Harvard University.
Previous Profession	Researcher	Physicist	Process Engineer Mining	Social Entrepreneur	Teacher
Upbringing	Grew up on a farm in KZN. Though she grew up in privilege she was exposed to other races early.	Lived a nomadic life as he was born in Namibia, grew up in Botswana and learnt in South Africa. Privileged family financially that allowed him to access the best education. Went to an integrated primary school in Botswana.	Grew up in the rural areas of Eastern Cape. Had a large family that was very spiritual.	Upper-middle class family that could afford to send her to good schools. Had an integrated family that allowed her to learn from both worlds.	Grew up in a township in Queenstown. Grew up with his family and he was fully integrated into his community

Values	Hard work Innovation Equality	Hard work Innovation Fighting injustice Resourcefulness	Hard work Discipline Loving other people Working collaboratively Spirituality	Hard work Integrity Taking responsibility Adventure (taking risks)	Respect Integrity Ubuntu Loving others Believes God has to be the centre of all.
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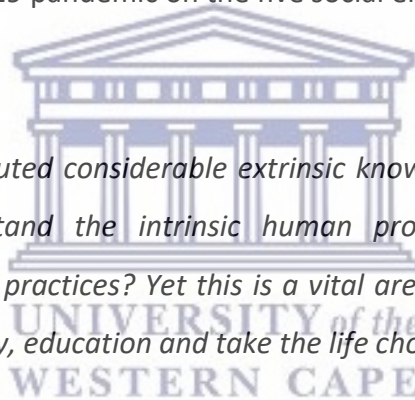


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The diverse backgrounds of all five social entrepreneurs in this study are a testament to the fact that the social enterprise field is non-discriminatory. Each social entrepreneur's life journey is unique and contributed significantly to the type of social entrepreneur they became and the enterprise they established. This analysis will explore the following key themes identified from the five life stories and case studies completed:

- a) The innovative strategies that the social enterprises use to achieve their growth, business goals and social value creation objectives.
- b) Family values that the social entrepreneurs developed that influenced their social enterprise journeys.
- c) Unpacking how communities and the environments they grew up in shaped the worldviews of the social entrepreneurs.
- d) The effect of training and development on the success of the social entrepreneurs.
- e) The effect of the COVID-19 pandemic on the five social enterprises.

“Academic research has contributed considerable extrinsic knowledge about entrepreneurship. But how well do we understand the intrinsic human process of how people develop entrepreneurial capabilities and practices? Yet this is a vital area of study which needs to take pace if it is to inform public policy, education and take the life choices of individuals” (Rae, 2000).



In the social enterprise sector this question is even more pertinent as the extrinsic knowledge of social entrepreneurship remains rather limited. To improve the understanding of the social enterprise sector and implement better policies and support systems for social entrepreneurs we need to better understand the life cycles of social entrepreneurs. This section aims to analyse and thereby improve understanding of the social entrepreneurs' lifecycles and the critical success factors of their social enterprises.

The has a dual approach, focusing on the enterprises thereafter analysing the persona of the social enterprise. Firstly, an analysis of the operational strategies that have been implemented by the five social enterprises, unpacking the similarities and differences of their models.

Secondly, the author analysis the balancing of social value creation and revenue generation that the five social enterprises implement. Thirdly, there is a detailed comparison of the beneficiary reach against revenue generated for the five social enterprises. Fourthly, this chapter outlines the growth strategies that the social enterprises have implemented since inception. Lastly, there is an analysis of the flexibility and endurance of the social enterprises during the COVID-19 pandemic.

In terms of the social entrepreneur's analysis this chapter focuses on the values that are developed through family, community and the environment that they grow up in. The author also interrogates the effect of the social entrepreneurs' upbringing on their decisions to be in the industry. There is also an analysis of the impact of training and development on the effectiveness of the social entrepreneurs. In addition to this this section also outlines the career pathways that each of the social entrepreneurs embarked on. Ultimately, the author aims to understand how the upbringing affected the social entrepreneur on their journey.

5.2 Operational strategy of social enterprises

There are similarities in the five organisation objectives as the central theme is youth development. The five social enterprises have successfully implemented their strategies on improving the lives of young people through education, leadership, business or technology. This has taken years of continuous improvement and learning the market needs, resulting in a social enterprise that also addresses beneficiary needs. This is based on the classical Japanese philosophy of continuous improvement, Kaizen (Imai, 1986).

5.2.1 Development of the operational model

IkamvaYouth has been in operation since 2003 with the primary focus on providing after-school support for high school learners. Due to this experience and constant improvement of their intervention model, Ikamva has seen a higher matriculation pass rate than the National Department of Basic Education average. In addition, learners in the IkamvaYouth programme are

in low-fee and no-fee schools where the average pass rates relatively low. The holistic development of the programme allows learners to access a dignified living after high school (Spencer-Smith, 2020).

Similarly, Silulo has been developing its model since 2004 where they initially started selling refurbished computers and then later realised their target market did not have basic computer skills. This led to the start of the Computer Training Programmes in 2006 when they started with a 1-hour Microsoft Training course for R10. This grew to be the Silulo Training Academy which has become their revenue driver as they have trained over 35000 graduates in various courses. In addition to the Training Academy Silulo has become a one-stop-shop for all technology needs in the township and rural communities. The 42 outlets have a reliable internet café with printing services and an IT Support element where they provide repair and upgrading services.

Siyavula initially developed open source content for Physics that learners and teachers could access for free. This developed into Siyavula textbooks that were distributed by the Department of Basic Education to schools across the country. As their systems were improving they had all the textbooks available on the Siyavula website that also had the Siyavula Practice, that allowed learners to access content and also get assessed on one portal. Their partnership with the Department of Basic Education has allowed them to penetrate all schools across the country providing quality education material.

Waumbe also started as a career guidance and Grade 12 support programme has also grown to be a one-stop-shop for all youth development needs in the Fisantekraal community. Through their research and model improvement they provide a conglomerate of programmes that target youths from 12 years to 30 years old. Through these programmes young people of Fisantekraal and surrounding communities have accessed employment, tertiary education, practical skills to assist them to be active participants in the economy.

