

SOCIAL ENTREPRENEURS AS ARCHITECTS
OF COMMUNITY DEVELOPMENT IN CAPE TOWN:
PROBLEMS AND PROSPECTS

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**SOCIAL ENTREPRENEURS AS ARCHITECTS OF COMMUNITY DEVELOPMENT IN
CAPE TOWN: PROBLEMS AND PROSPECTS**

by

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DECLARATION

I, **Portia Malunga**, declare that the contents of this thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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ABSTRACT

Background and research problem: There have been claims in academic literature that social entrepreneurs, such as non-profit organisations and hybrid organisations that pursue social outcomes are architects or innovators of community development. However to date, there is no conclusive empirical evidence to support that claim.

Main purpose of the study: The main purpose of this study was to gain an understanding of the opportunities created by social entrepreneurs, as architects of community development, in communities they operate; identify the main challenges that the social entrepreneurs face and come up with recommendations of how social entrepreneurs can deal with these challenges. For the purpose of the study, the focus was on communities especially those ravaged by various social ills.

Research methodology: A mixed method approach was adopted as the study was underpinned by two paradigms namely, positivist and interpretivist philosophies. The survey strategy was used in conducting the inquiry. Data was collected using semi-structured questionnaires which were self-administered to 150 community members selected randomly. Semi-structured interviews were conducted with 20 respondents. Computer aided statistical method was used to analyse quantitative data while qualitative data was analysed using non-computer aided thematic techniques.

Main findings, conclusions and recommendations: The study found that the majority of social entrepreneurs studied have been making positive contributions to various aspects of community development. However, none of them has embraced the whole range of community development aspects that are needed for a holistic approach to comprehensive contribution. Reasons for failure to embrace a holistic approach include a lack of social entrepreneurship development framework, and various operational and political challenges. It is also important to mention that the research techniques used are not adequate to measure certain types of social impacts of the social entrepreneur's efforts. For these, additional social impact measuring techniques would need to be developed and employed.

Keywords: Social entrepreneurship, social ills, social impact assessment, community development

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DEDICATION

This thesis is dedicated to my child Lebohang Deon. You have been my inspiration to strive in my academics and hold on in difficult times. I want you to have a better life than I had, be able to achieve your goals. Know what you want in life and go for it. I know you will make me and your dad proud.

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GLOSARRY

Acronym	Explanation
SEs	Social Entrepreneurs
SE	Social Entrepreneurship
CMD	Community Development
NGOs	Non-Governmental Organisations
NDP	National Development Plan
ICT	Information and Communication Technology
NQF	National Qualification Framework
SIM	Social Impact Measurement
R&D	Research and Development
CPUT	Cape Peninsula University of Technology
SHWACO	Student's Health and Welfare Centre Organisation
UCT	University of Cape Town
ISETT	Information Systems, Electronics and Telecommunication Technologies
GRI	Global Reporting Initiative
SWOT	Strengths, Weaknesses, Opportunities and Weaknesses
SPSS	Statistical Package for the Social Sciences
Architects	Creative promoters

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

Social entrepreneurship remains an emerging but ill-defined concept. A consensus is emerging that understanding the concept of social entrepreneurship and its role will assist in minimising the blurriness in this field (Dees, 2001a; Jain, 2012; Martin & Osberg, 2007; Perrini & Elgar, 2008; Veciana & Urbano, 2008). According to Dees (1998:55) social entrepreneurs provide innovative and exceptional leadership in dealing with complex social issues. The concept of social entrepreneurship broadly signifies a business model of individuals and non-governmental organizations fulfilling social issues. Mair and Marti (2006:100) explain that social entrepreneurship is underpinned by the need to foster social change and fulfil specific social needs instead of focusing on profit maximisation.

The academia has become interested in the phenomenon and thus, various conceptual frameworks have been discussed in an effort to comprehend the concept. However, as the concept of social entrepreneurship gains popularity, there is a need to explore its complex and dynamic nature and its role in transforming communities in developing and under-developed countries. Martin and Osberg (2007:39) affirm the need to comprehend the concept by asserting that it is essential to understand the concept of social entrepreneurship as it can be easily misunderstood for various forms of charity work. As such, it can be rendered insignificant by people who seek to understand how communities develop and progress.

It is evident that different authors agree that social entrepreneurs are game changers in the communities they operate in. Over the years this researcher has become intrigued by the practice of social entrepreneurship due to its complex nature and the social change ideals that surround the phenomenon. Different authors posit that social entrepreneurship is a tool to address social issues; this has led the researcher to endeavour to investigate the role of social entrepreneurs so as to be able to understand their significance. By so doing, the researcher wishes to shed light on the actual reality of their significance compared to the expectations illustrated by the literature.

1.2 Background

Although the term "social entrepreneurship" is fairly new, history is full of people with big ideas whose influence resulted in the reconstruction of entire social and economic systems (Gawell, 2012:1072). Nayab (2011:1) outlines the evolution of social entrepreneurship. He elucidates that there are many renowned personalities in the history of social entrepreneurs

in the 19th Century. These were pioneers of social entrepreneurship like Florence Nightingale, Susan Anthony, Marget Sanger, Vinoba Bhave and so on (Fritz, 2016:1).

According to Nayab (2011) Florence Nightingale, regarded as a renowned social entrepreneur in history, founded the first nursing school in the 19th Century and also developed modern nursing practices. In the 20th century more social entrepreneurs pursued various social ills, Susan Anthony advocated for women to be given the right to own property and promoted the voting of women, that led to the amendment of policies allowing women to vote in America (Rajendhiran & Silambarasa, 2012:188). Rajendhiran and Silambarasa (2012:188) maintain that Margret Sanger led the promotion of family planning education around the world. Credit for coining the term "Social Entrepreneurship" goes to William Drayton, founder of Ashoka in the 1980s (Kapoor & Sen, 2007:535)

Jain (2012:176) highlights that modern social entrepreneurs are shifting from their traditional philanthropic and charitable acts to discovering more effective and sustainable solutions to social problems using the tools from the world of business. The modern form of corporate-based social entrepreneurship, however, started with Michael Young, who between the 1950s and 1990s created more than sixty new organizations worldwide, including a series of Schools for Social Entrepreneurs in the United Kingdom (Nayab, 2011:1).

Urban (2008:347) corroborates Jain's notion on philanthropic efforts, by asserting that the use of charitable practices from government and funders has fallen short in alleviating social problems. As such social entrepreneurs are viewed as a more robust method in alleviating social problems as their ideas are innovative and by adopting business models whilst pursuing their social mission (hybrid models) this ensures sustainability of the ventures compared to once off donations. Walker (2015:5) asserts that the use of hybrid models in alleviating a specific identified social problem is becoming a necessity due to the increased competition for donations and other philanthropic methods. However, it should be noted that in practice there are SEs still operating as purely non-profit organisations whose mission like the hybrids is to alleviate social ills. Hence it should be noted that despite the context of operating and source of funding the main aim of SEs is to tackle social problems (Smith & Stevens, 2010:578).

Though it is known that the field of social entrepreneurship is about social change, it is crucial to understand their role so as to be able to understand their outcomes and thus comprehend the field of social entrepreneurship (Zahra & Wright, 2016:617). As such the investigation of the role played by SEs in terms of community development in the

communities they operate in would contribute to the academia by demystifying the contribution made by SEs.

Dhesi (2010:705) maintains that community development is a pathway for social entrepreneurs who work in communities to focus on sustainable social programmes which create social change and improve the lives of the disadvantaged population. Amm (2009:3) states that the concept of social entrepreneurship is still emerging in South Africa and there is lack of empirical data addressing social entrepreneurship in the context of South Africa. There are few publications capturing the practice of SEs, as such there is need for more research in the field of social entrepreneurship so as to be able to compare their impact with other SEs on the globe. As such this study seeks to contribute to the practice of social entrepreneurship by investigating the role played by SEs in townships so as to comprehend their contribution towards community development.

1.2 Research problem

The problem of this study is rooted in the emerging concept of social entrepreneurship as a solution for addressing social needs. Light (2006:50) outlines that social entrepreneurship involves an individual or a group, an organization or alliance of organizations that seeks sustainable, large scale change through pattern-breaking ideas. Bacq and Janssen (2011:391) further suggest that the identification of social needs guides the vision and mission of a social entrepreneur. There is need for the SEs to be innovative and create a model that will ensure social change; as the prime motive of social entrepreneurship is to alleviate social problems in a sustainable manner.

However, robust evidence of the value and contribution of social entrepreneurs remains elusive in the context of Cape Town townships due to lack of empirical data. Therefore, there is need to investigate whether social entrepreneurs are really making an impact in Cape Town township or they are engaging in publicity stunts (impact versus publicity). Furthermore, there is need to analyse the sustainability of their impact towards alleviating poverty in the townships.

The research problem can therefore be summarised as: "The evident contribution by social entrepreneurs towards community development in Cape Town remains elusive due to lack of empirical evidence".

1.3.1 Research questions

The main research question of this study was; what problems and opportunities do social entrepreneurs face as drivers of community development in Cape Town townships? The study was underpinned by the following sub-research questions in order to tackle the research problem articulated above:

1. What is the role of social entrepreneurs in community development?
2. What opportunities have social entrepreneurs brought to the township in terms of community development?
3. What problems do SEs face as drivers of community development?
4. What strategies have SEs formulated to deal with the problems they face as drivers of social change?
5. What new methods do SEs adopt to deal with the social problems faced by the community?
6. Do the interventions from SEs create social change?
7. Do social entrepreneurs measure social impact?

1.3.2 Research objectives

The main purpose of this study was to understand the opportunities created by social entrepreneurs in the communities they operate in; and to also comprehend the challenges they face as drivers of social change. The study specifically pursued the understanding of the role of social entrepreneurs in terms of community development so as to grasp the practice of social entrepreneurship in the township areas ravished by social ills compared to different practices of social entrepreneurship in literature. The study also sought to achieve the following sub-objectives:

1. To establish the role played by SEs in community development
2. To determine the opportunities that emerge for SEs in the communities they operate in.
3. To identify the problems faced by SEs as drivers of community development.
4. To analyse the strategies adopted by SEs to combat the challenges they face as drivers of community development.
5. To identify the innovative methods adopted by SEs to tackle the social problems faced by the community.
6. To establish whether the innovative methods adopted by SEs result in social change.
7. To establish whether social entrepreneurs measure social impact.

1.4 Significance of the study

This study provides stakeholders in the field of social entrepreneurship ranging from the practitioners, academia, private sector and policy makers with an in-depth insight into the role played by SEs in terms of community development. Much research has focused on the conceptualisation of social entrepreneurship or identifying the role of SEs with less insight on

the aspects that influence their operations. This study chose a research setting in townships where the society is ravished by countless social problems. As such this study will provide better insight on the role played by SEs in terms of community development in areas struggling from a vast number of social ills. Hence the research will give a holistic picture on the practice of SE by discussing the various challenges faced by SEs as drivers of community development. The study will also unearth the perceived opportunities that SEs have brought to the communities.

The community members and community leaders were included in the study so as to corroborate the SEs' perceived role and the actual reality seen and lived by community members. This study will therefore enable the various stakeholders in the field of SE to understand the socio-economic role that is played by SEs and be able to form informed perceptions and attitudes about the practice of social entrepreneurship. With the need to understand their impact in-terms of community development the study provides insight on social impact issues these include the impact of the community projects and impact measurement issues.

The study will also assist the beneficiaries in the communities served by SEs, to understand the various projects being implemented in their communities. This will enable the community members to comprehend the opportunities that are being created by SEs from the various community projects, this might encourage them to take advantage of these opportunities. The study will assist community members to engage with SEs in the various projects that fulfil their social needs. The involvement of the community with the various SEs would improve the buy-in by communities as there would have better understanding of the role played by SEs in their various communities. Lastly, the study will enable the researcher to grasp the practice of SE in the townships and be able to understand their significance towards community development.

1.5 Trajectory of the study

The figure 1.1 below outlines the layout of the chapters in this study:

Chapter 1	• Introduction and background of the study
Chapter 2	• A literature review of the concept of social entrepreneurship
Chapter 3	• A literature review of the concept of community development and social entrepreneurship
Chapter 4	• Research Methodology
Chapter 5	• Data analysis and interpretation
Chapter 6	• Findings, recommendations and conclusion

Figure 1.1: Trajectory of the study

Chapter 1 Introduction and background to the study- This chapter provides the introduction of the study and gives a brief background on the concept of SE. The chapter discusses the shift in the practice of SE, previously philanthropic methods were used to support the operations of SEs. This method was however unsustainable and this led to the adoption of more sustainable models like the use of business solutions to tackle social ills. The chapter presents the research problem of the study, its objectives and significance.

Chapter 2 Literature review on SE- This section discusses the concept of social entrepreneurship. It outlines the various definitions of entrepreneurship so as to understand the “social” aspect of social entrepreneurship and the types of SEs.

Chapter 3 Literature review on community development and the role of SEs- The chapter discusses the practice of community development. It then outlines the role of SEs in community development. Followed by the opportunities created by SEs in the communities they operate in. The chapter then reviews the challenges faced by SEs as drivers of community development. Lastly, the section highlights the strategies adopted by SEs to counter the challenges they face as they attempt to foster social change.

Chapter 4 Research Methodology- This chapter discusses the research framework of this study. It provides a detailed discussion on the research design of the study from the collection of the data to its analysis.

Chapter 5 Data analysis and interpretation- This section provides empirical evidence on the role played by SEs by highlighting the perspectives from SEs, community members and community leaders.

Chapter 6 Findings, recommendations and conclusion- This chapter provides a discussion of key findings emanating from the analysed data. The section also discusses the recommendations brought to fore from the key findings. Lastly, the section outlines the suggested direction for future studies and the conclusion to the study.

CHAPTER 2: THE CONCEPT OF SOCIAL ENTREPRENEURSHIP

2.1 Introduction

The previous chapter introduced the study and discussed the research problem and objectives; it also discussed the background of the research study and outlined the structure of the study. This chapter will analyse the relevant information from different authors in an attempt to understand different arguments on the concept of social entrepreneurship. Boote and Beile (2005:1) state that a literature review is vital as it extensively analyses previous research. Furthermore it is a summary of a particular area of research, so as to understand the research topic; thus this is the objective of this chapter.

This chapter will review the concept of social entrepreneurship by firstly discussing the meaning of entrepreneurship, the different types of entrepreneurs and their roles. The types of SEs and the different conceptual approaches will also be reviewed so as to understand the concept of social entrepreneurship.

2.2 What is entrepreneurship?

Martin and Osberg (2007:30) recognise that “any definition of the concept of social entrepreneurship must start by defining entrepreneurship”. “The word social simply modifies entrepreneurship” (Martin & Osberg, 2007:30). Before the conceptualisation of entrepreneurship, by the 16th century the word entrepreneur was used to refer to military leaders, architects, contractors and organizers of musical or other entertainment. Therefore, the word in its origins had nothing to do with the economic role of the entrepreneur like in nowadays (Rai, 2008:13).

Dees (1998:1) further elaborates the origins of entrepreneurship by stating that the term entrepreneur originated in French economics as early as the 17th and 18th Centuries. In French, it means “someone who undertakes or does something” explains Dees. Moreover, Mugobo and Ukpere (2011:828) highlight that the word entrepreneur “originated from the French verb *entrepreneur* and the German word *unternehmen*”. They explain that the term was initially used “in the middle ages, implying a person who is active, who gets things done”.

Moreover, Berglund and Johansson (2007:77) maintain that the definitions of entrepreneurship tend to stimulate confusion but can lead to a discourse on the phenomenon, so as to establish what exactly entrepreneurship is. In this regard, different definitions will be reviewed in an attempt to understand entrepreneurship.

In most cases, being an entrepreneur is linked with starting a business, but this view devalues a concept that has changed and matured over the years (Dees, 2001:1). Entrepreneurial activities are defined as “new entrants, small firms, self-employed or middle-sized businesses” (Praag & Versloot, 2007:375). This is an example of a definition criticised by Dees which is very loose as it limits entrepreneurs to be viewed as people who merely own business ventures, it does not show the significance of entrepreneurship.

Furthermore, Zampetakis and Moustakis (2006:415) assert that “it is the entrepreneur who lies at the heart of the entrepreneurship. The entrepreneur is the dynamic force which unsettles the economic equilibrium through innovation by creating an entrepreneurial process.”

Moreover, Rai (2008:215) maintains that an entrepreneur can be explained as an individual who is continuously innovative and operates in an environment with uncertainty and risks. Under such conditions they still have to ensure productivity in their ventures. Entrepreneurship is also defined as the process of introducing something new by being creative in a different manner in order to generate profit for the entrepreneur (Sundin, 2007:213). Stam and Stel (2009:2) agree with Sundin in that entrepreneurship involves doing things in a different way by defining entrepreneurship as the force that promotes wealth by combining existing production factors in a unique way.

Yeung (2008:211) further denotes that entrepreneurship therefore refers to the ability of the players; be it individuals or firms, to emerge and be able to operate in different economic circumstances. Chell (2007:7) indicates that an entrepreneur is “someone who undertakes a commercial enterprise, often at a personal financial risk”. It is apparent that Chell’s definition was adapted from the original French version of “one who undertakes”. Chell explains the “undertaking” to that of commencing a commercial enterprise, this undertaking often with a financial risk to the entrepreneur.

Common among these definitions is the ability of the entrepreneur to be creative or innovative. Zampetakis and Moustakis (2006:415) define creativity as the ability of an entrepreneur to identify existing problems and formulate solutions which are “unaccustomed” or unconventional and using resources in an unconventional manner to solve the identified problem. Creativity is thus an essential component in the entrepreneurial process.

Gartner (1989:47) speaks about an “erroneous perception of the entrepreneur”, one who must exhibit particular traits. One such approach requires an understanding of who an entrepreneur is, by examining the individual entrepreneur’s traits or characteristics. However,

Gartner further explains that such discourse will not necessarily result in a clear definition of entrepreneurship nor will it progress the understanding of this phenomenon. In view of his opinion, the trait school will be compared to the behavioural school of thought.