Similarly, enke Make Your Mark in the beginning mainly had a once-off youth leadership forum this has now grown to be a comprehensive leadership development programme for youth leaders. Through this support young people, that have gone through the enke programmes, are now creating social value creation programmes of their own. This allows the enke model to reach more beneficiaries at a faster rate. In response to the youth unemployment, they have also grown their programme to provide job readiness and entrepreneurship skills for unemployed youths.

5.2.2 Balancing social value creation and revenue generation

The popular discourse in social entrepreneurship is the balance between social value creation and financial sustainability. Social enterprises, by mission, focus mostly on social value, that is the factor differentiating them from traditional for-profit organisations. However, social enterprises have to ensure financial sustainability by generating their own revenue (Visser, 2011; Haigh & Hoffman, 2012; Wilson & Post, 2011).

These five entities have been grappling with this contentious issue for years. One major hindrance for social enterprises is the perception that generating revenue is only a private sector concept. Rufaro highlights that after establishing the business unit of enke's operations, *"...we had to explicitly state that with this unit we are intending to make profit. It has taken me a few years to lean into that intent [profit generation], to fully accept that it is okay that we are making profit here. Navigating this process and changing your mindset is the biggest barrier."*

Siyavula managed to circumvent this barrier before the formation of the business. Mark believes that they would not have been able to build their complex EdTech system with donor funds. The business revenue allowed for the development of the open source platform. IkamvaYouth has operated as a traditional non-profit for years hence the transition to have more revenue generation has been rather slow.

One common theme that the five social enterprises have experienced is the transformation of their business models. As highlighted IkamvaYouth, enke and Waumbe started as donor reliant

NPOs but this changed over time as the organisations set business goals to improve their financial sustainability. IkamvaYouth has adopted business income generation slower than Enke and Waumbe. From Ikamva's perspective this has been because they did not have the capacity to pursue their business goals. While this is true, from the author's observation Ikamva youth has always been fully funded because of their long-term relationships with donors. They have not been under significant financial pressure to transform their business model swiftly. On the contrary, Enke and Waumbe are relatively smaller and younger enterprises, and their donor funding is not always constant and long term. This has driven them to pursue their business goals more aggressively because their sustainability relies on that. As an illustration, Waumbe did not get any significant donor funding during the 2020 financial year because of the COVID-19 pandemic but their revenue from the internet café, venue rentals, learnership training sustained their business.

In comparison, Siyavula and Silulo have always had their business revenue as a significant part of their strategies. Siyavula has steadily increased their market penetration in private schools that purchase the Siyavula Practice while all low-fee and no-fee schools access the same platform free of charge. From the registration of the Siyavula Foundation they have attracted more donor funding from organisations like Google.org that donated US\$1.5 million to reach 300,000 high school learners in South Africa and Nigeria (Mbolekwa, 2017). Silulo has also aggressively entered new township communities to reach more beneficiaries and to unlock more revenue streams. In addition, Silulo has added more services to their product portfolio to ensure that each Silulo outlet is a complete one-stop shop.

Based on this transformation theme this thesis provides a new dimension to the Wilson & Post (2013) matrix originally presented in Figure 2.1 (see p. 16). Wilson & Post's matrix is a wide depiction of the social value creation sector that includes traditional NPOs and traditional for-profit companies. However, this thesis has focused on the social enterprise organisations only so as to understand how they balance business revenue generation and their beneficiary reach. Figure 5.1 below shows the spectrum of revenue generation against social value creation for the

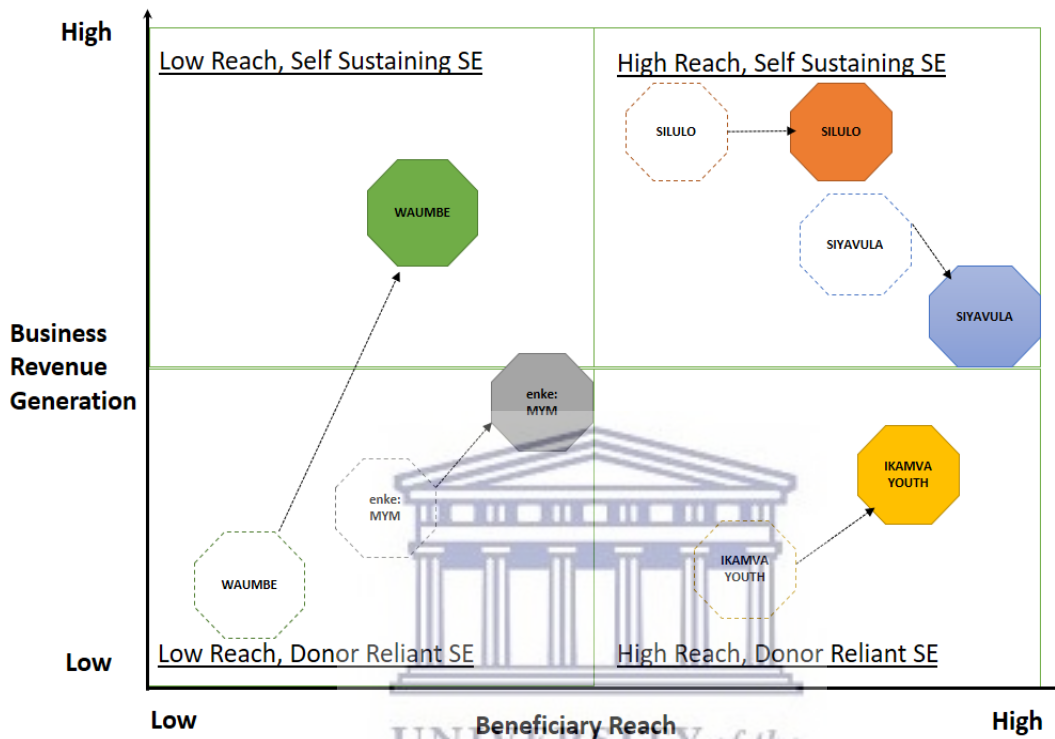
five social enterprises, comparing where the business started and how they have transitioned over the years.

As depicted in Figure 5.1 each of the five social enterprises are using different models to balance social value creation and revenue generation and have revised their models over time.

- **enke: Make Your Mark: medium reach, donor reliant** – started as a low reach and completely donor reliant NPO as they held only one forum each year and they had no revenue from their own sales. Over time enke has become a medium reach but still donor reliant social enterprise. They now have multiple forums in different provinces and multiple programmes aimed at different youth ages. Although they now generate revenue from the BeSpoke section of the organisation most of their operations are funded by donor funds.
- **IkamvaYouth: high reach, donor reliant** – started as a medium reach NPO that was also completely reliant on donor funding. In the beginning they managed to reach large numbers of learners quickly in the township because of the need. They now reach even higher numbers as they are present in 5 provinces in South Africa. However, they are still largely donor reliant with proportionally minimal business revenue.
- **Silulo Ulutho: high reach, high revenue generation** – has been a high revenue generation social enterprise from its inception when they provided IT services at affordable rates to Khayelitsha residents. They are now a high reach and high revenue generating social enterprise with their presence in multiple provinces.
- **Siyavula: high reach, medium revenue generation** – has always been a high reach social enterprise as they started with their textbooks that were prescribed in high schools. With the Siyavula Practice they have access to the entire country and also other African countries. In terms of revenue, they started with few donations as they were a private limited company and most of their income was through business revenue. However, this is changing as they now have the Siyavula Foundation which is funded by donors.
- **Waumbe: low reach, high revenue generation** – started off as a low reach and predominantly donor funded social enterprise. Although their reach has increased in the Fisantekraal community they have not expanded beyond that community; hence they are

still categorised as low reach. However, they are now a high revenue generating social enterprise as they have the learnership courses generating the bulk of the business revenue.

Figure 5.1: Beneficiary reach (social value creation) and revenue generation



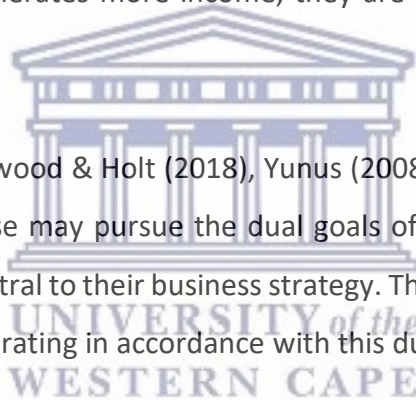
Source: adapted from (Wilson & Post, 2013)

It is important to note that, all the social enterprises are at different stages in their social enterprise journeys. For instance, IkamvaYouth began as a traditional Non-Profit Company that was only reliant on donor funding, but they have grown revenue streams over the last few years. However, the revenue generated through business operations is only 10% of their generated income. On the other hand, with 17 branches across South Africa their beneficiary reach is significantly higher. In addition to the Ikamva branches they also reach more beneficiaries through their community partners that are trained and developed to implement successful programmes. This is consistent with the argument made by Visser (2011), “...in South Africa much

of the work we now acknowledge as entrepreneurship with a social dimension emanated from numerous NGOs established in the 15-year period preceding 1994, when the majority of the organisations were led by courageous individuals having primary objectives of doing good for disadvantaged and disenfranchised communities and, in the process, substituting and relegating their own personal agendas in the pursuit of social goals.”

In contrast, Silulo started on the other end of the spectrum with a revenue focus as they were driven to open new outlets and create a one-stop-shop for all technology needs in townships. Their ability to generate revenue has improved over time as they worked to improve the business systems through providing multiple low-cost technology services. The training element of the business has a dual benefit of being their highest revenue earner and also has the highest beneficiary reach. This is also consistent with the argument made by Haigh & Hoffman (2012) that as the social enterprise generates more income, they are able to proportionally increase their social value creation.

Existing literature, such as Littlewood & Holt (2018), Yunus (2008), and Yitshaki & Kropp (2011), highlights that a social enterprise may pursue the dual goals of business and social value, but their social mission has to be central to their business strategy. The evidence above confirms that all five social enterprises are operating in accordance with this dual-goal phenomenon.



5.2.3 Organisational growth

Most social enterprises generally start as small passion projects, that grow over time to create an enormous impact when they upscale. However, different organisations have different growth strategies to reach their targets (Lyon & Fernandez, 2012). Social enterprise growth is primarily viewed from the lens of the increase in social value created. However, the growth of the business also directly impacts the social value created. Therefore, it is also important for social enterprises to review their business models as they growth their businesses to ensure that all systems are able to sustain the growth (Briga, 2009).

Based on the six scaling options that Lyon & Fernandez (2012) developed as available for social enterprise managers and leaders, the five cases can be characterised as shown in Table 5.2 below.

Table 5.2: Growth strategies implemented by the social enterprises.

Growth Strategy	Waumbe	enke	Silulo	Siyavula	IkamvaYouth
Maximising social impact of existing offerings	x	x	x	x	x
Diversification	x	x	x		
In-house growth of existing outlets	x	x	x	x	x
Starting new outlets	x	x	x	x	x
Starting new outlets as franchises			x		
Taking over existing outlets			x		

Adapted from (Lyon & Fernandez, 2012)

The five social enterprises have grown considerably over the years by adopting various growth perspectives as depicted in Table 8 above.

Siyavula has used the most aggressive beneficiary scaling strategy using their Siyavula Practice which is accessible through basic feature phones, therefore allowing for a wider individual reach. In contrast, Silulo has taken an aggressive scaling strategy by opening new outlets across the country. They have also implemented a franchising system to reach communities beyond their human resources capacity. In contrast IkamvaYouth and enke have grown their beneficiary reach at a constant rate as they focus on maximising the impact of their current branches and of their beneficiaries. They have however introduced programmes to develop other organisations in similar fields which will increase their reach indirectly. In addition, they are constantly working

to be part of the policy development process in the education and youth development fields (Lunenburg, et al., 2020).