In the trait approach the entrepreneur is captured succinctly by Gartner when he underscores that;

It makes it seem like entrepreneurs are a describable species that one might find a picture of in a field guide, and the point of much entrepreneurship research has been to enumerate a set of characteristics describing this entity known as the entrepreneur (Gartner ,1989:48).

Gartner further explains that such a perspective might therefore lead to the assumption “once an entrepreneur, always an entrepreneur since an entrepreneur is a personality type”.

Further discussing the trait ideology Driessen and Zwart (2000:4) identify a number of characteristics considered to be traits of entrepreneurs. These are: the need for achievement, internal locus of control, risk taking ability, the need for autonomy, the need for power, tolerance of ambiguity, need for affiliation and endurance. They argue that successful entrepreneurs should be internally and externally motivated. Entrepreneurs who score high on these characteristics are usually more successful than those who do not exhibit them. Figure 2.1 below only focuses on two components namely motivation and characteristics that Driessen and Zwart have identified that ensure that an entrepreneur is successful.

Motivation	
<p><i>Internally driven</i></p> <ul style="list-style-type: none"> • autonomy • achievement • power 	<p><i>Externally driven</i></p> <ul style="list-style-type: none"> • Unemployment • Gap in the market • Interest in subject • Certainty of clients
Characteristics	
<ul style="list-style-type: none"> • Achievement • Autonomy • Power • Affiliation • Effectiveness • Endurance • Taking risks 	<p><i>Thinking styles</i></p> <ul style="list-style-type: none"> • Pioneer • Salesperson • Manager • Expert

Figure 2.1: Essential traits for an entrepreneur. (**Source:** Driessen & Zwart, 2000:4).

Begley and Boyd (1987:79) concur with Driessen and Zwart by asserting that entrepreneurs should exhibit the need for achievement, locus of control and be able to take risks in order to accomplish their goals. They further highlight another trait that is widely regarded as a

“hallmark” of the entrepreneur’s personality, which is the ability to tolerate ambiguity, given the uncertain conditions (risks) that entrepreneurs operate in.

Furthering the trait school of thought, Brandstatter (1997:174) identifies characteristics that are essential for an entrepreneur. Brandstatter states that “emotional stability and independence” ensure that the individual is courageous and will therefore be able to tackle challenges; bear risks and innovatively provide new products and services. It is important to note that Brandstatter seems to identify a different trait needed to bear the risks associated with being an entrepreneur compared to Driessen and Zwart. There is thus lack of uniformity in terms of the traits possessed and the anticipated outcomes for possessing that particular trait.

Wincent and Westerberg (2005:273) acknowledge Gartner’s concern about focusing on the traits that make-up an entrepreneur opposed to the circumstances that might influence behaviour. They point out that the traits of the entrepreneur as well as the environment they operate in or the circumstances they are in might influence their behaviour. It is evident that Wincent and Westerberg are attempting to link the trait school and the behavioural school by asserting that the characteristics or the traits of an entrepreneur guide their behaviour depending on the environment they operate in.

However, the traits school has been criticized for the underlying supposition that all entrepreneurs “should exhibit certain universal characteristics”, when studies seem to suggest that entrepreneurs are unique from one another (Gedeon, 2010:21). There is a consensus that the concept of entrepreneurship is shifting from the trait school to the behavioural school (Gartner, 1989; Gedeon, 2010; Mair & Martí, 2006).

In contrast to the traits school, the behavioural school of thought defines entrepreneurship by focusing on the process of creating a new venture and not the personality of the entrepreneur and this should be the emphasis of a behavioural definition (Gedeon, 2010:24). Gedeon further explains that more important perspectives are arising on entrepreneurship, which focus on the behavioural school. These involve the stages in the process of venture creation, transformation process as well as the activities involved in sustaining the venture.

Moreover, Acs (2006:105) propagates that entrepreneurship in the behavioural sense refers to the ability of the entrepreneur to take advantage of an economic opportunity. Entrepreneurs in the behavioural notion might not even be business owners. At the heart of behavioural entrepreneurship and the different points of view on the occupation of the entrepreneur, “a new focus has risen that considers new venture creation as the hallmark of

entrepreneurship” (Acs, 2006:105). Acs and Gedeon’s definition emphasise the importance of venture creation therefore shifting from “who is the entrepreneur” to what they really do.

Furthermore, Alvarez (2001:755) explains that entrepreneurs look for resources that will be utilised when the entrepreneur recognises a new opportunity to establish a new commercial enterprise. Alvarez points out that the sourcing of resources, the identifying of opportunities, the ability to mobilise resources into establishing a business and ultimately creating diverse outputs illustrate the basis of this definition in outlining the entrepreneur’s behaviour in opening a new venture.

Thompson (2002:329) expands the behavioural thought by asserting that entrepreneurship involves

- Creating a vision;
- implementing that vision which often entails establishing suitable networks which will provide support for the business venture in case of unforeseen setbacks;
- and creating something which will expand and be sustainable.

In more simple terms, Moroz and Hindle (2012:783) highlight that the behavioural process of entrepreneurship entails “what an entrepreneur actually does and how they do it”.

However, Kuratko (2009:21) defines entrepreneurship using the process approach, by highlighting that entrepreneurship is a dynamic process which involves having a vision to foster change and implementing innovative ideas in a creative manner. When Kuratko looks at entrepreneurship as a process; it implies that a particular procedure has to be followed in order to achieve the desired goal of the entrepreneur.

In an attempt to bring together the different ideologies about entrepreneurship and the different conceptual approaches; Gedeon (2010:30) maintains that entrepreneurship “is a multi-dimensional concept that includes owning a small business (Risk Theory), being innovative (Dynamic Theory), acting as a leader (Traits School), or starting up a new company (Behavioural School)”.

The study of entrepreneurship is still hindered by the lack of an established definition; many researchers have recognised that a universally acceptable definition of entrepreneurship has yet to be reached as it means different things to different researchers (Yusuf, 2005:116). This is apparent from the discussion made thus far, as different researchers have attempted to define entrepreneurship in various ways. Various definitions have been discussed, it can be concluded that entrepreneurship is a process of venture creation, through mobilising of

resources and identifying a specific opportunity to exploit so as to create a sustainable venture using innovative methods. After analysing the different conceptual approaches on entrepreneurship the next step would be to classify the different entrepreneurial activities, by identifying the different types of entrepreneurs.

2.3 Types of entrepreneurs

It cannot be assumed that entrepreneurs are the same as they have varying backgrounds, different personalities and diverse management styles and thought processes. It is therefore sensible and logical to group entrepreneurs into different types (Tang, Tang & Lohrke, 2008:275). As there are different definitions of entrepreneurship, so are the categories of entrepreneurs as researchers use different aspects to categorise them.

Yusuf (2005:119) utilises a classification system to identify the types of entrepreneurs. Yusuf states that the obvious distinction between different types of entrepreneurs is the value that entrepreneurs create as a result of their firms. In the private sector, entrepreneurs generate economic value as their bottom line is profit. Contrary to the private sector, Yusuf maintains that social entrepreneurs generate social value in the form of “reducing poverty, increasing social capital... improved environmental conditions”. Based on the value created in Figure 2.2 Yusuf classifies entrepreneurs in the organisational context they operate in.

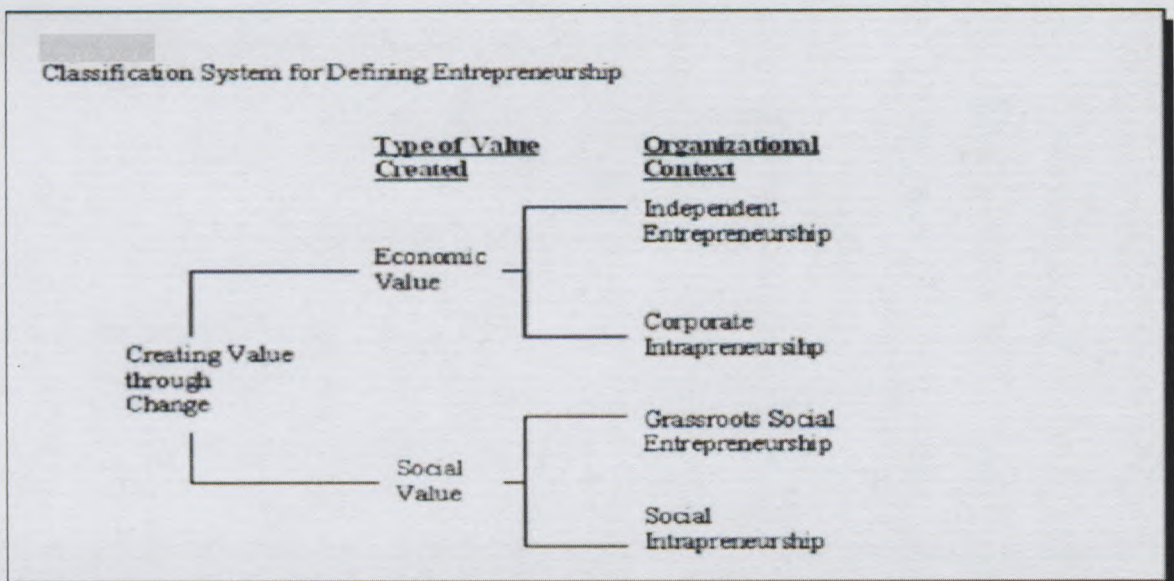


Figure 2.2: Classification system for defining entrepreneurs. (Source: Yusuf, 2005:119).

According to Yusuf (2005:120), independent entrepreneurship can be said to be the creation of economic value in the absence of an existing operational business. Yusuf further explains that independent entrepreneurial activities are “undertaken by an individual or a group of individuals who have no existing organisational affiliations like Bill Gates and Paul Allen of

Microsoft and Richard Branson of Virgin Atlantic, these are examples of independent entrepreneurs”.

Furthermore, corporate intrapreneurship refers to entrepreneurial activities carried out in the corporate sector.

Corporate intrapreneurship involves corporate venturing and strategic renewal. Corporate venturing includes the replacing of products in existing markets. Strategic renewal is the creation of new wealth through new combination of resources (Yusuf , 2005:120).

Unlike independent entrepreneurs, corporate entrepreneurs do not bare the personal risk that independent entrepreneurs take when the replacing of a product fails. Though the product might fail to reach production or the market the corporate entrepreneur still receives their salary from their organisation (Yusuf , 2005:120).

Grassroots social entrepreneurship is created in the absence of an existing organisation. It is created for the purposes of creating social change. Lastly social intrapreneurship involves entrepreneurial activities that create social value undertaken within the organisation either in the private, public or non-profit sectors (Yusuf, 2005:120).

Moreover; Block and Wagner (2005:3) classify entrepreneurs in two forms, necessity entrepreneurs and opportunity entrepreneurs. They highlight that necessity entrepreneurs are individuals who are dissatisfied with their current occupation status therefore venturing into entrepreneurship than opportunity entrepreneurs who appreciate their occupation and are driven by the opportunity identified to become entrepreneurs. Opportunity entrepreneurs generate more profits compared to necessity entrepreneurs because of their “prior human and social capital they possessed before becoming entrepreneurs” (Block & Wagner, 2005:3).

In more a broader sense Henderson (2002:49) identifies lifestyle entrepreneurs and high growth entrepreneurs. Henderson states that life style entrepreneurs start new businesses so as to provide for their families and have a better lifestyle. On the other hand, high growth entrepreneurs “are motivated to start and develop larger, highly visible and valuable firms” Henderson (2002:50).

Gedeon (2010:16) contends that the lack of a unified definition in the study of entrepreneurship has led to the lexicon terms or sub-domains” of entrepreneurship such as corporate entrepreneurship, social entrepreneurship and opportunity entrepreneurship.

It is apparent that the different approaches used by researchers to classify entrepreneurs, have led to the diverse terminology in categorising entrepreneurs.

2.4 The role of entrepreneurs

Researchers in the field of entrepreneurship have spent more time focusing on the personality of entrepreneurs; however there is a shift towards the notion of understanding what they actually do (Welsh, 2012:273). To that end, the role of entrepreneurs will be discussed in an attempt to comprehend "what they actually do".

Spulber (2008:2) asserts that entrepreneurs are "responsible for the majority of technological innovation in products through their creative production processes, driving economic transformation and international trade". Spulber further explains that entrepreneurs start new businesses and employ new types of business methods. Spulber also maintains that entrepreneurs play a crucial role in the modern economy because they are drivers of economic development. It is essential to understand the economic contribution made by entrepreneurs so that policy makers do not implement policies which hinder progressive entrepreneurs (Spulber, 2008:2).

Rai (2008:214) concurs with Spulber's view on the economic contribution by further highlighting that, "the role of entrepreneurs extends beyond increasing per capita output and income". Rai explains that entrepreneurs are rapidly becoming catalysts for economic development through their entrepreneurial activities. Martin, Picazo and Navarro (2010:140) assert that, from an entrepreneurship perspective, the undertakings of an entrepreneur have a positive impact on economic growth; however they have to assume risks at times using their personal funds.

Moreover, Praag and Versloot (2007:358) maintain that entrepreneurial firms contribute to the economy to a larger extent through the creation of jobs. The creation of new ventures is part of the process of entrepreneurship and has been viewed as an essential step in the entrepreneurship process. However the creation of new ventures increases the number of new entrants and increases the level of competition in that particular industry, therefore affecting the existing businesses (Praag & Versloot, 2007:358) .

In addition, Acs (2006:98) explains the dark side of entrepreneurship by stating that while it is easy to view starting a new business as a way of taking advantage of opportunities identified for economic development, it is also possible that necessity entrepreneurs may not necessarily lead to economic development. Necessity entrepreneurs are forced by circumstances surrounding them to engage in entrepreneurial activities. If opportunity

identification is not driving the necessity entrepreneur, this increases the chances of creating a failed venture.

Furthermore; Stam and Stel (2009:1) explain the role of entrepreneurs by focusing on the economic growth level of a country. They compare poor, transitioning and rich countries. Stam and Stel state that the majority of new businesses in poor countries are started out of necessity, in contrast to rich countries, where entrepreneurship is usually influenced by the desire to increase income and strive. In transition countries, growth-oriented entrepreneurs make an important contribution to economic growth as they create new jobs with relatively high incomes which the small incumbent population of private firms cannot provide (Stam & Stel, 2009:7).

McMillan and Woodruff (2002:154) further elaborate on the entrepreneur's role in the transitional economy by describing the evolving state of transitional countries. "Transitional countries were previously dominated by large firms producing few consumer goods and small and medium-sized were almost non-existent" (McMillan & Woodruff, 2002:154). As this was changing, entrepreneurs seized the moment by starting various small to medium-sized firms so as to produce more diverse consumer goods. Thus, this has led to the "flexibility of prices, wages and production processes". McMillan and Woodruff (2002:154) assert that entrepreneurs have brought balance to the previously monopolistic economy.

Gliedt and Parker (2007:538) argue that entrepreneurship should not be perceived as solely economic as it yields a vast number of social outcomes. Hence entrepreneurship is "as social as it is economic" (Korsgaard & Anderson, 2011:135). In this regard, the concept of social entrepreneurship will be discussed so as to understand the social contribution of entrepreneurship.

2.5 What is social entrepreneurship (SE)?

After understanding the concept of entrepreneurship, the various types of entrepreneurship and their roles it is imperative to then understand what makes SE "social". This will enable the comprehension of the concept of SE, the nature in which SEs operate in. SE is viewed as a phenomenon which is well situated for our time. "the idea of SE has struck a responsive chord, many government and philanthropic efforts have fallen short of our expectations. Other major institutions have been viewed as inadequate in solving social problems. SEs are therefore needed to develop suitable models to alleviate social ills (Dees, 2001:1).

Scholars agree that social entrepreneurship is emerging as a contemporary issue in addressing various social needs affecting communities ranging from poor education,

unemployment, HIV and AIDS and so on (Peredo & McLean, 2006; Shaw & Carter, 2007; Smith, Barr, Barbosa & Kickul, 2008; Wei-skillern, 2006).

Dees (2001:1) states that despite the popular discourse about SE, the concept has varying meanings to different people. Light (2006:47) concurs with Dees by alluding that the founder of Ashoka Bill Drayton coined the word social entrepreneurship, but its application is still blurry as it remains ambiguous as to “where and when it can be used”. Light further explains that the concept is sometimes used to describe any profit generating venture which addresses social issues. Whereas some use the concept of social entrepreneurship to describe any type of non-profit organisation or a new venture using old ideas (Light, 2006:47).

Moreover, Martin and Osberg (2007:30) maintain that social entrepreneurship is “attracting growing amounts of talent, money and attention”. But despite its popularity there is less certainty on what it actually constitutes. As a result, many activities are now being labelled as social entrepreneurial activities. Clearly, there is a consensus that the concept of social entrepreneurship is still blurry though it is gaining popularity. The next step would be to discuss what different researchers consider to be social entrepreneurship.

Thumbadoo and Wilson (2007:12) identify three conceptual approaches in defining social entrepreneurship. Namely, the compositional approach, comparative approach and the trait based approach. These will be further discussed in the following section.

2.5.1 Compositional approach (“social + entrepreneurship”)

This approach interrogates the two parts of the concept namely “social” and “entrepreneurship”. This section will look at the social aspect since the entrepreneurship aspect has been interrogated and then the definition of the concept.

Korsgaard and Anderson (2011:3) argue that researchers in entrepreneurship have long perceived the value generated by entrepreneurs as solely economic. More emphasis has been given to the economic role of the entrepreneur. As a result when growth is discussed, focus has been given to the economic contribution therefore neglecting their social role. It is apparent that Korsgaard and Anderson are shifting from the traditional view of entrepreneurship focusing on the economic value to the other side of the coin which is the social aspect of entrepreneurship.

Moreover, Mair and Martí (2006:44) explain a successful scenario of social entrepreneurship in India which is essential to understand the “social” aspect of SE. Professor Muhammad

Yunus founded the Grameen Bank in 1976, which provides micro-finances to the poor. This example shows how SE tackles social ills in this case poverty, the bank empowers the poor to access financial services which are unlikely in commercial banks (Mair and Martí, 2006:44). The Grameen Bank could have gone commercial with its services; however the bank's ability to target the poor and give them financial services they could not access brings the "social" aspect to entrepreneurship.