5.3 Impact of COVID-19

The advent of the COVID-19 pandemic exposed the underbelly of the inequality in South Africa, and social enterprises have had to play a critical role to support the government's efforts (Sekyer, et al., 2020). Unfortunately, the social enterprise sector has faced the challenge of decreased funding which was redirected to COVID-19 related issues. Despite this, these five organisations displayed resilience and flexibility to navigate through the difficult times. Whilst the challenges caused by COVID-19 were not identical for all the social enterprises they all needed to be innovative and agile to adapt to the new normal. All five social enterprises pivoted their models to be available online for their beneficiaries even though this may have had its own difficulties (Weaver, 2020). As shown in Table 5.3 below the five social enterprises faced common challenges and opportunities because of COVID-19.

Despite the difficulties of the COVID 19 pandemic, a number of positive outcomes were identified:

- a) Silulo and Enke now have new online platforms to assist their programme delivery due to the lockdown challenge.
- b) Waumbe became the focal point for all food parcel distribution in the community of Fisantekraal as a trusted entity within the community.
- c) IkamvaYouth incorporated new technology in their programme implementation which will now be a permanent feature in their model (IkamvaYouth, 2021).
- d) Siyavula earned record revenue due to the high demand of online learning material as learners were forced to learn from home.
- e) Enke retained their funders and developed an online platform to implement their programmes even beyond the COVID-19 pandemic.

Table 5.3: Challenges and opportunities that the social enterprises faced

Challenges	Opportunities/Responses
Reduced revenue	Fast-tracked the usage of technology
Reduced funding	Forced to create new revenue streams
Retrenchment of staff	Additional operations in response to the needs of the communities (food parcels, COVID-19 advocacy)
Salary reduction to reduce overheads	Increased income for social enterprises in the technology sector
Halting of in-person programme interventions	Online sessions at lower costs
Operating online programmes in communities without the required infrastructure (poor network, no data, no mobile devices).	Provide organisations with an advocacy role to ensure that there is equal access to technology infrastructure.

This is testament to the resilience and agility of social enterprises. All five businesses were able to pivot and continue with their operations, in some cases even increasing their offerings to support those in distress. This is aligned to the findings of the British Council study that reports only 1% of the 740 social enterprises studied across 38 countries permanently closed due to the COVID pandemic (Joffre, 2020). To understand the resilience of each enterprise we need to understand the leadership. Consequently, the following sections explore the life experiences of social entrepreneurs.

5.4 Personal and family values that social entrepreneurs developed

There are indications that individuals with a long-standing desire to help correct societal issues have differing motivating factors that they developed even from childhood (Yitshaki & Kropp, 2011). The value system that an individual has is essential to the career choice that one takes. Most values are established through the family interactions and observations.

5.4.1 Hard work:

Hard work is the most common value that all five social entrepreneurs learned from their families. As an illustrative example, Joy Olivier grew up on a farm and the concept of hard work was inculcated from an early stage. Her family had a history of poverty and her grandmother took a risk and started a rose farm that changed their financial trajectory. As she says, *"...at one point my dad had lost everything from hail [that destroyed their strawberry crops] and bankruptcy...but we never went to bed hungry. At the core of our family was a common spirit of innovation and hard work."* As a result of these traits developed from an early age passed down from generations, she was able to lead one of the biggest social enterprises in the South African education sector.

Mdu Menze was brought up in the rural Eastern Cape where hard work was also a way of life. He had to complete all the house chores, working in the field and herding cattle before going to school each day. As he says, *"working hard has always been part of me, I can sleep late working on proposals and wake up the next morning at 5am without strain."*

Rufaro Mudimu witnessed her mother starting a cleaning company while she had full time employment. Her mother juggling two equally demanding responsibilities was a practical lesson for Rufaro on working hard. As she describes, *"it was really important to observe my mother build this cleaning company from our spare living room while working full-time. Sometimes I would be picked up late after school and I had to wait at the school office because both my parents were still working. It was important to observe that work ethic."*

Luvuyo Rani was the older child when his mother started the shebeen business in their home to make ends meet. At an early age he had to be involved in business while he was still at school which developed a strong work ethic in him. In addition, growing up in poverty moulded him to be resilient as he says, *"...besides the resilience it builds, poverty moulds you. Actually, it can do two things, it can destroy you or mould you...for me it moulded me."*

Mark Horner also highlights that one of the critical success factors for any social entrepreneur is being hard-working and tenacious. As a high academic performer who managed to attain the academic accolades of a PhD he certainly lives out this value of hard work. He adds that, *"...one has to believe that they can make a difference, work hard and be extremely tenacious but not irrational, you cannot ignore reason."*

These findings dovetail perfectly with the argument made by Omorede (2014) that social entrepreneurship is a difficult industry that needs an individual that can persevere through the challenges. All five social entrepreneurs display perseverance and hard work to succeed against all the obstacles.

5.4.2 Enterprising family background

Cohen et al. (2019) argue that the skills and capacities needed to be an entrepreneur can be acquired by observing entrepreneurial parents in their formative years. This is evident in all the families of these social entrepreneurs as a common pattern of entrepreneurship was found. As Rufaro's mother started a cleaning company while she was working full-time, she saw her building a business from their living room and later became a part of the business as the receptionist. Similarly, Luvuyo's mother had a tavern where she sold alcohol for the local community. He was also part of the business managing stock and serving the customers. As Joy's family is in agribusiness and she was raised on a farm, she was exposed to the business from an early age. She also highlighted the risk that her grandmother took to start a rose garden that changed the financial trajectory of their family.

These examples support the notion that, one of the best ways of learning is through observation, which is particularly true for the social enterprise sector (Ashour, 2016). These social entrepreneurs were privileged to be exposed to business principles and leadership at an early age. Mdu watched his father provided counsel in community disputes as a preacher and community leader. This allowed him to learn leadership and conflict resolution early before starting his social entrepreneurship journey. Rufaro grew up in a family that was privileged but took responsibility of supporting the extended family, as her father ensured that children in the extended family attended school and were fully catered for. She learnt social responsibility from her father from a young age and has taken these lessons into her social enterprise profession.

As all five cases demonstrate, skills and lessons learnt during the formative years increase the chances of success when one takes the risk of establishing a social enterprise. Beyond the establishment of a social enterprise the social entrepreneur can practice the lessons learnt to grow and propel their organisations sustainably (Omoredede, 2014).

5.5 Impact of the community environment on social entrepreneurs

Sachser et al. (2013) argue that the social environment shapes human behaviour and the perception on life. This is evident in the lives of the five social entrepreneurs who were directly affected by where they grew up. As Luvuyo says, *"...poverty can either mould you or break you; fortunately, it moulded me."* Growing up in the underprivileged township of Komani during Apartheid helped him *"understand the plight of the poor"* and exposed him to a multiplicity of social ills in the township. Although he decided to focus on education, as he was encouraged by his parents, there was a lack of opportunity and information in his community. When he completed his final year of high school he did not know which career pathway he wanted to follow. He was forced to take a gap year and this was the most difficult period of his life.

Similarly, Mdu did not have access to career guidance. He only learnt that he had registered for the wrong programme at CPUT when he was already in the second week of lectures. For Mdu to make it to CPUT he literally had to fight his way through life as a shepherd of his father's livestock.

His leadership and active citizenry started blossoming while he was in high school when he started a football team since his village did not have leisure activities for children.

The experiences of all these successful social entrepreneurs have been summarised succinctly:

“...studies of entrepreneurs’ life stories attribute motivation to childhood experiences of insecurity and poverty, ensuing in problems with authority and oedipal fears. In a narrative analysis of Israel social entrepreneur’ life stories, found both traumatic histories, but also resilience, and resolution of the past through the entrepreneurial work” (Cohen, et al., 2019, p 5).

Conversely, Mark and Rufaro grew up in middle to upper income communities. They both had access to opportunities and relevant career information to help them on their career paths. Mark’s early upbringing was quite nomadic as his father relocated because of his work. He says, *“...we did not live in a community long enough for me to develop any particular communal thinking.”* Rufaro had a unique experience as she was exposed to two worlds as her family was middle upper income while her extended family that was low income and lived in the township. Experiencing both worlds exposed her privilege and her responsibility to assist those less fortunate. However, their experiences were not difficult because of their exposure to the challenges in the country motivated them to pursue social value creation. This phenomenon is driven by compassion, which has been identified as a motivational trigger for particular cognitive processes which, Griffin (2021) argue, inspires social venture creation.

5.5.1 Exposure to community challenges

One of the push factors for social entrepreneurs is their understanding of social challenges and developing solutions. Cohen et al. (2019) & Yunus (2008) highlight that some social entrepreneurs go through difficult situations in their formative years which become motivating factors to become social change catalysts. Studies argue that in some instances a singular experience that exposes one to social misnomers motivates them into social entrepreneurship (Yunus, 2008).

The five social entrepreneurs had diverse encounters with social issues that needed solutions. From an early age Mdu saw the lack of recreational activities in his village and he developed a solution, a football club. As he grew older he realised that the learners in the Eastern Cape did not have adequate career guidance, so he started career guidance programmes with his friends. This later grew to become a fully functional organisation, Waumbe Youth Development.

While Mark had been to racially integrated schools during his primary school days, he experienced the stark reality of education inequality when he went to the SciFest. He learnt of the rural school learners that did not have access to Physics textbooks but had the desire to learn. After writing notes in a hard-cover notebook to share Physics notes with high school learners he conceived the idea of Siyavula which provides open-source quality academic content for learners across all the school quintiles⁴.

Joy highlights that she is aware she is privileged but it is important to take responsibility for one's privilege. Born in an era when racism and sexism was overt, particularly in the farming communities, she had to challenge communal norms not only to better her life but to create a path for many others.

Rufaro's point of exposure was her extended family which was not as privileged as her family. She saw her father play a crucial role in educating her cousins. Beyond that Rufaro spent most of her education career (from primary school to high school) at the Dominican Convent a school that had learners from all social strata. She says, *"...Convent was a great equaliser, once you wear the uniform you were all the same."* Her experience in the Harare Junior Council, where student leaders from all schools in Harare allowed to interact with other brilliant young minds from under-resourced schools. This also helped her understand that regardless of income level every young person has the potential to lead. This understanding underpins the work enke: Make Your Mark does by developing young leaders from all communities.

⁴ All South African public ordinary schools are categorised into five groups, called quintiles, largely for purposes of the allocation of financial resources. Quintile one is the 'poorest' quintile, while quintile five is the 'least poor' (Grant, 2013).

As Luvuyo grew up during Apartheid in a township he had to fight through the stereotypes of being second class citizen as a young black man. There was a lack of opportunity in the township which he experienced first-hand and he developed Silulo as a solution to those challenges. He highlights this well, *“...there are still limited opportunities for people in the township and we need to assist in creating them [opportunities]. This is where Silulo plays a crucial part.”*

These experiences are driving factors behind the business operations that all five social entrepreneurs embarked on. This is supported by Omerede (2014) submission that two of the driving factors of social entrepreneurship engagement in Nigeria are:

- the difficult living conditions that individuals have to live through including the lack of basic information and unscientific beliefs.
- The individual’s intentional mindset to provide solutions to these challenges are contributing factors, which explain engagement in starting a social enterprise (Omorede, 2014).

This is evident through the experience that Mdu encountered while he was completing his matriculation year and preparing to study further. He did not have enough information and resources for him to apply at the University of the Western Cape (UWC), so he had to ask someone from his village that was going to the nearest town to post his university application. Unfortunately, his application never arrived and he could not be accepted at UWC because of this mishap. This frustration drove him to provide application support for learners in the rural parts of the Eastern Cape to ensure they would not experience what he went through.