After understanding the social aspect of social entrepreneurship different definitions of SE will be discussed.

Smith and Woodworth (2012:392) view SE as a process of creating value using resources in a unique manner. The resources sourced are mainly used primarily to identify and exploit opportunities to create social value. One of the defining aspects about social entrepreneurs is their desire to foster social change and meet social needs.

Furthermore; Ebrashi (2013:203) maintains that social entrepreneurship is the process of:

- identifying new opportunities to eliminate social problems and deal with market failures relating to the inequality in distributing public products and services;
- through new ideas;
- the starting of social ventures;
- having specific social outcomes; and
- establishing programmes to achieve the social change.

A social entrepreneur according to Bacq and Janssen (2011:391) is someone with a vision, whose main goal is to meet social needs, by being able to explore and exploit opportunities. According to Bacq and Janssen the resources sourced are mainly for the achieving of the social mission and address the needs which are neglected by the local system.

In contrast to the notion of Bacq and Jansen of viewing social entrepreneurship from the lens of an individual, Gliedt and Parker (2007:544) highlight that social change can be done collectively by social networks (different entrepreneurs teaming up to implement a new idea through a innovative process) using social capital.

However, Nicholls (2009:209) merges the individualistic view and the collective view by defining social entrepreneurship as the result "of individuals, organisations and networks that challenge conventional structures" by identifying innovative solutions in an attempt to resolve "the inadequate provision or unequal distribution of social and environmental goods".

It is apparent that there is no universal definition for social entrepreneurship, given the relative infancy of the field, the definition of social entrepreneurship is still emerging (Smith & Stevens, 2010:577). Though researchers have defined social entrepreneurship in various ways, common among the definitions is that social entrepreneurs identify opportunities and innovatively find new ideas for the purposes of achieving their social mission.

There is a need to understand the difference between SE and charitable activities so as to understand the significance of this phenomenon. Wang (2012:309) asserts that SEs aim for value creation which has a large scale impact so as to transform a large area in the society which is not usually the case for charities.

Furthermore, Jain (2012:169) states that while charity reflects the benefactor's good intentions for the human race, their impact is measured in terms of their generous donations to the less privileged. Social entrepreneurship on the other hand, reflects more than the compassion of its practitioners as their desire for social change is more significant in scope. Jain further explains that charitable organizations usually survive at the mercy of their donors; the donations might vary depending on the economic situation. Social entrepreneurship relies less on donor funds because their social programs are self-sustaining by investing in ventures which can in turn generate their own revenues to sustain themselves (Jain, 2012:169).

Moreover, Martin and Osberg (2007:36) assert that it is critical to identify boundaries of the concept of social entrepreneurship. Failure to do so would make the concept to be too broad, therefore including many different meanings and this might make social entrepreneurship to be meaningless. They further identify two other social ventures that are usually confused with social entrepreneurship namely, social service provision and social activism.

Social service provision

Social service provision is when an organisation provides a particular social service in the community it is situated in. An example of such a venture is the formation of a new school to assist children to break away from poverty. However, unless the school is intended to have a large scale effect or is established using replica models it is unlikely to lead to new equilibrium. Their impact would be limited as it targets the local population, and their scope is determined by whatever resources they are able to get (Martin and Osberg, 2007:36).

Social activism

Social activists are people who do not necessarily cause direct change in the society, as social entrepreneurs do. They advocate for social change by challenging governments, non-

governmental organisations and employees to take action. These people might not even create organisations to implement the change they seek. "A good example would be Martin Luther King" (Martin & Osberg, 2007:37).

However in practice, many social entrepreneurs may "incorporate strategies associated with these pure forms or create hybrid models"(Martin & Osberg, 2007:38).

2.5.2 Comparative approach [social entrepreneurship vs. business entrepreneurship]

Dees (1998:1) states that for SEs, the social mission is the core endeavour and the major reason for their existence. Therefore, this impacts the cognitive style in which social entrepreneurs perceive and scrutinize opportunities. Dees asserts that "mission-related impact becomes the central criterion, not wealth creation. Wealth is just a means to an end for social entrepreneurs". Dees explains that with business entrepreneurs, wealth creation is meant to measure the value added by the business. This is because business entrepreneurs are subject to performance measurement from the market, as the market determines whether they are creating value. Business entrepreneurs have to be economically productive for they might be forced out of the market if they fail to do so (Dees,1998:1).

Bacq and Janssen (2011:378) concur with Dees by stating that the main differences between social and business entrepreneurs lie in two major points. Firstly, both have very different missions, the main focus of SEs is to achieve their social mission, whereas a business entrepreneur is profit driven. Secondly, most of the funds generated through commercial activities by a social venture are reinvested to the social cause; however, for the traditional entrepreneur, the profits would be used to pay dividends to shareholders or reinvested to the business in order to increase the net profit.

In a more simply sense, Dempsey and Sanders (2010:441) maintain that social entrepreneurship "combines an emphasis on initiatives with a deeply moral discourse of contributing to something greater than self". Than pursuing profit maximisation and self-ownership like business entrepreneurs.

Moreover, Smith *et al.* (2008:342) bring to fore a different angle of discussion, by stating that SEs cannot focus on just achieving their social missions. They also have to direct their efforts to attain economic growth necessary to obtain their social objectives. According to Smith *et al.* (2008:342), "this dual focus on both social and economic missions is unique to some SEs, and termed the double bottom line". The researchers are clearly suggesting that some social entrepreneurs are not only drivers for social change but are also economic drivers in order to sustain social change.

Smith *et al.* (2008:342) further discuss the “double bottom line” of SEs by stating that SEs who use a hybrid structure often struggle with their identity. As they try to maintain their social mission and ensure that profit maximisation does not become the main objective. However, they have to ensure that they have enough income to sustain the venture, this is the baffle of some SEs. For they are caught in an identity crisis as people try to understand whether they are social entrepreneurs or business entrepreneurs.

2.5.3 Trait-based approach

Jain (2009:27) identifies essential characteristics which social entrepreneurs should possess:

Creative imagination

- A creative imagination enables SEs to come up with new ideas that challenge the normal way of doing things and therefore creating social value.

Pro-active

- Being proactive helps SEs to quickly identify opportunities that could be missed in the society.

Motivation

- In a social context, motivation plays a major role as compared to a business set-up due to the nature of outcomes achieved by SEs. Unlike awaiting salary increment or bonuses when more profits are generated, SEs need more motivation as their venture might create social value and no monetary benefit.

Thompson, Alvy and Lees (2000:331) illustrate the characteristics of social entrepreneurs by highlighting that their leadership and personalities are similar. They also explain that SEs come up with new ideas which they have to clearly communicate to everyone as their success depends on people buying-in to their ideas. Their values guide them to achieve their goals. From the above mentioned definition leadership, ability to communicate and having values are essential characteristics for SEs to achieve their goals.

Moreover, Quality and Fiber (2008:1) identify characteristics which are essential for leading SEs:

Creativity

Successful SEs must be creative in the manner in which they set their objectives as their social mission is the major reason for their existence. Therefore it is paramount for SEs to be continuously innovative for them to succeed.

Social impact idea

This is an important aspect of SEs, because not only should they develop creative ideas but their ideas should be significant to the society so as to be able to achieve a large scale impact which might even lead to a nationwide impact especially in small countries.

Ethical fibre

The role of SEs is to introduce major structural change in the community, they invite people to engage in the various projects they establish, therefore they should gain trust from the community first. If people do not trust them their likelihood of success is minimal.

Of the three conceptual approaches on SE, the compositional, comparative and trait based this study used the compositional approach. Entrepreneurship was discussed, and the "social" aspect of entrepreneurship was then interrogated.

2.6 Types of social entrepreneurs

SEs operate in different organisational context, some are purely non-profit organizations, dependent on government funding. Others are purely for-profit organizations which serve social missions, funding their operations with commercial activities they carry out in their organisation. Still others are non-profits which use for-profit generated income instead of grants and donations, such ventures usually target to attain their economic success needed to sustain their social goals (Smith *et al.*, 2008:342).

Smith and Stevens (2010:578) assert that categorising SEs into distinct sub-groups might make the practice of SE to be narrowed down. However, it is essential to categorise SEs so as to be able to form a theoretical framework that is relevant for a particular sub-group. To that end, the different types of social entrepreneurs will be discussed. Different researchers have categories SEs in various ways.

Ebrashi (2013:202) identifies two types of SEs namely transformative SEs and serial SEs. Transformative social entrepreneurs are those ventures which seek change through other organisations. Transformative SEs replicate their models for the purpose of implementing their model in other organisations. They strive to create sustainability for other organisations as they would use a model which has been tried and tested. Ebrashi (2013:202) gives an example of a cooperative introduced by a social entrepreneur to the community and then the social entrepreneur withdraws to ensure that the community is independent.

On the other hand, serial social entrepreneurship also happens when social entrepreneurs are able to replicate their model through others, but the difference between transformative SEs and serial SEs is that serial entrepreneurs continue to other communities to solve different problems. Whereas the transformative social entrepreneur will continuously tackle the same problem, in the previous example given the social entrepreneur would continue opening cooperatives in different communities (Ebrashi, 2013:203).

Moreover, Smith and Stevens (2010:578) categorise SEs into three distinct sub groups, namely, social bricoleur, social constructionists and social engineers. Social bricoleurs are SEs who target the immediate local needs of the community. These SEs have access to real-time information on the needs of the community, as they reside in the communities they operate in.

Unlike social bricoleur who operate small projects only, social constructionists focus on small to large scale projects. Their aim is to alleviate on-going problems in communities; "mend the social fabric of a community" by providing alternative solutions to meet the unfulfilled social needs by the government, business sector and so on (Harris, Khan, Arnaudo & Breaty, 2009:523). Lastly, social engineers have a national to international scope. They challenge existing methods of tackling social ills through the use of "more effective systems designed to replace ill-suited methods of addressing social needs" (Harris *et al.*, 2009:523).

It is apparent that social entrepreneurs have been classified in different ways, but similar among the classifications is that the researchers categorised them according to their operations and impact in society.

2.7 Chapter summary

This chapter looked at the previous research done by other authors in an attempt to understand the concept of social entrepreneurship and from the information obtained; the author can conclude that social entrepreneurship is essential for social change. Many researchers in this chapter have corroborated this assertion. The majority of the authors agree that a social mission drives social entrepreneurs rather than profit-making like business entrepreneurs. Some social entrepreneurs have a double-bottom line as they assume a socio-economic role by having for-profit ventures to achieve the social mission. It is important to understand the significance of social entrepreneurship by understanding what it is and what it is not. Unlike charity work, SEs provide large scale solutions and the SEs are more sustainable as they create ventures which are self-sustaining than charities which continuously depend on donors. The next chapter will discuss community development and the role of social entrepreneurs in community development.

CHAPTER 3: COMMUNITY DEVELOPMENT AND SOCIAL ENTREPRENEURS

3.1 Introduction

The previous chapter reviewed the diverse literature conversing about entrepreneurship and social entrepreneurship. This enabled the understanding of the different conceptual approaches on SE. This chapter will discuss community development and the role of social entrepreneurs in community development. The problems and prospects which SEs encounter as drivers of community development will also be analysed. This will enable the understanding of the different strategies they adopt to counter the challenges they face and take advantage of the opportunities which emerge.

3.2 The history of community development

The phrase community development has been used since the 20th century and has been utilised to describe various practices, like politically motivated colonial initiatives (Earle, Fozilhujaev & Tashbaev, 2003:5). Moreover community-based forms of development have a long history with clear significance from Gandhi who identified self-reliance and small-scale development for villages through cooperatives. These initiatives were seen to be “an antidote to the corrosive effects of modernisation and colonial rule (Mansuri, 2004:4).

Furthermore, community development dates back to the 1940s, where it was used to depict the strategies of the British colonial powers in East Africa which targeted to instil self-reliance amongst the rural and urban population (Earle *et al.*, 2003:11). It is apparent that Earle *et al.* concur with Mansuri’s view that community development emanated from a political era of colonisation.

The phase of community development practitioners started in 1950s, by 1960 it had spread to more than 60 countries in Africa, Asia, and Latin America (Mansuri, 2004:4). During this phase of decolonisation in the 1950s and 1960s: community development was mainly viewed in the lens of government-sponsored approach; in countries like India who were newly independent in that time (Earle *et al.*, 2003:11).

In the 1970s community development gained popularity with governments from developing countries, however most initiatives were not successful due to the lack of sustainable initiatives (Earle *et al.*, 2003:11). By the mid-1980s the government initiated programmes were criticized. These included the programmes from the education sector, health and irrigation systems which were utilising the common man’s resources and this even led to negative poverty impacts (Mansuri, 2004:4).

In the 1990s there was a rise in participation from non-governmental organisations (NGOs) and civil society organisations, leading to the shift from the previously central initiatives from the government to a more liberal ways of tackling social ills (Earle *et al.*, 2003:11). "Though NGOs were seen as the best mediators between poor people and sources of funding in the 1990s; however their inability to scale up activities beyond local one-off projects has been perceived to be their downfall" (Earle *et al.*, 2003:13). This is the gap which SEs are filling, the issue of scalability which NGOs are failing and the lack of sustainability from government initiated programmes.

Lombard and Strydom (2011:329) highlight that the search of strategies that embed human rights and more sustainable interventions for poverty reduction and community development has led to the understanding that social entrepreneurship is a panacea for sustainable poverty reduction. Therefore, SEs seal the gap that concerned Earle *et al.*, that is the once-off projects from NGOs and the failing initiatives from the government. Hence social entrepreneurs are complimenting the efforts of the existing players in community development, they bring balance to the existing community development institutions.

Furthermore, Mcmillan and George (1986:5) explain the origins of community development from a different perspective other than the political one. They state that community development is also linked to the psychological field, which focuses on behavioural research linking community development with the desire for need fulfilment by its members.

It is evident that community development has long existed and was provoked by different factors like the colonial rule and the desire for community members to fulfil certain needs. The next section will enable the understanding of community development, a practise that has evolved over the years.

3.3 Defining community development

A community can be said to be a group of people and organisations linked by different factors. The term community can refer to a geographic community; these are people staying in the same neighbourhood, city or district. It can also refer to people with similar interests (Terrence, 2002:5).

Development on the other hand is defined as "any process that enhances the wellbeing of its members and their environment" (Terrence, 2002:6). Community development practitioners involve different groups across the community that address complex social issues. For this to be effective the most successful and the most disadvantaged should work together so that the results are appropriate and benefits are shared (Terrence, 2002:7).

Community development efforts spread among the members as they identify new opportunities and seek to fulfil their needs “that cannot be effectively met by individuals or central government” (Terrence, 2002:6).

Moreover, Wise and Elaine (1998:1) concur with Terrence’s notion that community development arises due to similar interests shared by the members. These two perspectives are in line with the psychological background. Mcmillan and George (1986:5) explain the psychological perspective by highlighting that when people feel that they belong to a certain community they tend to have shared emotions and interests. Motherway (2006:1) therefore defines community development as “the participation by its members in decision making and collective action, leading to an agenda of social change regarding equality, social inclusion and amelioration of poverty”.

In addition, Green (2008:51) maintains that community development entails a group of people in a local community who work together towards a particular outcome. This can be families, organisations or networks. Furthermore, community development is also highlighted as “a unique form of practice, with its intrinsic orientation towards democratic and participatory outcomes of collective change, inclusion and equality” (Hart, 2012:56). Laudeman (2005:42) however elaborates a different perspective of the manifestation of community development. Unlike the previous authors who explain the inception of community development from a collective point. Laudeman explains the idea of personal communities. Laudeman maintains that each individual has their own “personal community”, which is their own needs and interest. These then overlap among individuals therefore resulting in the increasing achievement of social and economic goals (Laudeman, 2005:42).

In the practise of community development there is emphasis to empower the community and provoke members to participate in the process so as to achieve the desired outcomes (Motherway, 2006; Wise & Elaine, 1998). Though the definitions of community development vary, community development can be said to be the eventual collective action by its members, who recognise their needs and strive to fulfil them.

3.3.1 Community development models in practise

It is essential to understand how community development takes place in practise. There are generally four approaches of practising community development; these are self-help, technical assistance, conflict approach and participatory and empowerment (Green 2008:52; Mehra 2005:29). Green (2008:52) asserts that the self-help approach is practised by the local residents in a community. This is when residents work together to achieve common

goals with professional practitioners playing a limited role of being facilitators or supplying resources.

Mehra (2005:29) asserts that technical assistance plays a major role in community development by providing the community with information, technical skills and expertise for communities to fulfil their community development agenda. This is where the field of information and communication technology (ICT) has played a major role in developing communities (Mamaghani, 2010:607). Green (2008:53) explains the conflict approach by highlighting that it focuses on anti-poverty movements, this is where activists lobby for poverty alleviation by mobilising, organising and advocating for change.

Modern community development practises have evolved from mere self-help initiatives to more vigorous approaches like participatory and empowerment methods. This is when practitioners address inequalities and create more resources towards community development (Green, 2008:53). Practitioners in community development may involve NGOs, civil society organisation, government initiatives, social entrepreneurs and so on. To that end community development will be scrutinised from the South African context.

3.3.2 Community development in the South African context

Community development in South Africa emerged in the 1930s when social work became a profession. In 1984 the Population Development Programme was launched to stimulate community development activities. However this approach used the apartheid welfare system which sort to maintain the status quo by using the remedial approach in community development (Margie, 2011:2).

In the mid-1980s different movements requested state interventions in community development but the apartheid government refrained from this due to the distrust that such a framework would shift the power to the black majority. However, the unofficial community development movements continued resulting in the formation of the Black Community Programs (Margie, 2011:3).

Community development then emerged as a significant human service initiative in the post-apartheid era after 1994. This led to the holistic approach where the government and the people worked together to change the existing structures thus moving away from the apartheid welfare system (Lombard, 2008:155).