Similarly, Luvuyo struggled to find opportunities after completing his matriculation while he was in his hometown. Employment opportunities were scarce, study opportunities were also limited, and Luvuyo was in a situation, as he felt his future was gloomy. Luvuyo explains his experience during that year after completing Grade 12, *“...I spent that year in the township looking for opportunities. In fact, it was the darkest time in my life; if I was not going to church I would have easily gone the wrong way. That is the issue with being in the township and you are dealing with*

hopelessness.” Driven by experiences like this he is building Silulo to provide hope and opportunities for people in the townships.

The diverse experiences that these five social entrepreneurs endured evidently had a significant impact in the decision to become social entrepreneurs and on the societal challenges they have chosen to focus on.

5.6 Training and development of social entrepreneurs

5.6.1 Educational background

Just as the value of education in entrepreneurship is well documented, education is a critical success factor for social entrepreneurs. Rae (2000) provides evidence that there are series of life stages that entrepreneurs go through in their formative years that leads to their success or failure. Two of those stages are also discussed in this thesis:

- Early Life: family background, education, and adolescence experience
- Early career: first jobs, vocational or professional learning

Focusing on the education and learning aspect, Chimucheka (2015) argues that in South Africa the lack of quality education is seen as one of the most significant barriers to entrepreneurial activity. He also highlights that education is positively related to entrepreneurial activity because education and training help develop management competencies which are necessary for the success of an enterprise (Chimucheka, 2015). As Luvuyo summed it up succinctly, “...*when you have got education you are able to create simplicity in your business and create a direction of where you want to go.*”

Cohen et al. (2019) highlight that by gaining relevant employment experience, and through education or specialised training, social entrepreneurs are able to improve their skills and ability to navigate the sector. This is evident as the five social entrepreneurs all value education. Luvuyo’s parents were not very educated [his father’s highest qualification was a Junior Certificate] but they encouraged their two sons to get a good education. The belief in the family

at that time was aimed at Luvuyo and Lonwabo (the brother) to, *“get an education, and they would succeed.”*

There is a similarity between Mdu and Luvuyo’s journey towards attaining tertiary education, as both came from the Eastern Cape. They did not have adequate career guidance on possible career choices and both took the great leap of coming to the Western Cape to study at CPUT. Their admission into CPUT was difficult because of the language of instruction [English was not their home language] and not having the correct information. However, they both persevered through the system and completed their tertiary qualifications.

In addition, Rufaro had observed both her parents attaining a better life because of education; particularly her father, who had been raised in a low income household. As a family, they had invested in quality education as Rufaro and her older brother were sent to some of the best private schools in Harare. Fortunately, for Rufaro school was not difficult and she managed to go through her education journey. Similarly, Joy and Mark also attended good schools and their families were supportive of their academic journeys. In all five cases the social entrepreneurs were equipped with the education, training and skills necessary to pursue opportunities in sustainable ways that made them more likely to succeed (Ashour, 2016).

It is worth noting that all five social entrepreneurs have a post-graduate qualification as shown in Table 5.4 below which depicts their highest qualifications at the time of reporting. Though some of the fields studied by these social entrepreneurs may be far from social enterprise management there are lessons that are universal. Generally, the social enterprise sector requires leadership to be able to problem solve consistently. As Mark highlighted that the world of physics helped him to develop problem-solving skills which have been integral to the building of Siyavula. Luvuyo also highlights that his post-graduate studies have helped him to bring simplicity to his business, particularly during the last two years where they have been reflecting on their business model. Similarly, Rufaro’s post-graduate studies have been aligned with the social enterprise sector, when she completed a Certificate in Social Entrepreneurship at the Gordon Institute of

Business Science. As this was at the same time she took over enke as the CEO, her academic knowledge was instrumental in the transformation of the enke model into a social enterprise. Mdu did not have any experience or required skills to manage Waumbe as he was in a different industry entirely. To help him understand the sector better he completed a Post-Graduate Diploma in NPO Management at Stellenbosch Business School. The skills he acquired through that programme were the catalyst in the transformation on the Waumbe business model.

Table 5.4: Social entrepreneurs' highest qualifications

Social Entrepreneur	Highest Qualification
Joy Olivier	Master's degree in Education & ICT from the University of Cape Town
Mark Horner	PhD in Nuclear Physics from the University of Cape Town
Mdu Menze	Post Graduate Diploma in NPO Management from University of Stellenbosch Business School
Rufaro Mudimu	Master's degree in Public & Development Management from University of the Witwatersrand.
Luvuyo Rani	Post Graduate Associate Leadership Programme from Harvard University.

These examples illustrate the value for social entrepreneurs from studying further. The courses that are related to the social enterprise sector provide important insights and knowledge on how to build a sustainable social enterprise. As Haigh & Hoffman (2012) highlight, the sustainability of the global economy is dependent the success of social enterprises. Since the focal point of social enterprise success is the social entrepreneur, they need to be developed to provide the leadership required.

5.6.2 Career pathways

It is argued that entrepreneurs with prior work experience have a higher chance of success and survival in comparison to entrepreneurs without work experience (Cabrer & Paz, 2018). Based on their diverse academic qualifications all five social entrepreneurs started off in different industries before becoming social entrepreneurs. Their career pathways towards social entrepreneurship are unique and they have had varying work experience. Lucas et al. (2006) argue that work experience provides opportunities for entrepreneurs to engage in observational and direct experiential learning to build subject industry mastery. This suggests that social entrepreneurs need effective role models they can learn from during their working time. This can be translated into their working culture in their later social value creation (Lucas, et al., 2006).