It is evident that community development in South Africa has evolved from the social welfare system to a more holistic approach. However, due to the need for effectiveness in the

practice of community development, professionalisation of community development has become a necessity (Patel, 2014:2).

Hart (2012:58) defines professionalisation of community development as the standardisation of community development practises by means of cohesive and effective measures. In an attempt to standardise community development, qualifications in community development are being offered by institutions ranging from level 4, 5 and 8 on the National Qualifications Framework (NQF) and these have been registered with the South African Qualifications Authority (SAQA) (Margie, 2011:12).

The Department of Social Development (2010:56) in its 2010-2015 strategic plan asserts that the purpose of community development is “to create an enabling environment for empowering the poor and the vulnerable through the promotion of and support for community development initiatives, strengthening of institutional arrangements, and dialogue with civil society”.

The Department of Social Development is in line with National Development Plan (NDP) which seeks to “broaden social cohesion and unity while redressing the inequities in the past” (National Planning Commission, 2011:11). It is clear that the social department has aligned its objective of community development to the NDP of South Africa. Such strategies are essential for community development so that South Africa can support the African Union's objective to “promote sustainable social and human development” (The African Union, 2012:1). This shows that community development is indeed a crucial issue as it is being observed by different authorities from the local government to the African Union leaders.

The practice of community development has progressively changed from being pioneered and implemented solely by the government. The practice now engages different role players from the civil societies, NGO, private sector and SEs in an attempt to tackle social issues. Current community development is more inclusive; gone are the days where the state was the main player. The practise has even found its way in the academic field and later on a professional level.

The history of community development has no literature on the involvement of social entrepreneurs, however Watters, Willington, Shutte and Kruh (2012:1) justify this by explaining that “social entrepreneurship is a relatively new concept in South Africa and provides a refreshing option to continuous demands for job creation to address South Africa's social and economic ills”. The role of social entrepreneurs will then be disused to as to ascertain their value and contribution in community development.

3.4 The role of SEs in community development

Today, social entrepreneurs receive a vast amount of funding, advice and support from various stakeholders for the purpose of community development (Ayiro 2010:171; Mort, Weerawardena & Carnegie, 2002:85). Community development requires SEs to have the ability to mobilise resources for the purpose of achieving their social goals (Dhesi, 2010:705).

The role played by SEs depends on their scope, Dhesi (2010:705) highlights that SEs can impact the community in two ways, by using the USA method or the UK model. The USA model focuses on a large-scale geographic focus; the model has a “top-down” impact. The SEs plan their projects on a national or global scale however the projects are implemented on a local level with the aim of having large-scale impact. The UK method contrary to the USA model focuses on small-scale projects that are aimed at meeting the immediate needs of the community where the SEs operate in. Therefore the examples which will be discussed will range from local to large scale interventions.

Thomas (2004:93) elucidates that SEs manifest their idea (s) in a fascinating manner to the community. The idea might start with an individual or a group and then a “ripple effect” happens in the community as the SEs share their idea(s) with the community members. The community members then buy-in, and their involvement with the various projects increases. The SEs can then ascertain that the project is successful, replication then follows after the SEs have implemented the project successfully and involved the community.

Thomas further explains the “evangelistic role” of SEs that results in a “ripple effect” by giving an example of MC Trevor Consultancy. See Figure 3.1 below:

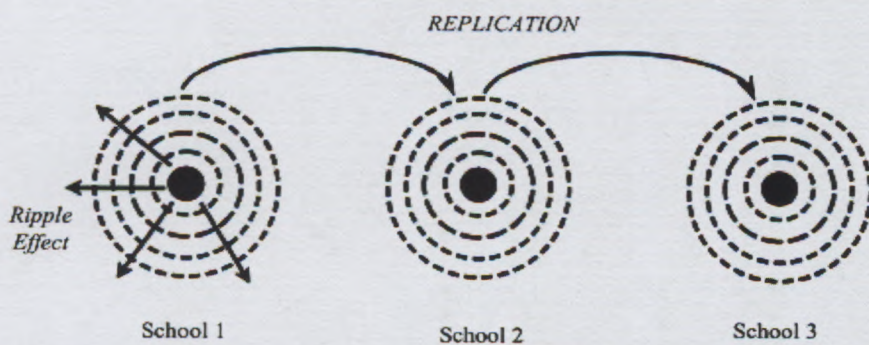


Figure 3.1: Ripple effect in communities. (**Source:** Thomas, 2004:61).

MC Trevor Consultancy was founded by Trevor Mulaudzi who is an Ashoka fellow. He was working as a mining geologist but then realised the lack of hygiene in school toilets. Trevor identified the link between good sanitation and education. He engaged with different

communities in the Gauteng province, and has been able to visit more than 100 schools and has implemented over 30 sanitation programs (Thomas 2004:39).

Moreover, Gliedt and Parker (2007: 550) state that SEs also play a crucial role in the green community through their mitigating programs. Watters *et al.* (2012:1) outline a good example in Western Cape, the Green-pop foundation which was founded by Lauren who creates employment opportunities. Through empowering people with gardening skills so as to address deforestation “by greening the un-leafy areas of Cape Town”, therefore addressing the deforestation problem which is also a global issue (Watters *et al.*, 2012:1).

Gilliss (2011:256) further explains that SEs play an innovative role in community development by asserting that they enable the community to see how “old problems, can be addressed in new ways”. A good example is the Soul City Institute for Health and Development Communication which was founded by Dr Grath Japhet. The organisation realised how diarrhoea was killing many children as mothers did not know how to treat this treatable disease. At the same time HIV/AIDS was intensifying in communities. In 1992 the venture used different platforms like the Sowetan newspaper to avail health information relating to various health issues like diarrhoea, HIV and AIDS and so on (Thumbadoo & Wilson, 2007:65). Japhet managed to deal with pre-existing medical issues by using the media in an innovative way.

The example illustrated by Thumbadoo and Wilson illustrates that SEs play a critical role in delivering services that are considered basic human rights to health. This concurs with what Lombard and Strydom (2011:329) explain, when they note that social entrepreneurs are social change agents who embed human rights strategies in their ventures.

Apart from non-profit, for-profit and hybrid SEs; universities are now playing a major role in community development. Kapoor and Sen (2007:552) note that a new protagonist (SE) is slowly taking centre stage. “Thus students and faculty members in the world’s top ranking business schools are also being inspired to engage in SE”. Different university programs and facilities now support social entrepreneurship; these include Stanford University, London School of Business, Babson College (Kapoor & Sen, 2007:552). Coming closer to home; University of Johannesburg, University of Pretoria, University of Cape Town to mention a few are some examples supporting the field of social entrepreneurship through education and resources.

It is evident from the literature that community development practises have a long history with the participation from different players ranging from NGOs, non-profit organisations, the

government and so on. However; social entrepreneurs are adding value to the practise of community development in different fields from health improvement to tackling environmental issues by “complimenting or supplementing” the efforts of existing players (Dees, 2007:27).

Furthermore, from the examples discussed on SEs engaging with communities, it is clear that SEs challenge the existing social ills that exist in communities like environmental issues, sanitation problems, educating students and so on. These contributions clearly come from their social role. However, it should also be noted that SEs are also economic agents as their initiatives also contribute to the economy like the creation of employment which in-turn increases the buying power of those individuals hence this allows the community to improve their own stands of living. It can therefore be assumed that SEs play a socio-economic role in community development.

After discussing the various roles played by SEs in community development, the next section will discuss the significant opportunities that emanate for communities.

3.5 Opportunities created by SEs in the communities

Due to the different roles played by SEs in the communities, the communities consequently enjoy different opportunities.

SEs “make do” with what they have, they go “beyond the constraints of institutional rules and structures to fashion their own bundle of resources and repertoire of strategies and activities” (Di Domenico, Haugh & Tracey 2010:698). By so doing, they create social value for communities, such developments would have not been achieved by the public sector, civil society or the private sector as SEs might catalyse community development from nothing (Di Domenico *et al.*, 2010:698).

Thumbadoo and Wilson (2007:21) assert that SEs “look at the world with new eyes where others see doom they see boom”. For this reason the author chose to label SEs metaphorical as architects of community development, for architects envision the erection of a spectacular structure were others might see a dirty piece of land.

When SEs play their role effectively they produce tangible and intangible benefits to the community. Tangible benefits are those that can be seen and measured, these include aspects that SEs have done to improve the former situation of the community. However, intangible benefits include those aspects that cannot be touched. Intangible benefits include restoration of hope, empowerment of the community. When the interventions used by SEs

are positive the community members respond by the desire to support and replicate that project (Thumbadoo & Wilson, 2007:209)

Dees (2007:28) explains the opportunities bought by SEs by contrasting them to government initiatives. SEs are able to implement projects in various communities in a shorter period due to their flexibility. Unlike government projects which face lengthy processes from the authorisation of the projects to the implementation of these projects. The interventions implemented by the SEs can be altered continuously to suit the needs of the community. However, government programs are difficult to alter once they have commenced (Dees, 2007:28).

Bosma, Lepoutre, Justo and Terjesen (2013:695) concur with Dees' view that SEs tend to deal with social problems in a better manner than government institutions even civil societies in addressing social pains like poverty, environmental degradation, draught, war, or illiteracy and so on. Hervieux, Gedajlovic, and Turcotte (2010:57) illustrate an exceptional example of how SEs deal with social problems in a formidable manner compared to other organisations. They assert that SEs do not merely create employment. Rather they empower people with skills and create networks for people with specific skills set. In that manner, people are able to fend for their families through the specific skills gained. The various networks provide "sustainable means of employment for the marginalised population"(Hervieux *et al.*, 2010:57).

The SEs also create valuable networks for the community by raising awareness about the social problems faced by the community members. This motivates the private sector, government and civil society to form alliances with SEs (Certo & Miller, 2008:270; Thompson & Doherty, 2006:368). They also optimise the use of resources. Di Domenico, Haugh and Tracey (2010:699) elucidate that SEs usually make use of resources that are perceived to be diminutive or insufficient to meet the needs of the community.

Though SEs play a significant role in meeting the social needs of a community, it should be noted that the field of SE is however still faced with a number of challenges that affect their operations and outcomes adversely (Vansandt & Baugous, 2009:211). To that end, the next section will discuss the challenges faced by SEs.

3.6 Problems encountered by SEs as drivers of community development

The SEs face a variety of challenges in their operations as drivers of community development.

Gilliss (2011:256) identifies key challenges which SEs are generally faced with.

- Some ventures fail because of resistance to change. For they are change agents, change is not easily accepted in communities thus this might result in the failure of ventures despite the exceptional idea(s) they have.
- The lack of financial assistance is an aspect which affects many SEs as financial support is crucial especially for emerging SEs.
- The other issue of concern is the failure of some SEs to demonstrate impact (impact evaluation) as this is important to demonstrate their role in the society.
- Social entrepreneurship is viewed as a panacea to social problems due to the ability of SEs to have sustainable ventures. However, despite a social entrepreneur's ability to form a sustainable model such a model is useless if it is not replicated in other contexts. This is so because the major attribute of social entrepreneurship is the ability of SEs to render immense impact.

Pärenson (2011:45) further explains the failure to demonstrate social impact outlined by Gliss. Pärenson maintains that it is crucial for SEs to engage in some form of social impact evaluation as the failure to do so hinders the venture from being able to show its contributions to the society. Though such an exercise is challenging to conduct in terms of time and resources, it is however necessary so as to assist the SEs to make informed decisions about their venture concerning what they have achieved compared to what they intended to achieve.

Smith, Cronely and Barr (2008:142) concur with Gliss on the lack financial assistance hindering the operations of SEs. Like business entrepreneurs, the lack of funding can adversely affect the operations of SEs. For without funding it is impossible to attain the desired goals of a venture. As such there is need for SEs to consider more sustainable means of funding and be in line with the current practice of social entrepreneurship which is self-sustaining compared to relying on charitable donations.

Hart (2012:63) maintains that without proper strategies to ensure public awareness about community development it would be difficult to promote partnerships. It is essential for SEs to strategically align themselves with partners that that can assist with funding, policy making, idea sharing and so on. Hence, low levels of awareness about the role played by SEs in community development results in missed opportunities that SEs could exploit and improve their impact. Alana, Hartwig and Merson (2008:59) concur with Hart by asserting that the buy-in of other role players like the government is essential to the sustainability of SEs. When the mission of the SEs is understood by many role players it increases the resources

for SEs, be it monetary or knowledge sharing. In the absence of such partnerships the growth of the SE becomes slow.

SEs have to ensure that they share their innovative ideas and create alliances so as to have a greater impact. Unlike their counterparts, the business entrepreneurs who patent and protect their ideas for profit maximisation. SEs must share their ideas so as to be able to scale-up their projects and have a widespread impact (Perrini, Vurro, & Costanzo, 2010:525). Sekliuckiene and Kisielius (2015:1017) maintain that scaling-up is part of the social entrepreneurship process, as such when various challenges like funding, lack of opportunity identification to scale the project in home and foreign markets restrain SEs from scaling-up, this has an adverse effect on the growth of SEs.

Harris, Zahra, Gedajlovic, Neubaum and Shulman (2009:528) also note the ethical challenges faced by different types of SEs. They assert that the “three SEs face unique ethical issues, these depend on their motives, the resources required to pursue their ambitions...” (Harris *et al.*, 2009:528).

Social Bricoleur

These SEs operate on a small scale to deal with local concerns of the community however there are confronted with ethical issues like “how is the social wealth generated best allocated? Who gets access to this wealth and how? Hence there is a risk that the individuals running the venture might pursue individual agendas (like power struggles amongst individuals) and neglect the organisation’s goals (Harris *et al.*, 2009:528).

Social Constructionists

The scope of social constructionists is more complex as they seek to generate social capital to address the serious social imbalances. Social constructionists might “manipulate or even coerce others to gain their support, compliance or acquiescence. As a result, opportunistic and coercive behaviours might become a serious problem in the ventures that Social Constructionists lead” (Harris *et al.*, 2009:528).

Social Engineers

Lastly the social engineers focus on introducing “revolutionary change and deliberately upsetting the equilibrium within their environment”. However this attribute may propel them to engage in “rule breaking”. This refutes the ethical principle that highlights that “the ends should not justify the means (Harris *et al.*, 2009:529).

It is clear that SEs face internal and external problems. The internal challenges are issues that they have control over like the ethical challenges, sustainability, impact assessment, financial assistance and scaling-up of projects. However the external challenges are caused by external forces out of their control. To that end the strategies that can be adopted by SEs to counter the challenges they face will be discussed below.

3.7 Strategies adopted by SEs to counter the challenges they encounter

The previous section discussed the challenges faced by SEs in their operations. This section will discuss some significant strategies that can assist SEs to counter their challenges.

Embeddedness

Embeddedness is seen to be a solution for many problems faced by SEs (Smith & Stevens, 2010:585; Shaw & Carter, 2007:428; Pache & Chowdhury, 2012:496; Mort et al., 2010:496). SEs need to recognise the importance of embeddedness; this is the formation of social networks with different stakeholders like the community members, funders and other SEs (Ulhøi, 2005:944). Embeddedness allows SEs to create relations with the community by so doing this makes it easier for the community to buy-in the ideas from SEs hence reducing the level of resistance to change (Battilana, Dacin & Seelos, 2010:15)

Moreover, embeddedness with the public sector gives SEs the ability to “garner resources from public-sector stakeholders which include local, national, and multinational public funding agencies” (Pache & Chowdhury, 2012:498). Such stakeholders may give financial support for SEs to replicate their ideas or scale-up hence ensuring sustainability (Pache & Chowdhury, 2012:498). Lastly, maintaining good relations with regulatory agencies is essential as they grant SEs the right to operate and monitor their compliance to certain regulations. By so doing, it is easy for SEs to lobby against unfavourable policies and be aware of the required standard of operating (Pache & Chowdhury, 2012:498).

Hence the suggestion by Ulhøi (2005:994) is paramount as the researcher suggests that SEs must “invest time and resources in network-nurturing activities” as these relations yield a vast amount of results. However, Smith and Stevens (2010:586) present embeddedness in practice by various SEs. Smith and Stevens realise that the geographic scope of SEs might affect the level of embeddedness.

Since the social bricoleur type of social entrepreneurship focuses on the local community (local geography), it is easy for them to develop relations with the community. Due to the increased opportunities to interact with the community as there is less geographic distance between the social entrepreneur and the community members (Smith & Stevens, 2010:585).

On the other hand, the social constructionist type of social entrepreneurship would be less embedded to the community than the social bricoleur due to the challenge of maintaining regular interactions with the community as their scope is larger hence there are more geographic constraints (Smith & Stevens, 2010:586).

Finally, the social engineer has a larger scope focusing on national and global issues. This creates less embeddedness as they focus on large projects. However, there is high embeddedness in their activities in the local communities (Smith & Stevens, 2010:586). See Figure 3.2 for illustration.

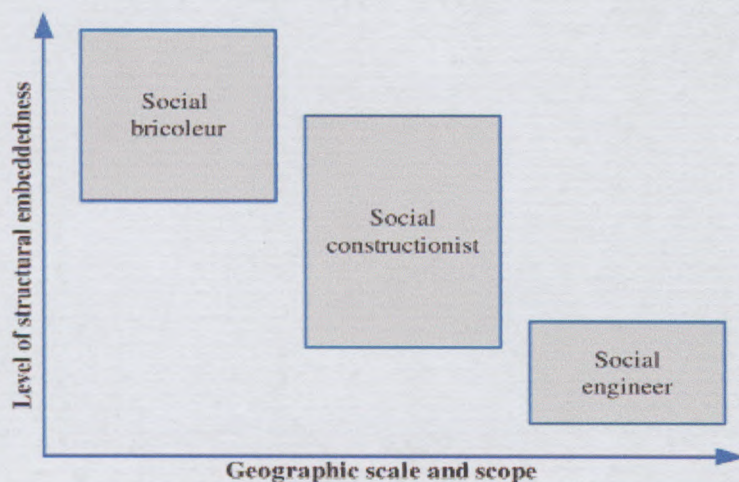


Figure 3.2: Level of embeddedness of SEs. (Source: Smith & Stevens 2010:586).