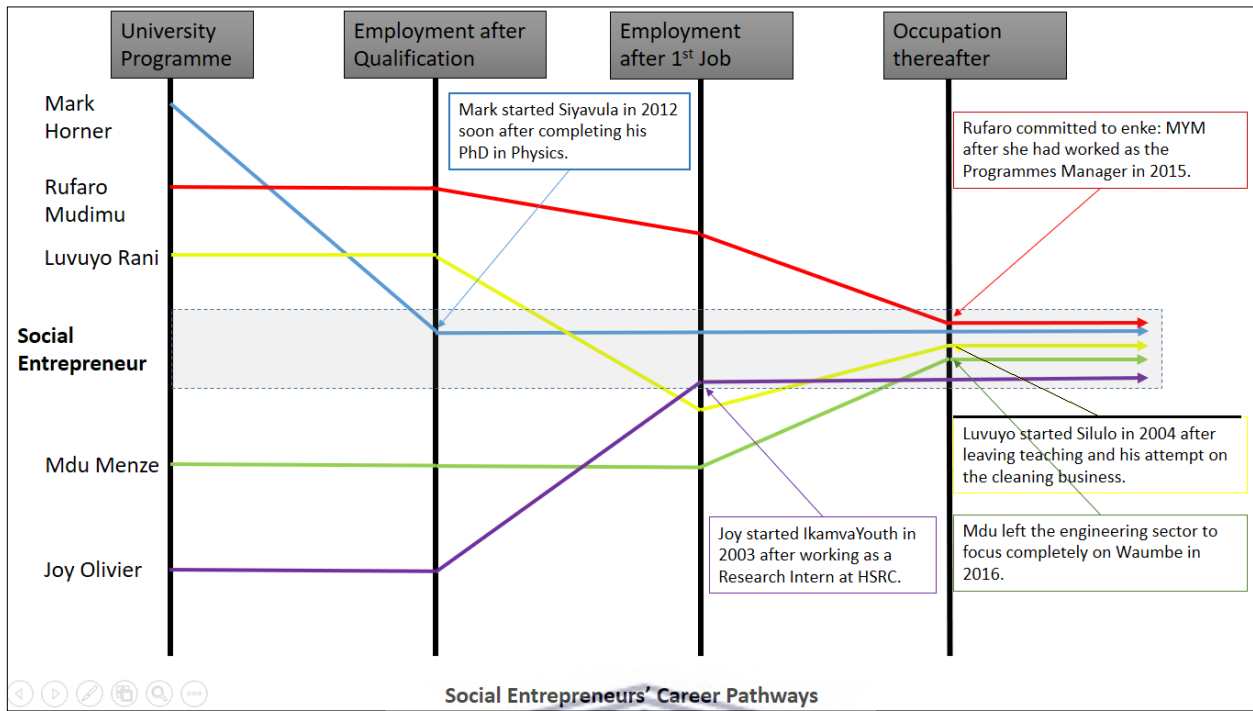
Figure 5.2 below depicts the different career pathways taken by the five social entrepreneurs.

Rufaro gradually progressed to the social enterprise sector when she had her first internship at Me to We, a social enterprise in Canada. This experience gave her a different perspective of the industry as she had previously assumed that she would need to settle for a lower salary in a foundation to make a social impact. As she explains, *“...this experience showed me that it is possible to make money and do good.”*

In contrast, Mark took the plunge immediately after completing his PhD. He started Siyavula Education driven by his deep-seated anger with the system that was unjust and unequal. He wanted to provide quality education content to learners in under-resourced schools. In his famous words, *“...I just want to help kids.”*

Mdu has a slightly different career pathway as he spent about seven years straddling between his engineering profession and his passion of youth development. When Waumbe started there was no funding to sustain the organisation so he used part of his salary to fund the organisation's operations. After four years Mdu committed fully to Waumbe and left the engineering profession at the end of 2017.

Figure 5.2: Social entrepreneurs' career pathways



Luvuyo started working as a teacher after completing his qualification at CPUT. While he was a student he had worked part-time in restaurants and at Edgars. In 2004 he decided to resign as a teacher to pursue his business aspirations, where he started a cleaning company with his brother Lonwabo. This business was not a huge success as he says, *“we realised physical labour was not for us. We started selling refurbished computers thereafter, that is when Silulo was born.”*

Joy worked as a Research Intern at the Human Science Research Council where she studied the slow throughput of scientists in the education system. The research she embarked on exposed her to the inequality in the education sector and she was triggered to action. This led to the start of IkamvaYouth in 2003 on a full-time basis.

The social entrepreneurs' life stories reveal that the social entrepreneurs are dynamic individuals. They moved from different professions and qualifications to become social entrepreneurs in fields that they felt passionate about. This dynamism is also seen in their social enterprise leadership, their organisations are not rigid but they adapt to the changing environment. Figure

5.1 is a clear depiction of how the social enterprises have transformed to become more self-reliant organisations that are not dependent on donor funding. Similarly, Figure 5.1 shows how the social entrepreneurs' career pathways are not linear but adapt to their different contexts. All five social entrepreneurs had different career paths and there is no commonality in their journeys. Joy and Luvuyo are triggered into action by the opportunity while in their places of work. Joy started Ikamva because of the findings from her research findings as a research intern. Similarly, Luvuyo started selling refurbished computers because he saw that teachers needed computers for their work but did not have access to the machines.

5.7 Summary

There are similarities in the development of the five operational models that are highlighted. It is evident that, the five social enterprises pursue social value creation as a main priority. Simultaneously, as the organisations have grown there is a common trend of decreasing the organisation's reliance on donor funding in the pursuit of self-generated business income. This was partly propelled by the effects of the COVID-19 pandemic on the donor funding landscape. In addition, the five social enterprises displayed a high level of resilience and agility during the pandemic to ensure that their businesses continued. These are also key traits in the persona of the social entrepreneurs.

Based on the life stories of the leading social entrepreneurs, there are key elements that contribute to the decision of one to become a social entrepreneur; the values instilled by the family such as hard-work and love for other people. In addition, the exposure to specific community challenges during one's upbringing increases their desire to create solutions to such problems. At the same time, the five social entrepreneurs have post-graduate qualifications which has improved their ability to simplify their complex business models. These factors are also supported by the existing theory.

Chapter 6: Conclusion and Recommendations

6.1 Revisiting the research questions

This study reveals that the social enterprise sector is indeed a critical component of the economic and social fibre of any developing country, particularly in South Africa. The life stories of the five leading social entrepreneurs provided diverse examples on how social entrepreneurs develop and the operational models of their social enterprises are adapted. They experienced diverse life journeys that converge on the social enterprise path. In support of the existing theory, their early lives had a huge impact on their decision to become social entrepreneurs in some cases the type of field of specialty they embarked on.