Though Steven and Smith elaborate on the challenge of forming networks depending on the geographic scope of SE, they acknowledge that all the three types of SEs have a local context they operate in, despite their scope (Smith & Stevens, 2010:587). Therefore, SEs should form networks with different stakeholders in their local context to mitigate some challenges they encounter.

3.8 Impact evaluation on the SE's role on community development

SEs have been perceived to be individuals or a group of people ranging from the non-profit, for profit and hybrid organisations. They are able to identify opportunities and use sustainable resources to create social change. However, "if SEs are able to identify and develop a solution for a social problem, then the questions of impact measurement ... often follow" (Smith & Stevens, 2010:577).

The majority of researchers have long focused on the definition issues surrounding SEs, however, there is a new gap being identified. Instead of concentrating on confining SEs to a

specific “species” there is a shift towards understanding their value by asserting their role so as to understand their contribution towards community development (Bloom & Chatterji, 2009; Gilliss, 2011; Mair & Martí, 2006; Nicholls, 2009; Pärenson, 2011).

Social impact evaluation is defined as the process which results in finding how much one particular social problem has been relieved by the activities of one particular organisation (Pärenson, 2011:40). Social impact measurement (SIM) is essential so as to understand the perceived impact by SEs against the real impact. Moreover, much research has focused on success stories from SEs and hence this has led to the bias on the actual success made by SEs. There is need for empirical evidence so as to comprehend the role played by SEs (Pärenson, 2011:40).

Despite SIM being perceived as an essential exercise by SEs, managers of social ventures face a challenge in the actual measurement of their social outcomes. This is due to the fact that there is no prescribed framework or standard that social ventures can use (Nicholls, 2010a:756). In most countries SIM is not a regulatory requirement. However funders, policy makers and various key players in SE are demanding SIM so as to comprehend the opportunities brought by SEs and therefore understand their impact (Khan, Harris, Arnaudo, & Brearty, 2009:157). However, it should be noted that undertaking SIM is challenging since social ventures produce intangible benefits unlike commercial enterprises that produce more tangible outcomes that can be easily quantified (Mair & Martí, 2006:42).

Aside from the various challenges that SEs face while carrying out SIM, the exercise itself is possible (Achleitner, Lutz, Mayer, & Spiess-Knafl, 2013:100). There are benefits of conducting SIM. SIM makes the projects implemented by SEs to be more transparent. SIM is essential as it gives feedback to funders, policy makers and other stakeholders about “what organisations are asked to do, what they say they are doing, and what they are doing in practice” (Arvidson & Lyon, 2013:3). Such feedback makes SEs to be more transparent and this improves their relations with their beneficiaries and funders. SIM is thus a strategic tool is assessing how well a social entrepreneur is achieving their social mission.

Moreover, SIM is viewed as the “research and development (R&D) arm of community development initiatives”. As it can be used as a control mechanism that allows for the detection of errors that can be rectified when identified timeously through SIM (Madan, 2007:2). With time as SEs have more impact in the community, they are able to influence change in policies and assist SEs to make informed decisions concerning the future direction of their ventures (Urban, 2008a:350).

The researcher sought to understand the role played by SEs so as to understand their perceived impact as their social impact affect various stakeholders in the field of social entrepreneurship. Such an investigation would assist in the understanding of the practice of SE.

3.9 Conceptual framework of the study

Baxter and Jack (2008:553) explain that a conceptual framework refers to the descriptive relations of the key factors under study. Nyarko (2011:1080) maintains that it is essential for a study to be underpinned by a conceptual framework, so as to guide the researcher in establishing the appropriate research questions in order to achieve the research objectives. Figure 3.3 below shows the conceptual framework of this study.

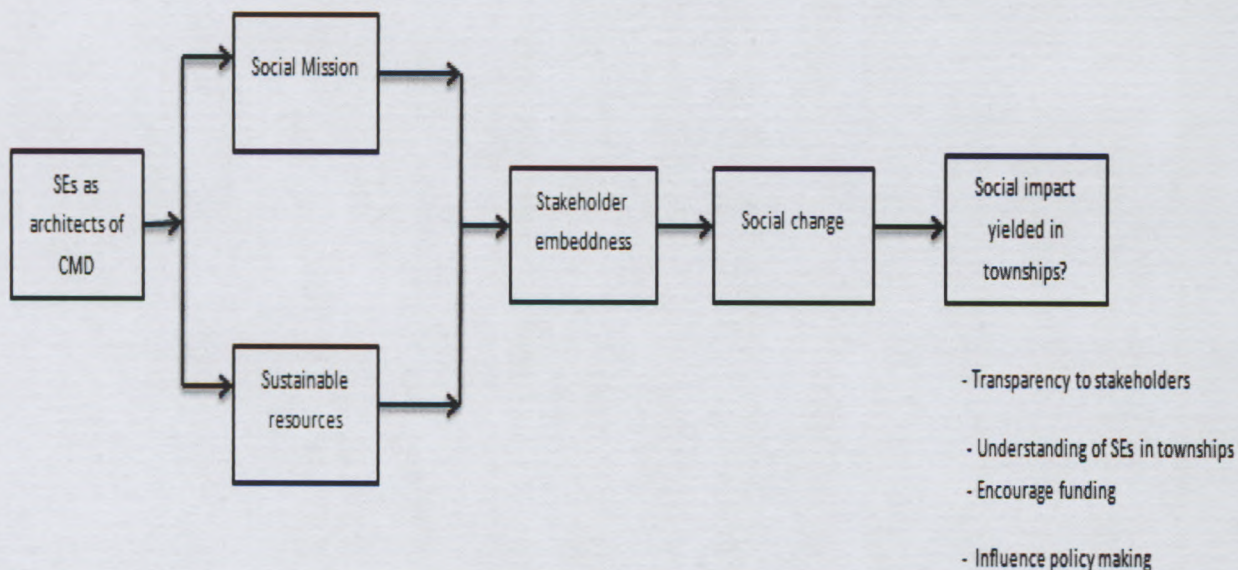


Figure 3.3: Conceptual framework of the study

The study was guided by the various factors identified in Figure 3.3. The field of social entrepreneurship has progressed over the years, however, there is a need to understand the innovative methods used by SEs to promote social change. As such SEs are labelled as architects of community development. In-depth interviews were conducted with SEs with a social mission. The key informants included founders, managers and project coordinators of sustainable establishments, therefore excluding philanthropic organisations. The community leaders are primary stakeholders in community development projects, as such they were also interviewed to assess their perception on SEs and their role in community development. Questionnaires were distributed to community members so as to establish the significance of SEs to the key recipients of the community projects. The data was analysed to capture the various aspects faced by SEs as they foster social change. Moreover, the data revealed the social change created by SEs. Therefore, informing the academia, stakeholders and policy

makers on the socio-economic impact rendered by SEs. As such the understanding of the impact rendered by SEs would promote transparency amongst the various stake holders namely, the community members, funders, private and public sector. By so doing, the transparency of the undertaking by SEs in townships will possibly unlock funding from potential investors.

3.10 Chapter Summary

Community development has evolved over the years, starting from politically driven agendas by colonialist worldwide. Colonialists aimed at creating state welfare programs, which lacked sustainability. Community development has since evolved from state welfare initiatives to more vigorous methods that involve other practitioners like NGOs, civil society, social movements, SEs and the private sector. Practitioners like NGOs and social movement organisations have various community development projects; however the need for more innovative and sustainable projects has led to the formation of social entrepreneurial ventures.

The SEs however play various socio-economic roles as their initiatives tackle both social and economic problems. SEs face numerous challenges from funding, scaling-up, lack of buy-in and so on. However strategies can be devised to ensure that they counter these challenges and create opportunities for the communities they operate in. The next chapter will outline the research method adopted by this study in the pursuit to answer the research questions and achieve the research objectives.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter encompassed a detailed literature review on the concept of community development. This chapter will outline a detailed description of how the research was carried out. As such the research objective of the study would be revisited to outline the research design used to achieve these objectives. The first section discusses the research philosophy, strategy and the approach that was adopted in the study. The next section will explain the population size and the sampling techniques used to sample the population. The data collection procedures will then be outlined, including the statistical producers that were used to analyse the quantitative data and the techniques utilised for the analysis of the qualitative data. Lastly the chapter concludes by discussing the ethical considerations of the study.

4.2 Research objectives of the study re-outlined.

As mentioned in the first chapter, the main purpose of this study was to understand the opportunities created by social entrepreneurs in the communities they operate in and to also comprehend the challenges they face as drivers of social change. The study specifically pursued the understanding of the role of social entrepreneurs in terms of community development so as to grasp the practice of social entrepreneurship in the township areas ravished by social ills compared to different practices of social entrepreneurship in literature. The study also sought to achieve the following sub-objectives.

1. To establish the role played by SEs in community development
2. To determine the opportunities that emerge for SEs in the communities they operate in.
3. To identify the problems faced by SEs as drivers of community development.
4. To analyse the strategies adopted by SEs to combat the challenges they face as drivers of community development.
5. To identify the innovative methods adopted by SEs to tackle the social problems faced by the community.
6. To establish whether the innovative methods adopted by SEs result in social change.
7. To establish whether social entrepreneurs measure social impact.

In order to fulfil the above research objectives the researcher followed the framework which will be outlined in the next discussion.

4.3 Research framework

According to Mugobo (2013:178) there are various research processes that detail how a research can be conducted in a series of stages. A research process ensures that a logical process is followed in the pursuit of answering the research questions and achieving the research objectives (Mugobo, 2013:178). Ellis, Levy, and Lauderdale (2009:329) assert that

a research process should encompass a detailed description on how the research was carried out; outlining a step to step procedure on how the research was conducted. A research process therefore guides the procedure of enquiry (Petty, Thomson, & Stew, 2012:378).

A research onion framework was utilised by this study, as it gives a researcher a step-to-step guide on the research process (Saunders, Lewis & Thornhill, 2007:85). Bam (2014:5) outlines that the onion process is systematic and affords the researcher the ability to choose from different alternatives throughout the stages involved in the research process.

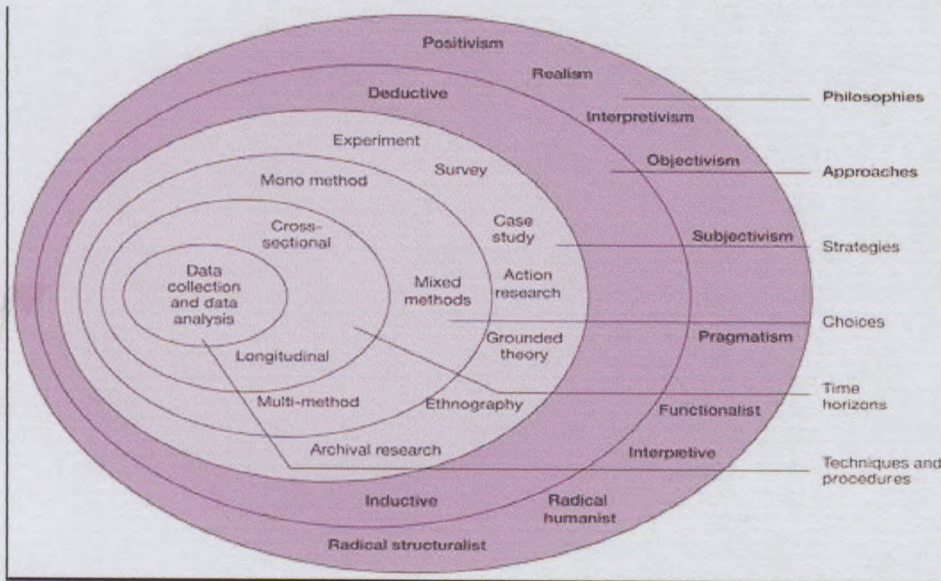


Figure 4.1 Research process “onion”. (Source: Saunders et al., 2007)

According to Saunders et al. (2007:25) the first step is to determine which philosophy will guide the research between the two extremes; that is, the positivism and the interpretivism and the realism, functionalist, radical humanist and so on being in between. Then the researcher has to choose the research approach they would adopt; whether it would be inductive or/and deductive. The third step is to choose the research strategy adopted by the study from options ranging from experiments, surveys, case studies, grounded theory, ethnography and action research. The researcher then has to identify the time horizon of the study whether it would be cross-sectional or longitudinal. Lastly, the researcher has to identify the data collection methods and techniques which include sampling, secondary data, observations, interviews and questionnaires.

The onion framework was thus adopted in order to achieve the research objective, Figure 4.2 shows the framework adopted by this study in order to highlight the series of stages the

researcher went through in devising an effective research design.

Research philosophy	• Combination of positivism and interpretivism
Research Approach	• Inductive and deductive
Research Strategy	• Surveys
Research purpose	• Descriptive and exploratory
Time Horizon	• Cross-sectional
Secondary data collection methods	• Journals, textbooks, websites, electronic databases, government publication
Primary data collection	• Semi-structured questionnaires & semi-structured interviews

Figure 4.2 : The framework for this study

4.4 Research philosophy

Blanche, Durrheim and Painter (2012:41) argue that the philosophical approach or a paradigm of a research study determines the particular methods of data collection and its analysis. Moreover a paradigm ensures research coherence as the research findings and conclusions should be consistent with the techniques employed to achieve the purpose of the research (Blanche *et al.*, 2012:39).

There is a consensus that the choosing of a research paradigm is determined by three main factors namely ontology, epistemology and the methodology (Cutcliffe & Mckenna, 2002; Li, Grimshaw, Nielsen, Judd, Coyte and Graham, 2009; Mustafa, 2011; Sale & Brazil, 2002). Sale and Brazil (2002:44) state that ontology outlines the nature of the reality understudy. Whereas epistemology specifies the way of knowing that reality, the big question however is "when do you know that you know something" (Cutcliffe & Mckenna, 2002:613). Lastly, methodology refers to the procedure or steps that the researcher would follow in order to know what can be known (Mustafa, 2011:24). The study adopted a mixed-method approach; as such the combination of the interpretivism and the positivism approach were adopted by this study and the reasons for the adoption of this methodology will be discussed in the following section.

4.4.1 Interpretivism paradigm (qualitative approach)

The interpretivism philosophy is also known as the “humanistic, constructivist, or naturalistic paradigm” (Mustafa, 2011:25). This paradigm seeks to understand the experiences of individuals, their meaning or perceptions of a particular reality than the mere measuring of behaviours (typical positivist) (Broom, 2005:67). Polit and Tatano (2010:1451) concur with Broom’s viewpoint when they highlight that this paradigm recognises that human experiences cannot be captured by scientific measurement. However, the paradigm provides an in-depth understanding of human experiences through the intensive study of their lived experiences.

Petty, Thomson and Stew (2012:270) further explain that the interpretivism paradigm assumes that people construct their own reality by understanding the world they live in, thus meaning is never a given in the social world and thus has to be constructed. Rowe and Mcallister (2002:9) maintain that such a philosophy is underpinned by a qualitative approach, which provides a means to comprehend “contextual issues such as cultural issues, complex social issues and political influences that cannot be easily understood by using scientific approaches (quantitative approach)”.

This paradigm was therefore suitable as it allowed the understanding of the “reality” about SEs from different respondents, so as to understand the perceptions from the community versus how the SEs perceive their role. Mustafa (2011:25) further explains the use of this paradigm in a social context by stating that; interpretivism adheres to ontology where reality is understood from the point of view of participants who are part of the investigation. However, Rowe and Mcallister (2002:18) elaborate on the relationship between the researcher and the data. They assert that by using the interpretivism paradigm the researcher assumes the role of an interpreter of the reality of the respondents. As such this creates subjectivity to the study compared to the quantitative approach where the researcher is external from the reality and measures a specific behaviour scientifically as such it is an inductive process. Because the social world cannot be studied the same way as the scientific world it is thus necessary to utilise an interpretivism paradigm where meaning is socially constructed (Petty *et al.*, 2012:270).

4.4.2 Positivist philosophy (quantitative approach)

On the other hand, the positivist paradigm is derived from realist ontology, stating that “the truth is out there” it is underpinned by absolute laws and the researcher is independent from the study. It is therefore guided by an objective epistemology that believes that “knowledge is hard and tangible” the researcher assumes an observer’s role to ensure objectivity (Mustafa, 2011:24).

There are a mainly two categories of the positivist paradigm, namely the experimental and the descriptive (survey approach). The experiments comprise of variables, the independent variable that can be manipulated by the researcher and the aspects thought to vary due to the manipulation by the researcher are seen as dependent variables. The descriptive approach seeks to characterise various aspects like opinions, beliefs, demographics, attitudes and so on (Santy & Kneale, 1998:78). The descriptive approach was hence adopted in this study so as to be able to characterise the demographics of community members and their opinions on the role played by SEs.

The use of a positivist paradigm normally constitutes the use of a large sample size which enables the researcher to be able to generalise their findings if the sample size is statistically significant (Llewellyn, 1992:25). Modell (2005:234) asserts that the positivist view has predominantly focused on testing theory by utilising objective measures; as such it is mainly deductive in nature, using a specified criteria for measurement to enable hypothesising hence deducing the types of observations that “demonstrate the truth or falsity of these hypothesis” (Holden & Lynch, 2004:7). According to Bos and Tarnai (1999:664), it is this measuring principle that makes using the paradigm on its own to be criticised especially in the social science world where behaviour or a specific experience cannot be quantified but rather interpreted (typical interpretivist approach). It is this complexity of the approach which necessitate the combination of the positivist paradigm and the interpretivist paradigm. Modell (2005:233) explains that the combination of two methodologies is called triangulation. Triangulation allows the researcher to use two research methods simultaneously with the main objective to take advantage of the strengths of the two methods and counter-balance the weaknesses of these methods.

As such the combination of the interpretivism philosophy and the positivist paradigm were utilised so as to be able to quantify various characteristics descriptively like the opinions the community members have about SEs. Whilst being able to get the holistic picture from the interpretivist paradigm to understand the meaning and perceptions of respondents about SEs through their experiences.

4.5 Mixed-method approach

The use of the mixed-method approach has become popular in various disciplines of study (Sale & Brazil, 2002:44); interest in the use of this approach is growing as developments are rapidly unfolding about the integration of the approaches (Polit & Tatano, 2010:1457). Sale and Brazil further argue that a mixed-method approach should be adopted with caution as “there is a new generation of researchers who have ignored the underlining assumptions of a mixed-method making mixed-methods studies to be a mediocre (Sale & Brazil, 2002:44).

Chen (2006:1) suggests that the approach can be used in a systematic manner in which the quantitative (scientific approach which measures facts) and qualitative methods (seeks to construct meaning) can be undertaken simultaneous in a single study for purposes of obtaining a holistic picture and deeper understanding of a phenomenon being studied.

Mustafa (2011:28) concurs with Chen when he states that the approach can take place simultaneously in a single study as it provides the possibility to have divergent findings to express different viewpoints. Moreover, Nastasi and Schensul (2005:179) maintain that the use of mixed-method approach plays a significant role in combating the challenges faced by researchers using qualitative or quantitative methods purely.

The use of the mixed-method approach was thus necessary to study the challenges and opportunities faced by SEs in the communities they operate in. The qualitative approach enabled probing in order to achieve the objectives of the study. The quantitative approach enabled the measuring of data to discover the pattern(s) that emerge from the data, it also allowed the quantifying of opinions and attitudes into useable statistical information.

4.6 Research Approach

There are mainly two types of research approaches namely the deductive and the inductive approach (Bam, 2014:6). The major difference between the two is that the deductive approach focuses on the testing of theory whereas the inductive approach focuses on the building of theory (Perry, 1998:786). Thomas (2004:28) supports the combination of these two approaches by asserting that the use of these two methods is beneficial to the researcher as it captures the existing theories through inductive approach and does not limit the development of new theories through the use of the inductive approach. Table 4.1 outlines the major difference between the inductive and deductive approach.

Table 4.1: Main differences between deductive and inductive approaches.

(Source: Saunders et al., 2012)

	<u>Deduction</u>	<u>Induction</u>
Logic	In a deductive inference, when the premises are true, the conclusion must also be true	In an inductive inference, known premises are used to generate untested conclusions
Generalizability	Generalising from the general to the specific	Generalising from the specific to the general
Use of data	Data collection is used to evaluate propositions or hypotheses related to an existing theory	Data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework
Theory	Theory falsification or verification	Theory generation and building

This study utilised both approaches, Williams (2007:70) supports such a strategy by explaining that the use of these two methods in a research design allows the researcher in a single study to unearth two viewpoints in the answering of the research questions. The researcher is able to discover the perceptions from the participants on the phenomenon being studied and also understand the relationship “between measurable variables”. The integration of the deductive and inductive approach enhances the use of a mixed-method approach. Through the use of both method, validation is made possible as the qualitative data can be used to validate the quantitative findings. In the same way the quantitative data “can be used to explain the qualitative findings” (Guetterman & Creswell, 2015:2).

4.7 Research strategy

Bradshaw, Wood and Williamson (2001:71) assert that a research strategy can be viewed as “a logical manner or a master plan” which the researcher intends to follow. It gives direction to the philosophy which underpins the study by guiding the reasoning of how the study intends to address the research questions. There are various research strategies that can be used in a study, these include case studies, surveys, ethnography, grounded theory, action research and experiments (Young and Clear, 2001 :10). This study therefore adopted a survey strategy.

4.7.1 Survey strategy

The use of surveys allows for an inquiry to be conducted across a large sample simple size (Modell, 2005:235). However, there is need to ensure that the survey is conducted by using a selected population of interest and this will enable the researcher to gain insight on the topic being studied (Topp, Barker and Deggenhardt, 2004:34). As such, 150 self-administered questionnaires were distributed to community members and 20 semi-structured interviews were conducted. Glasow (2005:4) classifies questionnaires as a medium to conduct written surveys. Questionnaires require fewer resources and there is less interaction between the respondents and the researcher, therefore reducing measurement error and subjectivity. On the other hand, verbal surveys include interviews which are useful when the “respondents are unlikely to respond to written surveys (Glasow, 2005:4). The survey strategy is a “snap shoot” of events at a particular time (Kelley,Clark, Brown & Sitzia, 2003:261).

Kelley *et al.* (2003:262) explain the major strengths and weaknesses of a survey strategy. The strengths of using surveys are as follows:

- It has the ability engage a large sample size compared to other research strategies, it also allows the researcher to be able to generalise their findings; if they have an adequate size of the population of interest.
- The data provided from the study is based on empirical data, real-world observations
- The use of surveys allows for the gathering of data within a short period if the study is planned for correctly, as such it is a relatively cheaper method.

Disadvantages of surveys:

- The ability of the strategy to engage a large sample size can have adverse effects if the researcher is not cautious. As there are chances of excluding valuable information due to the availability of enormous data collected form a large sample.
- When there is an error of exclusion, the data obtained might lack its intended depth.
- With the ability to use a big sample size, the controlling of the response rate might be difficult in the absence of proper strategies to mitigate a low response rate.

4.8 Research purpose

There are mainly three purposes for conducting a research, these include theory building, theory testing and theory revising. Theory building refers to studies that “aim at building theory” where no previous solid theory existed regarding a particular phenomenon or scenario. Theory testing entails “...validating existing theories” in new scenarios. Lastly, theory revising studies aim at “revising existing studies. As such, the research problem guides the type of enquiry a research adopts, ranging from exploratory research, descriptive research, explanation, prediction, history and evaluation (Ellis, Levy & Lauderdale, 2009:325).

This study employed two forms of enquiry, that is, the exploratory and the descriptive form of enquiry. The use of exploratory research allows the researcher to build the study from the ground especially if there is little or no previous research on the topic being studied (Littlewood & Holt, 2015:15). The descriptive research is used to describe “ an intervention or a phenomenon” in the context in which it has occurred (Baxter & Jack, 2008:548).

4.8.1 Exploratory Research

The exploratory study was hence crucial in the understanding of the practice of social entrepreneurship, especially considering the fact that little research has been conducted on their operations in townships. Regnér (2003:78) affirms this form of inquiry by highlighting that it is a better form of inquiry especially if the study is dealing with a topic full of “ambiguity and complexity” as the researcher would get to find patterns and theories compared to deductive practices which seek to test theories. Scapens (1990:265) asserts that the use of an exploratory enquiry enables the researcher to generate ideas or hypothesis about a particular phenomenon which has limited prior studies. “exploratory studies can thus be used to generate ideas that can be used as a basis of explaining emerging ideas at a later stage” (Scapens, 1990:266).

4.8.2 Descriptive research

However, the use of exploratory research on its own does not give conclusions to an issue but guides future studies (Mugobo, 2013:195). As such there was a need to combine methods and use a descriptive approach. The descriptive research allowed the researcher to go further and seek patterns and describe important factors of the study like demographics, attitudes, behaviours and experiences of respondents (Kelley *et al.*, 2003:262).

4.9 Time horizon

The purpose of research and the research questions underpinning it affects the choice of a time horizon. A time horizon is the determination of time it will take to conduct a research , a researcher can hence adopt the following time frames, a cross-sectional study or a longitudinal study (Stede, Young & Chen, 2005:665). Cross-sectional studies are a snapshot of what is happening at that particular time when the study is carried out (Olsen, Marie & George, 2004:7). As such they do not show a full picture of the development of the topic at hand as they are conducted at a particular time, unlike longitudinal studies which provide insight on how things change overtime, hence reality revolves with time in longitudinal studies (Salkind, 2015:314). This study adopted a cross-sectional horizon as the purpose of the study was not to repeat the study over-time or measure a specific aspect over-time but to understand the current concept of social entrepreneurship.

4.10 Data collection

This study adopted a mixed-method approach as such the data was collected using both forms of quantitative and qualitative data collection. Sandelowski (2000:248) concurs with this strategy by asserting that the combination of methods ensures triangulation that is, the findings of a study can be corroborated by the various methods and this improves the validity of the study. Quantitative data collection methods include questionnaires, observations and handbooks (Bos & Tarnai, 1999:659). This study utilised questionnaires to obtain quantitative data. Qualitative data collection methods range from in-depth-interviews to focus groups (Broom, 2005:66). In-depth interviews were used to collect qualitative data, through the use of semi structured interviews.

4.10.1 Questionnaires – (quantitative approach)

Questionnaires are a well-established tool for gathering knowledge and various perceptions from respondents (Bird, 2009:1307). Crucial to the research design is that the questionnaire answers the research questions by having the right questions (Burgers, 2001:3). According to Siniscalco and Auriat (2005:9) a questionnaire is a standardised tool of collecting data; the respondents are exposed to the same questions. As such if the coding system is consistent and it enables the researcher to discover the different reflections that respondents have regarding a particular study. The use of questionnaires has its advantages and disadvantages McNamara (2007:1) and these are summarised below:

Advantages of using questionnaires:

- Allows respondents to complete the questionnaires honestly, as they are completed anonymously.
- They are a cheaper method to collect large quantities of data compared to other methods like interviews.
- Questionnaires allow the researcher to obtain large amount of data from the targeted respondents compared to other forms of data collection.
- Questionnaires allow for coding accurately as such is it easier to analyse data obtained from questionnaires.

Disadvantages of using questionnaires:

- Questionnaires are impersonal, hence they do not allow respondents to ask researchers where they do not understand nor do they allow the researchers to further probe and get more insight.
- Like any other form of collecting data, if the wording used to ask questions is biased it can lead to biased responses being collected.

- Through the use of questionnaires, the researcher might be able to measure a specific variable, however there researcher will not obtain the “full picture” explaining the attitudes or perceptions measured.

Unlike interviews where the researcher gets immediate responses, the use of questionnaires gives respondents more time to complete the questionnaires. This allows the respondents to get more time to reflect on their opinions and be able to then complete the questionnaire according to their experiences (Tsai, 2013:97).

The use of structured questionnaires enable the gathering of specific information (Nastasi & Schensul, 2005:184). Depending on the purpose of the research, a questionnaire can be used to collect specific information so as to measure specific variables and be able to ascertain the relationship of the variables thereafter (Thompson & Panacek, 1998:121).

Petty, Thomson, and Stew (2012b:380) concur with McNamara’s view on the questionnaire’s inability to get the full picture. They explain that questionnaires are structured like structured interviews they will yield the same shallow results which might not explain the “why” part people think in a certain way. Jamieson and Williams (2003:287) maintain that it is essential for a researcher to use appropriate and simple terminology where possible, as the wording of questionnaires might affect the responses obtained. The use of “negative statements” may adversely affect the completion of a questionnaire and result in biased responses.

4.10.2 Questionnaire designing, testing and piloting

Burgers (2001:6) explains three main elements that have to be considered in designing a questionnaire. Firstly the researcher must determine the questions to be asked in line with the research questions. Secondly, selecting the types of questions to be used, there are mainly three types of questions that can be used when designing a questionnaire namely open-end, closed-ended and contingency questions (Siniscalco & Auriat, 2005:22). Lastly, designing the sequence of the questions in a manner that is logical and designing the overall layout of the questionnaire.

This study utilised both open-ended and close-ended questions, the questions asked were derived from the research questions to ensure that the research objectives were achieved. Closed-ended questions are used in quantitative research and Open-ended question are qualitative in nature. As such the closed-ended questions are useful in explaining the quantitative responses (Bird, 2009:1311). Bird further asserts that close-ended questions are easily completed by respondents and the coding process is simpler compared to open-ended questions. This allows the responses to be measureable and more objective in nature.

Whereas open-ended questions allow for freedom of expression and participants can share their ideas, experiences and attitude in their own words compared to predetermined responses from close-ended questions (Bird, 2009:1311).

After the questionnaire was designed it went through evaluation from the supervisor and the co-supervisor. When the corrections were done, pilot testing was conducted. Siniscalco and Auriat (2005:76) concur with pilot testing the questionnaire when they assert that piloting allows the data collection instrument to be pre-tested before commencing the actual research. This ensures that the questionnaire is clear to the participants and collects the required information. 20 questionnaires were used for the pilot testing, upon return changes were made to the questionnaire in terms of wording. To ensure that the targeted participants understood the questions; the 20 questionnaires were not used on the final research. The final questionnaire was then self-administered face-to-face by the researcher and the research assistant who received training a day prior to the administering of questionnaires. Figure 4.2 shows the advantages and disadvantages of face-to face administered questionnaires.

Advantages	Disadvantages
<p>Face-to-face:</p> <ul style="list-style-type: none"> • Complex questions can be asked • Can motivate participants • Longer verbal responses compared to written • Questions can be clarified • Question sequenced controlled • Vague responses can be probed • Visual prompts can be used • Long questionnaires sustained • High response rates 	<ul style="list-style-type: none"> • Costly • Time consuming • Spatially restricted • Answers may be filtered or censored • Interviewer's presence may affect responses

Figure 4.3: Advantages and disadvantages of face-to-face administered questionnaires. (Source: Bird, 2009:1313).

150 questionnaires were administered to the two townships, of the 150 questionnaires 120 were deemed to be useable. This was due to the 30 questionnaires which had too many incomplete areas resulting in a response rate of 80%. The close-ended questions were then coded prior to them being captured for data analysis and the open-ended questions were coded after capturing them.

4.10.3 Quantitative data analysis and interpretation

Data analysis is the systematic process of going through the raw data obtained and coding it for the purposes of identifying emerging trends and patterns so as to be able to make meaningful conclusion (Broom, 2005:71). There are two methods of analysing quantitative data. The data can be analysed either manually or using a computer assisted data analysis (CADA). CADA is popular as the quantitative data collected would be immense therefore the use of popular programs like SPSS is useful in the provision of descriptive information in the

form of frequency tables or crosstabs so as to generate patterns (Bird, 2009:1315). The analysis and interpretation of data is presented in Chapter 5.

4.11 Interviews - (qualitative approach)

Interviews allow the researcher to assume a more engaging role by interacting with the respondents and this allows the researcher to be able to probe and get more clarity on certain aspects compared to merely self-administering questionnaires which are predetermined and do not allow for probing (Bird, 2009:1314). McNamara (2007:1) maintains that interviews allow for the collection of rich data. Unlike structured questionnaires, semi-structured interviews in particular allow the researcher to be flexible during the research and use follow-up questions to probe further. However interviews are time consuming to carryout compared to administering questionnaires which are then collected at a predetermined time by the researcher. Moreover because interviews have more open-ended questions it makes the analysing of data obtained to be more complex (McNamara, 2007:1).

Nastasi and Schensul (2005:183) explain that though interviews allow probing to obtain rich data, the researcher is the key instrument for collecting data. The skills of a researcher in conducting an interview affect the richness of the data. It is essential for a researcher to have the appropriate skills to engage with participants so as to get the desired information.

It is also essential for the researcher to note that semi-structured interviews will not be similar for all the participants. The researcher must allow the participants to steer the interview, therefore allowing the researcher to probe on matters that interest the participant. By so doing the researcher allows for flexibility so as to obtain rich data as the participants will engage with researcher effectively when they steer the interview (Thompson & Panacek, 1998:128).

Interviews allow researchers to interact with participants, this however makes interviews to be susceptible to personal bias. However, the ability of the researcher to be cautious about this aspect throughout the research and ensuring that they maintain a neutral and independent relationship to the respondents will assist in minimising researcher bias (Boulton & Fitzpatrick, 1997:84). Broom (2005:72) argues that all research, whether quantitative or qualitative has some degree of bias. Qualitative research is driven by theoretical models and "qualitative research is no different as it is influenced by politics and other aspects" what is essential is to minimise the degree of bias.

There are mainly two types of interviews, structured interviews and semi-structured interviews (Broom, 2005:66). Broom further asserts that semi-structured interviews refer to

an interview style guided by an interview schedule while allowing the participant's experiences to guide the interview. Structured interviews on the other hand, are guided by a set of predetermined questions that the researcher has to adhere to during the interview session. Twenty semi-structured interviews were conducted; of these, 10 were conducted with social entrepreneurs and the other 10 were conducted with community leaders.

4.11.1 Qualitative data analysis

When it comes to qualitative data, there is no particular method to analyse the data; however there is a consensus that the analysis of qualitative data happens simultaneously with the collection of the data. The simultaneous process of collecting and analysing qualitative data is thus an ongoing process, the researcher thus engages in an "...iterative process that begins in the early stages of data collection and continues throughout the study" (Bradley, Curry, & Devers, 2007:1760). The study adopted a thematic qualitative data analysis process as suggested by Braun and Clarke (2006:87):

1. Familiarise with data through transcribing data verbatim, reading and rereading the data
2. Generate initial codes by coding the interesting aspects under study
3. Search for themes on the initially coded data
4. Review themes by checking if themes work in relation the coded extracts of the entire data set
5. Define and name themes - this is an ongoing process depending on the constant revisiting of data until the researcher generates specific themes to tell the overall story.
6. Tell the overall story by using the obtained themes to answer the research questions.

4.12 Sampling techniques

It is imperative to understand the population size before a researcher can engage in any form of sampling or determining the sample size (Mugobo, 2013:211). Topp, Barker and Degenhardt (2004:34) maintain that a population is the entirety of the people that can be studied on a particular topic of interest. Moreover, Polit and Tatano (2010:1453) further explain that a population is "the totality of elements or people that have common, defined characteristics, and about whom the study results are relevant".

The studying of an entire population is an endeavour that most researchers do not have time for or the resources to do so and would equate to a census; as such there is a need to determine a sample size that is manageable and representative to ensure generalisability (Latham, 2007:2). Polit and Tatano (2010:1453) discuss three major forms of generalisability namely statistical generalisation which uses random sampling to ensure that the entire population has a chance in participating in the study and hence selecting a representative

sample, it is quantitative in nature. Secondly, analytical generalisation is both qualitative and quantitative in nature and involves generalisation in order to construct theory or a concept as long as there is evidence to support that conceptualisation. Lastly, transferable generalisation also known as reader generalisation and occurs when the researcher provides a detailed description about the phenomenon being studied allowing the readers and the users to make inferences about extrapolating the findings to other settings. As such this study adopted the transferability model which seeks to ensure that readers understand the practice of social entrepreneurship in the township setting and transfer these finding to other settings.