Responses to the research questions can be summarised as follows:

A. Motivating factors for social entrepreneurs

There are multiple motivating factors for social entrepreneurs but the prominent factors are the values that the entrepreneur develops from their family and community. Social entrepreneurs are triggered into action because they develop compassion to respond to the societal needs. Education is another common factor as all the five social entrepreneurs had post graduate qualifications.

B. The effects of upbringing on social enterprise management:

Two outcomes have been identified, the social entrepreneur either grew up in an under-resourced community or they were exposed to the life of the under-resourced communities. This understanding propelled them to deliver services or products to address the plight of the disadvantaged. The families that enforced hard-work and the enterprising culture also contributed to the mindset that the social entrepreneurs need to survive in the industry.

C. Managing and balancing business goals and social value creation:

This is not an easy process, particularly for organisations that started as traditional NPOs as they had been donor reliant from inception. The growth of the organisation and the

difficulty of the funding landscape propelled the organisations to embark on more revenue generating programmes. Ultimately, the revenue generation is utilised to fund social value creation. Although some of the social enterprises are still donor reliant they are increasing their revenue generation.

D. Strategic innovations:

The innovation of these five social enterprises is commendable, and their adaptability to change is evident. As discussed, some of the organisations began as traditional NPOs that grew into respectable social enterprises. From financial, human resources and social value perspectives it is evident that all these organisations are learning and developing as they grow.

This thesis has provided a detailed description of the development process of five leading social entrepreneurs and their enterprises in the Western Cape, which is important as the existing literature had previously not been exhaustive. The study provides important insights about the social entrepreneurs who are the central element of the businesses. The cases reveal how the values that are developed through the family, the community, and the learning process of each social entrepreneur shaped their worldview and their compassion propelled them into the social entrepreneurship journey.



6.2 Summary & conclusion

An interesting element that some of the social entrepreneurs highlighted is how adversity and challenges shaped their understanding of the world and their response to these challenges. Some of the central values that the five social entrepreneurs highlighted are:

- a) Being people centred and loving people.
- b) A sense of responsibility for providing solutions to real-world socio-economic challenges.
- c) Hard-work developed from their formative years.

Another key learning from this study is that, for one to be a successful social entrepreneur there are critical success factors they need:

- a) Tenacity: as the journey is difficult with multiple obstacles.
- b) Ability to collaborate: in diverse sectors collaboration and managing stakeholder relations is one of the important elements required.
- c) Be mission-driven: focus on the mission as there is a chance of mission drifting.
- d) Manage diverse objectives from multiple stakeholders. This also includes the ability to balance the trade-off between social value creation and financial sustainability
- e) Be innovative: as shown through the COVID-19 pandemic, social enterprises have to find ways to navigate complex issues.

This study also highlights that social enterprises have to continuously improve and grow their social business as it is essential to reach more beneficiaries and create social value. From a strategic management perspective, the objective should be to improve the model and the implementation systems. However, this growth has to be managed and aligned to the internal capacity of the social enterprise.

6.3 Recommendations

It is clear from all five cases that social enterprises are dynamic, as the combination of Social Value Creation and Revenue Generation evolves over time to suit the needs of the beneficiaries. The adaptation of Wilson & Post's (2013) matrix to focus on just the social enterprise and the dynamism of the sector gives a focused view on the industry. A transition path is highlighted showing how organisations such as IkamvaYouth, enke and Waumbe transformed from being primarily donor reliant to be well developed social enterprises.

The framework of how social enterprises balance beneficiary reach and business revenue generation would be a useful tool that organisations in the sector can use to assess their business model. In addition to the dynamism of the social enterprises, the social entrepreneurs themselves display transformation through their life stories. They all have adjusted flexibly to their changing career paths and responded to the pull to provide social value in areas they felt passionate about. This dynamism and agility is seen through their leadership of the social enterprises. This phenomenon is an addition to the understanding of social entrepreneurs and

their leadership. However, it is critical to study further, with a larger sample, the effects of education on the decision to become a social entrepreneur and the value thereof.

Further research will be required on how social enterprise learning can be incorporated more into the academic curriculum. This would assist in opening up the social enterprise sector as a career path. In addition, further research is required to explore how social entrepreneurs can be supported more in order to improve their chances of survival. Finally, an important aspect that future research should unpack is how social enterprises can leverage more on their existing skills and capacity to generate more business revenue.



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Appendix - Interview Questions Template

Interviewee:

Organisation:

Position:

Interviewer: Delphino Machikicho

Venue: Zoom

Date: 02/09/2020

Time: 18h00

<p>Firstly, thank you again for agreeing to be part of my research. Can you tell me about your family? Low-Income, Medium-income or High-Income earners What are some of the core values that you learnt through your family? Do you think your family had a part to play in you becoming a social entrepreneur?</p>	
<p>Where did you grow up? What type of community would you say it was? Did you see any challenges that you felt needed to be addressed? Did you do anything at the time? Do you feel your community had a part to play in you becoming a social entrepreneur?</p>	
<p>Please can you take me through your schooling career? Did you study anything related to social enterprise? Do you think your academic journey played a part in you becoming a social entrepreneur?</p>	
<p>Growing up what was your aspirational career? What was the career path you actually followed? What is it that made you make the decision to be in this field?</p>	
<p>Is there anything in your upbringing that you feel influenced your decision to become a social entrepreneur?</p>	
<p>Do you think there is anything in your life journey that influenced the type of enterprise you specialise in?</p>	
<p>What are some of the critical success factors for a social entrepreneur?</p>	
<p>What do you think is the value of social entrepreneurship in developing countries?</p>	
<p>What value do you think your organisation has during this COVID-19 period?</p>	
<p>What is your understanding of growth in the social enterprise sector?</p>	
<p>How enke managed organisational growth over the years?</p>	
<p>What challenges enke face because of the COVID 19 pandemic?</p>	
<p>How enke manage those challenges?</p>	



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