They are mainly two form of sampling methods namely probability sampling and non-probability sampling (Burmeister & Aitken, 2012:273). This study adopted non-probability sampling in line with the suggestions made by Stede, Young and Chen (2005:667) for using non-probability. They assert that non-probability sampling is suitable when there is non-existent sampling frame that can be used to ensure that every person in the population has an equal chance of participating in the study. However, a justifiable method must be used in the selection of respondents. Hence, the researcher chose the respondents who were eligible for the study. They are various methods that can be used in choosing participants in non-probability samples and these include purposive or judgemental sampling, snowballing, quota sampling and convenience sampling (Latham, 2007:7).

Purposive sampling was used to select the 20 respondents who participated in interviews. Purposive sampling is “the use of the researcher’s judgement and a deliberate effort to include presumably typical groups in the sample (Topp, Barker & Degenhardt, 2004:34). It is suitable when interviewing participants who have the most knowledge and understanding about a specific topic and are few (Auerswald, Greene, Minnis, Doherty & Ellen, 2003:139). Jamieson and Williams (2003:274) further assert that the use of purposive sampling is essential to a researcher if they want to extend knowledge of a particular topic by choosing respondents with rich input to the study. Boulton and Fitzpatrick (1997:84) concur with the need to purposively select respondents so as to gain further insight on a study. They state that it is essential to pre-determine the characteristics sort in the sample of interest so as to obtain rich information.

Purposive, snowballing and convenience sampling were employed in the distribution of questionnaires. Through convenience’ sampling” (participants who were easily accessible were recruited into the sample) and ‘snowball’ sampling (participants were recruited into the sample based on referral from other participants)” (Jamieson & Williams, 2003:274). This was done so as to reach as many respondents as possible. The respondents were all residing in

the townships of interest where the social entrepreneurial activities were taking place namely Khayelitsha and Nyanga.

4.12.1 Sampling Unit

In order to achieve its purpose, the study used Cape Town as a case study. Cape Town city is a city in South Africa, which is in an Emergent Economy. Cape Town was purposively chosen because of its location being relative to the Cape Peninsula University of Technology where the researcher was based. The researcher purposively selected the respondents in townships plagued by poverty and various social ills.

4.12.2 Reliability and Validity

It is essential for a study to exhibit reliability and validity, both quantitative and qualitative studies should ensure reliability and validity. In previous studies much focus was given on the reliability and validity of quantitative studies however this has changed as all research approaches must address the issues of validity and reliability (Ellis, Levy & Lauderdale, 2009:332).

4.12.2.1 Reliability

Rich and Ginburg (1999:375) assert that reliability is the ability of the measuring instruments to be consistent in generating the same results again when the “entity being measured has not changed”. Reliability can be achieved in four ways namely “equivalency, stability, inter-rater, and internal consistency” (Ellis *et al.*, 2009:332). According to Rich and Ginburg (1999:376) “Pretesting and standardizing instruments and training data collection personnel can significantly- at different points in time”.

Hence, the following measures were taken in this study to improve the reliability of the questionnaires used in this study:

- The questionnaires were subject to reviews from the supervisor and the co-supervisor who both gave valuable feedback which was implemented by the researcher.
- The questionnaires were then pre-tested by conducting a pilot study which ensured proper standardisation of the questions to ensure the questions were clear and unambiguous.

4.12.2.2 Validity

Validity refers to “whether or not the questions measured what they were intended to” (Bird, 2009:1311). They are two forms of validity that is, internal validity and external validity. Internal validity “demonstrates whether a study can claim that there is a relationship between cause and effect, e.g. treatment and outcomes ...”; whereas external validity is “the extent to

which the research findings are generalizable beyond the immediate study sample and settings" (Santy & Kneale 1998:81). Lilly and Denmark (2011:S51) assert that in a study which involves qualitative methods, it is essential to look at validity in different lens other than generalisability. Like Bird, they assert that internal validity asks whether the study investigated what it is meant to; whereas external validity asks in what contexts the findings can be applied.

The validity of this study was ensured by using the research questions as a basis to draw up the various instruments for data collection. This ensured that the data obtained was the data which was needed in achieving the research objectives.

4.12.3 Ethical considerations

The researcher obtained ethical clearance from the Ethics Committee at Cape Peninsula University of Technology. The ethical committee ensures that the study adheres to the ethical standards. Marianna and Paraskevi (2011:4) highlight the major ethical issues that should be considered when conducting research:

- Respondents should participate in a study on their own free will as this protects the participants' right to autonomy.
- The researcher is responsible for ensuring that the responses from the participants cannot be linked to their identity.
- Private information from respondents like beliefs, opinions and attitudes of respondents cannot be shared without their express consent.
- Any perceived risks of participating in the study should be clearly explained to the participants.
- The participants have the right to withdraw from the study should they wish to do so.

4.12.4 Confidentiality and anonymity of respondents

Confidentiality is ensuring that information about participants gathered during data collection will not be disclosed without their permission (Wiles, Crow, Heath & Charles, 2008:417). This can be done by ensuring that all the data obtained from recipients is treated with respect by storing, handling and analysing it with the highest level of security to ensure that the researcher honours their promise of confidentiality (Rich & Ginsburg, 1999:374). Confidentiality is operationalised through anonymity, anonymity is when the researcher does not use any identifiers like address, names, location and so on that could be linked to a participant. Hence anonymity ensures that the identity of participants remains confidential (Wiles *et al.*, 2008:417). Yeung (1995:331) asserts that the use of cover letters and verbal explanation to the respondents that they are guaranteed anonymity and confidential is essential to building trust between researchers and participants. As such they are more honest in their responses.

The questionnaires were numbered when they were being coded to ensure anonymity instead of using the respondents' names. The researcher and the statistician were the only people who had access to the questionnaires. The respondents were assured that the questionnaires would be kept in a safe place and will only be used for academic purposes. The SEs were informed about the need to mention the names of their organisations. However, the participants were assured that their names would not be publicised and verbal consent was given.

4.12.5 Voluntary participation and informed consent

Informed consent is when participants freely agree to participate in a study, this agreement must be based on the full disclosure of their rights and where the data obtained will be used (Mustafa, 2011:27). It is therefore important to get written or verbal consent from participants prior to embarking on the study informing them that their participation is voluntary and to get their consent to participate in the study (Jamieson & Williams, 2003:289). A letter of consent was given to all the participants and covered the following aspects:

- The participant would not gain any gift from participating from the study.
- The participants we assured that they could to withdraw from the study anytime.
- Should the participants wish to withdraw their decision will not affect any relations with CPUT.

Voluntary participation to a study is when participants are involved in a study on their own free will without being coerced. The researcher should explain that there would be no penalties involved if the participants decide to withdraw or refuse to participate in the study (Marianna & Paraskevi, 2011:5). The questionnaires were thus, accompanied by a letterhead from the researcher informing the respondents that their participation was voluntary and it fully explained the purpose of the research.

4.13 Chapter summary

This chapter discussed the research design and methodology that was used in this study so as to achieve the research goals. A mixed-method approach was adopted by this study as such most components of the study used a combination of approaches; from the research philosophy, the research strategy, data collection and the analysis of data. The combination of methods was essential so as to ensure the corroboration of findings and improve the reliability of the findings. The chapter concluded by discussing the ethical considerations of the study. The next chapter will discuss in detail the data analysis of the study and the key findings from the analysis of the qualitative and quantitative data collected from the study's respondents. It is from these findings where the study's conclusions and recommendations are drawn from.

CHAPTER 5: DATA ANALYSIS AND DISCUSSION

5.1 Introduction

The previous chapter articulated on the research methodology of this study by discussing the research philosophy, approach, and strategy. The purpose of the study was to investigate the contribution of social entrepreneurs towards community development. As the concept of social entrepreneurship evolves it is important to understand the role of social entrepreneurs so as to comprehend their contribution towards social change. Martin and Oseberg (2007:39) explain that it is imperative to understand the role of SEs so that people do not label any charitable efforts as social entrepreneurship as SEs have a greater scope.

As alluded to in the previous chapter, the study utilised a mixed-method approach hence the data will be analysed in two sections. A thematic approach was utilised to analyse qualitative data; Lehner and Kansikas (2012:28) assert that the thematic approach allows the researcher to go back and forth their data as this allows the researcher to identify emerging themes from the data. Quantitative data was analysed using the Statistical Package for the Social Science (SPSS) which performs simple to complex data analysis (University of Windsor Consulting, 2016:1). Petty, Thomson and Stew (2012:380) state that data analysis is when the researcher reorganises the responses from participants in a meaningful manner, by identifying key concepts and discussing them in a logical manner. This chapter will provide a detailed analysis of the data collected.

5.2 Qualitative data analysis

A set of interviews (n=5 x 4) were held in two townships namely Khayelitsha and Nyanga with social entrepreneurs and community leaders. The community leaders' insight on SEs was crucial to the study so as to gain a holistic view on the role of SEs. A brief background of the two townships will be discussed below.

Khayelitsha (isiXhosa for 'New Home') was established in 1983 and is located 32 km from the city centre. The township covers an estimated area of 47 square kilometres. It has an estimated population of 391749 according to the last census done in 2011 (Stats SA: 2011). The majority of the households live below the poverty datum line. Poverty is a major challenge for the majority of the population living in informal settlements, "accessing electricity illegally, sharing communal water taps, and relying on grossly inadequate sanitation arrangements (such as outside portable toilets)" (Super, 2015:1).

Nyanga, is mostly inhabited by black people who also settled in the area from Eastern Cape. Later the community was also inhabited by people who were removed from District Six near

the city centre. It now accommodates 16000 households with an estimated population of 58000 people (Gaziano, 2015:1). The majority of the population are involved in informal jobs or low paying jobs (Wazakili, Mpofu & Devlieger, 2006:78)

5.2.1 Background information about Social Entrepreneurs in Khayelitsha

5.2.1.1 Connect Community Development

Connect is a non-profit organisation that was founded in 2012. The organisation started off by focusing on empowering the disenfranchised youth of Khayelitsha, teaching them basic life skills. Currently, the organisation is focusing on educational support, sports and enterprise development. Under its educational support programme, the organisation offers after-school tutorials between 2pm to 5pm during weekdays and on Saturdays.

The sports development project recognises the need to engage with young people and to give them recreational activities. These activities keep them away from crime and open better opportunities for them. The youth are keen in participating in rugby and chess and this has seen the youths participating in different leagues therefore encouraging sportsmanship.

Moreover, the organisation under its enterprise development is also involved in grooming the youth to start up small businesses in the townships, therefore, improving their livelihood. The organisation has also formed partnerships with the community leaders, private and public sector to ensure that it achieves its social development goals.

5.2.1.2 Students' Health and Welfare Centres Organisation (SHWACO)

Students' Health and Welfare Centres Organisation (SHWACO) was founded in 1943 by Andrew Kinnear; a medical student at the University of Cape Town (UCT). He had spent his vacation driving an ambulance to pay for his tuition, where he became aware of the poverty, lack of medical facilities and other social ills in the less privileged communities. The organisation was co-founded with Dr Selzer who assisted in the establishment of a clinic. In the passing of Dr Selzer, Graca Machael became SHWACO's life president in 2001. The organisation has the largest student volunteers who run the health and welfare projects. The venture moved away from the welfare model to the development sector that narrowed down to youth education in 2003.

Currently, SHWACO is focusing on education and health in Khayelitsha, Mitchell's Plain, Kensington and Mannenburg. In Khayelitsha, UCT students volunteer at the clinic and provide medical services which include eye testing and consultation. This has improved accessibility to health services in the community. Moreover, the students also have classes with grade 6-12 pupils supporting them with tutorials. The organisation also has a program

called Siyaya where they give entrepreneurial advice to the youth on writing business plans and building their up their ideas.

5.2.1.3 Social Justice Coalition

The organisation was founded in 2008. The venture advocates for the constitutional rights of the people living in informal settlements. The organisation believes that though the constitution covers the right to dignity, equality, freedom and safety. However, the people in the informal settlements are of the view that their rights in this regard are not being protected. The venture therefore strives to protect the people's rights and make the government accountable. It is a non-profit organisation located in Khayelitsha and their focus is on two main programmes. These include the local government programme that focuses on governance issues and sanitation projects. The other programme is the safety and justice programme that ensures that they work hand in hand with the police. In the past, the police would take longer to deliver justice or not follow up on cases resulting in people resorting to street justice where the community would kill the person thought to be responsible for a particular crime. However, this is gradually improving as the organisation is working in partnership with the police to ensure that criminals are apprehended by the police.

5.2.1.4 Silulo Ulutho Technologies

The venture was founded in 2006 by Luvuyo Rani. It is a hybrid organisation, that is, an entity that is operated like a typical for-profit business but whose focus is not on profit gain but for social change. Mr Rani was a teacher when the Department of Education introduced computers to enable teachers to engage with the students using computers. Most of the teachers were exposed to computers for the very first time and struggled to use them. He then left teaching and started selling computers mostly to teachers. He identified a technological gap as the teachers would buy the computers and put them in their display units as they were not able to use them. It is this gap that led to the concept of Silulo Ulutho Technologies.

The organisation started as an internet café. Most people in the townships struggled to use computers thus there was growing demand for computer training which propelled the venture to offer computer training courses. Partnerships with Nandipha Matshoba and Lonwabi Rani have led to the expansion of the venture into the Eastern Cape and Gauteng. Partnering with other companies like Telkom and Canon has enabled the venture to realise its vision to become a training centre.

5.2.1.5 Department of Coffee

It is a by-product of Connect Community Development. The young men who started this venture were once mentored at Connect Community Development on how to develop a business plan and ultimately have a business. The Department of Coffee is also a hybrid venture. They focus on making various blends of coffee but continue with a social mission to train more youth on barista skills so that they can fend for themselves.

5.2.2 Social Entrepreneurs in Nyanga

5.2.2.1 Ikamva Youth

The organisation was established in 2003. It is a non-profit organisation operating in three provinces Western Cape, Gauteng and KwaZulu-Natal. In the Western Cape, it is located in Khayelitsha, Nyanga and Masiphumelele. The aim of the organisation is to have self-sufficient people empowered by education, health services and skills development. The organisation provides a tutoring structure for learners enabling the programme to be sustainable as the learners who have progressed come back to volunteer. They also provide health support like HIV and AIDS testing for the learners and education on nutrition so as to have a healthier community. The organisation also affords the youth an opportunity to develop their skills by providing computer literacy programmes that are necessary at tertiary level.

5.2.2.2 Etafeni

The venture was formed in 2001 as a multi-purpose day care centre. The centre functions as a hub as it coordinates various community projects. The projects are mainly focused on women, caregivers and children affected or infected by HIV and AIDS. The venture provides pre-school and after-school care for children vulnerable and affected by HIV and AIDS. The venture like Ikamva provides health services, these include, HIV and AIDS testing and counselling. To ensure sustainability, the women are taught how to sew beads. The merchandise is sold at Etafeni Craft Works to ensure a steady income for mothers and caregivers. Etafeni also undertakes green garden projects in Nyanga to beautify the place and promote food gardens. Working together with Abalimibezekhaya, Etafeni trains community members to start home gardens to enable them to provide food for their families. The organisation also gives training on life skills such as computer literacy and driving. Youth between the ages of 18-30 are assisted to attaining high school diplomas to ensure that they get placement in entry level positions. The organisation boasts of an 80% placement rate.

5.2.2.3 Abalimibezekhaya

Abalimibezekhaya (the planters of the home) was founded in 1982. It is a non-profit organisation targeted at people living in informal settlements. The main aim of the venture is to assist the community to alleviate poverty through sustainable food production. Like Etafeni, the organisation has community gardens aimed at transforming the outlook of Nyanga. The venture mainly focuses on Khayelitsha, Nyanga, Cape Flats, Phillipi, Brown Farm, Crossroads and Gugulethu. The venture runs numerous support projects aimed at fostering urban agriculture and environmental sustainability.

5.2.2.4 Word Works

Word Works is a non-profit organisation that was founded in 2005. The venture focuses on improving early literacy for previously disadvantaged children in South Africa. The guiding principle of the organisation is to ensure that children get the right foundation to be able to read and write. By partnering with the teachers, caregivers and tutors, the organisation ensures that the children get the right material to learn how to read and write.

5.2.2.5 The Safety Lab

The Safety Lab was established in 2012 through a partnership with the private sector, public sector and civil society. The venture focuses on developing the youth of Nyanga. One of its projects is Nyanga Yethu based in the Zolani centre. The centre gives the youth a platform for social activities such as screening current movies in partnership with Ster Kinekor. There is also an “open microphone” session on Fridays where the youth get to sing and develop their musical talents. These activities are meant to keep the youth away from engaging in criminal activities due to lack of extra curriculum activities.

5.3 The unit of study

The study sought to understand the impact of social entrepreneurial organisations in terms of community development, in the two townships in Cape Town. The researcher observed that limited studies have been conducted on social entrepreneurship in townships. Graneheim and Lundman (2004:106) maintain that a unit of study refers to the diverse objects that can be studied ranging from individuals, organisations, a community, a state and the list is endless depending on what the study is investigating. In this discussion, the units of study would be the organisations themselves not the specific person who was interviewed. The researcher interviewed the top management of SEs' organisations to understand their views.

The Table below outlines the positions of the ten community leaders who were interviewed.

Table 5.1: Position of community leaders

Ward Councillor	Leader 1	Leader 2	Leader 3	Leader 6,7 and 10
Faith Leader	Leader 5	Leader 8	Leader 9	
Community Development Movement	Leader 4			

Rowley (2000:19) asserts that it is crucial for the research questions to focus on the unit of analysis as such the research questions will be used to guide the analysis of the data.

5.4 Main research question

What problems and opportunities do social entrepreneurs face as drivers of community development in Cape Town townships?

5.4.1 Problems emerging for SEs

The SEs were asked what problems they face as drivers of community development. They had different responses as the organisations focus on different community programmes and operate their ventures in a different manner.

Khayelitsha

Connect Community Development: NPO

Lack of funding

Though the organisation has increased its projects gradually, however, the lack of funding is still a drawback. The organisation seeks to source its funding elsewhere than to rely on donations particularly from the government as most of the funds have terms and conditions on how the community projects would be operated, should the government provide the funds.

SHWACO

Lack of buy-in from parents

For a long time, the educational levels in the community were poor and parents got used to this norm. Thus it is still a challenge to make parents realize how important it is for them to engage with the youth and offer them support. The lack of interest and support from the parents is still a setback as the impact of the organization would be greater if the parents were supportive. Ulhøi (2005:944) suggests that there is a need for proper communication

with the community. As communication ensures that the community eventually understands the expected role that they have to play and therefore this will make them to easily support SEs (Ulhoi, 2005:944).

Social Justice Coalition

Non-existence of long-term sanitation policies

The organization conducts social audits which allow the community to keep the government accountable. The social audits allow the community to check that the funds budgeted for sanitation in Khayelitsha are used for the intended goals. They also ensure that the government delivers on their promises. However, to date, the organization has been taking the City of Cape Town to task as the issue of sanitation has not been resolved. The respondent noted that due to the lack of proper policies on the delivery of sanitation services for people living in townships, in many cases, as much as ten families or more share a single toilet. Hence it is a struggle to ensure that there is proper sanitation if the government does not have plans on permanent toilets structures.

Silulo Ulutho Technologies

Rapid growth

Though growth is desirable to all SEs, the organization is growing rapidly as it expands to the Eastern Cape and Gauteng. There is need to seek the right people who will understand the vision of the organization. The rate of growth and the people available to lead the new establishments is not proportional. Hence it is currently a challenge to ensure that there is uniformity in the quality of impact that the organization desires.

Department of Coffee

Funding challenge

As a venture that is still developing, funding is still a challenge; though the organization has adopted a hybrid structure by providing barista classes to the community. However, it is challenging to source funds to support the day-to-day operations of the organization. There is a consensus that lack of financial assistance affects many SEs as financial support is crucial especially for emerging SEs (Bacq & Janssen, 2011; Gilliss, 2011).

Nyanga

Ikamva

Lack of coordination with high schools

The aim of the organisation is to provide academic assistance to high school learners. However, it is currently a challenge to co-ordinate the learners as the programmes of the venture clash with the extra curriculum activities of the targeted local schools. This makes the attendance of classes for some learners to lack consistency and ultimately they miss out on some tutorials.

Etafeni

Economic recession

The problem of economic recession is affecting the nation at the moment and this is adversely affecting the outcomes of the organization. In particular, the fit for life, fit for work program; the programme's efforts to achieve an 80% placement is being affected by the external environment as most companies are not employing people and this has affected the plans of the organization as the youth are given the training to be able to get placement easily.

Contrary to the view of the economic recession being a constraint Putten and Green (2008:7) explain that economic recession should not be seen as a constraint but however for social entrepreneurs it should be an opportunity. The model of SEs focuses beyond economic advancement but rather on socio-economic development. The SEs should therefore strive in a negative environment as they use innovative methods to tackle social ills (Putten & Green, 2008:7). In Netherlands, social entrepreneurs view recession as the period to tackle global issues; for recession is a global problem. In the United States, the former CEO of General Electric embraces recession with an opportunistic view. Rather than waiting for the recession to have adverse effects on their venture, they devise new strategies in place to overcome the challenges that come with the recession (Putten & Green, 2008:7.).

Abalimi bezekhaya

Dependence on the welfare system

The organization has been working in collaboration with the community to improve food security in Nyanga, by providing training on subsistence farming. This has made some families to be able to provide for their households and generate some income through selling their produce. However, there is a need for some families to realize that times have changed and that they do not have to rely on the state welfare system like grants so as to support their families. This concurs with Swardt, Puoane, Chopra and Toit's (2016:5) findings on urban

poverty in Cape Town. They highlight that apart from wages, a large part of the population in Cape Town relies on government grants as a source of income.

Word Works

Low rate of scalability

The need for literacy programmes in townships is high; as such the organization is not able to meet all the literacy needs of all the youths. Failure to provide adequate literacy assistance therefore affects the scalability process of the organization. Scalability is a crucial part in the SE process, it involves SEs widely spreading their innovative methods of creating social change thus enabling replication by other organizations (Perrini, Vurro & Costanzo, 2010:524). This attribute separates SEs from their business counterparts. Unlike business entrepreneurs who would patent their process to ensure maximum profits; SEs, on the other hand share their innovative methods so as to have a greater impact in tackling social ills (Perrini et al., 2010:524).

It is apparent that the organization has the desire to widely spread their literacy methods so as to improve the literacy levels. However, their rate of scalability is low compared to the demand that exists for their service.

Safety Lab

Lack of buy-in by the community

The organization is currently partnering with Ster Kinekor to provide the youth with free movies and setting aside Saturdays for the youth to sing and develop their talents for free. The response of the community is still low; the people are suspicious of the organisation's motives as all the activities are free. This might be caused by the lack of trust as the organization is still in its developing stages. The trust of the community is of importance as it will improve the response rate from the community. Dees (2010:706) explains that community projects, unfortunately, rely on trust from the community and this trust can only be earned through social connectivity that is low-cost communication of the organisation's vision and operation of the venture.

5.4.1.1 Summary of challenges faced by SEs

It is evident that SEs face a variety of challenges, however funding was the prevalent one. It was noted that though some SEs assume a hybrid structure funding was still a challenge despite their attempt to generate funds sustainably. However, it should also be noted that some SEs were operating at grassroots level as such funding is a challenge as they are still entrants in the social entrepreneurial sector. Like funding, rapid growth, the lack of buy-in and low rate of scalability were other internal challenges faced by SEs. Some SEs

highlighted that their venture grew disproportionately to the workforce available to carry out their operations, as such there is lack of uniformity on the services rendered by the organisation. Lack of buy-in by the community was a major challenge to some SEs, as this impacted negatively on the social impact attained. The low rate of scalability was attributed to the lack of resources, therefore hindering SEs in the replication of their ideas and having a larger geographic impact. However, some SEs face external challenges like the lack of appropriate policies and the economic recession which hinder their operations. Despite the challenges they face, SEs must devise strategies in order to combat these challenges.

5.4.2 Opportunities emerging for SEs as drivers of community development

The ten SEs were asked what opportunities were emerging as a result of their various roles in community development. Four themes emerged from their responses and will be discussed below.

Formation of networks and partnerships

As the social entrepreneurs communicate their vision and mission to the community, more people begin to understand their role, which was previously blurry as the community did not understand their contribution. As the community members gradually understand their mission and vision they start working together with the SEs. This has led to better and noticeable outcomes as the community began to share their success stories in different media platforms. By so doing, this has attracted new partnerships from different sectors. This concurs with the findings of Thomas (2004:20) on the role of SEs in community development which revealed that as SEs use their creativity to communicate their social mission, their role becomes less ambiguous and their outcomes are improved as more people join the SEs to support the implementation of their projects.

Thriving for self-sustainability

The SEs are fortunate in that their mandate is guided by the changing social needs that exist in the community. Hence they are able to change their strategies and develop other projects with the goal to meet the changing needs. Common among all SEs were the sub-projects that would arise due to the changing need of the community. The majority of the SEs highlighted that they were trying to be self-sustainable because having the government as a funder came with rigid terms on what the SEs should do to alleviate social ills and this would restrict their flexibility. Dees (2007:26) concurs with the SEs viewpoint when he highlights that programs associated with the government normally have terms of standardization which are normally difficult to change once they have started.

New redress channel for the community

SEs have become an information hub in the communities they operate in. The organizations do not work in isolation but also liaise with each other in the communities they operate in. As a result, the SEs are able to assist the people by giving them information on where they can get assistance should the problem faced not be in the SE's scope.

Social change

The SEs highlighted that there could be no better prospect for them than the amount of social change and hope that they have brought to the community. One of the defining characteristics of social entrepreneurs is their desire to create social change and meet the social needs of a community. This corroborates with the view that SEs give the community hope for a better society and shelter from social ills (Ebrashi, 2013a; M. Jain, 2012; Martin & Osberg, 2007; Motherway, 2006; I. H. Smith & Woodworth, 2012).

5.4.2.1 Summary of opportunities emerging for SEs

SEs are advancing their relations with various key players including the community, private sector, public sector and civil society. With social ills continuously affecting the various communities they operate in, there is need to form such relations with people, organisations or institutions that understand their role. As this ensures that SEs are able to deliver better social outcomes through corroborative efforts. Moreover, as the practice of SE moves away from philanthropic efforts SEs are devising methods to ensure self-reliance so that their ventures are sustainable. SEs are using different methods to tackle social needs, as such they have created new redress channels which were initially non-existent for the community members. Through their redress channels SEs are able to create social change in the communities they operate in.

5.5 Sub-research questions

Sub-research question 2

What is the role of social entrepreneurs in community development?

5.5.1 Role of SEs in community development

SEs play various roles in community development because they engage in different community projects. The organisations play different roles but the main target is to meet the social needs of the community. The presumed roles played by SEs will be discussed and summarised by the researcher in the following section.

5.5.1.1 Connect Community Development

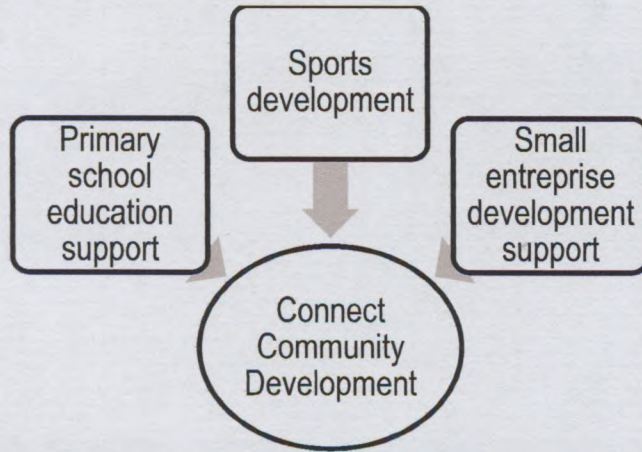


Figure 5.1: Summary of roles played by Connect Community Development

Education support at primary level

The organisation identified that the lack of educational support in the community had led to poor academic performance. This steered the organisation to establish primary education support in form of after-school tutorials. The organisation seeks to address the lack of educational support to children at an early stage. The venture recognises that the educational standards in townships still have room for improvement as the educational system was affected by the apartheid era. This is not a problem for South African schools only, as the colonial effects still linger in 88% of the African schools (Graven, 2013:10).

Sports development

Sports development is another aspect tackled by Connect; they have activities including rugby, boxing, and chess. The respondent explained that apart from keeping the youth away from criminal activities, the sporting activities have brought opportunities to the children as they are able to nature their sporting talents and train for various leagues in their chosen area. With Khayelitsha being faced by a high level of crime and the youth being the majority in the crime statistics due to unemployment (Core, 2006:5). Connect's role appears to be relevant to the social problem which is crime.

Small enterprise support

Common among entrepreneurial academic research is the discussion on the reasons why small businesses fail. Connect, however, seeks to assist upcoming entrepreneurs to build their business and be successful. They assist upcoming businesses by focusing on the marketing aspect; the organisation seeks to strengthen the image of the small businesses by ensuring that the customers get the right- perception about the small businesses.

5.5.1.2 SHWACO

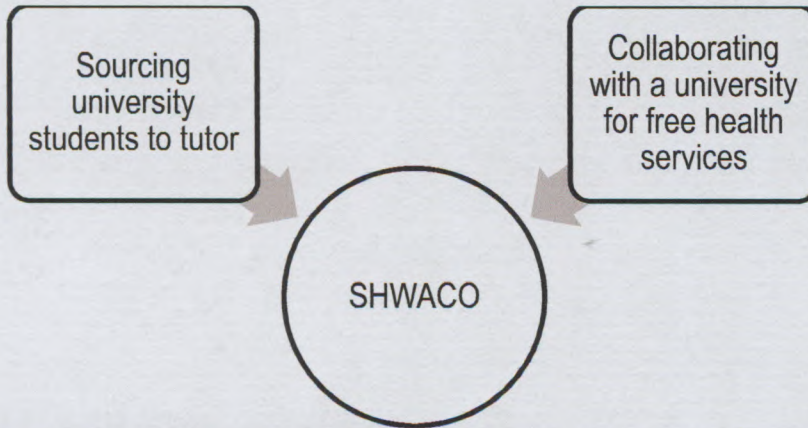


Figure 5.2: Summary of roles played by SHWACO

This venture is collaborating with UCT; the university's students are volunteers who assist the organization in their two projects. In terms of education, the students provide tutorials to primary school pupils who pay R20.00 as registration fee. This fee is meant to instill pride amongst the parents and children so that they feel a sense of ownership towards the project. International students from UCT also engage with the pupils so that they take part in changing the academic performance for pupils in Khayelitsha. The partnership with UCT affirms Vansandt and Baugous (2009:211) view that SEs do not have to deal with social issues alone; the collaboration amongst private organizations or the government go a long way in alleviating social problems.

In terms of the health care projects, SHWACO also collaborates with UCT students who work under supervision from other qualified volunteer doctors to provide free health services. The aim of the project is to provide quality health care in an unprivileged community. They operate from existing health facilities in the community or from their mobile clinics. The organization focuses on providing primary services ranging from the treatment of diarrhea, sexually transmitted diseases and other non-specialty diseases. The patients get free medication from qualified nurses in the facilities. Should the students deal with complicated patients the patients are referred to the nearest day hospital.

Community leader 2 confirmed the educational role played by SHWACO by stating that it has improved the academic performance of matriculates. As such, it has given new career paths to the youth which they might not have acquired without the academic assistance from SHWACO.

5.5.1.3 Social justice coalition

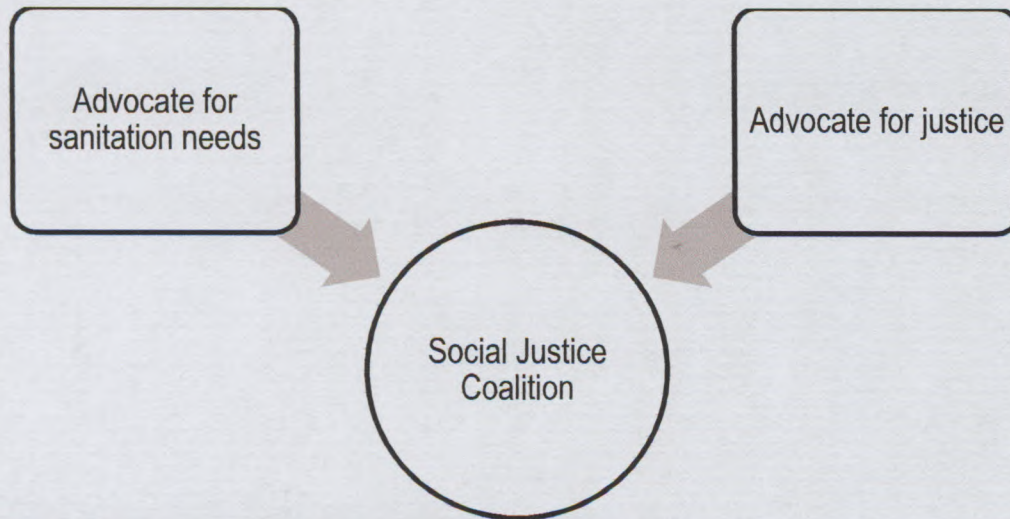


Figure 5.3: Summary of role played by Social justice coalition

Sanitation in informal settlements is a challenge, with the majority of the population still not having access to full flush toilets. The organisation is working in conjunction with the city council to ensure that the sanitation issue is improved. However, many families still do not access to toilets and the women and children are the most vulnerable as they are forced to use the bush and therefore exposing themselves to criminals and other health hazards. As a result of the sanitation problem; the organization is conducting social audits whereby they avail information to the community regarding budgets allocated for sanitation and the proposed policies by the government to improve sanitation. By so doing, the community can know where the government has failed and the venture then lobbies the government about unmet obligations.

The organisation advocates for better sanitation using social audits which is in line with international practices. The social audits are a common practice in India as they are used as a mechanism to promote transparency and accountability of the government to the communities they serve (Patnaik, 2012:1).

Apart from advocating for sanitation the organization attempts to make Khayelitsha a safer community by engaging with the South African Police Service. There is high crime rate in Khayelitsha with an overpopulated area and under-resourced police force (Brunn & Wilson, 2013:285). As such the organisation is working hand-in-hand with the police to ensure that cases are handled in real time instead of having dockets disappearing. Furthermore, the organisation assists the police to do the investigations on cases to ensure that criminals are convicted unlike before where criminals were let go due to the lack of evidence.

Leader 3, 4 and 5 asserted that the Social justice coalition has contributed positively to their advocacy role in sanitation and justice as their role has brought change in the community. The sanitation conditions have improved; though not yet to the desired state. The community is now able to hold the government accountable when promises are not fulfilled.

5.5.1.4 Silulo ulutho technologies

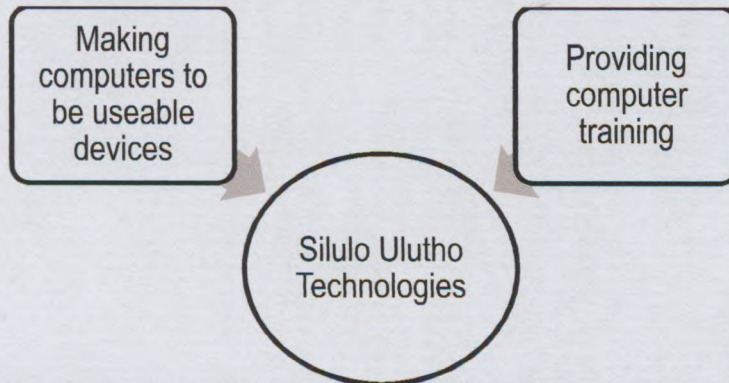


Figure 5.4: Summary of roles played by Silulo Ulutho Technologies

Making computers to be usable devices

The respondent highlighted that when the venture started in 2004 it was out of the realization that the majority of the teachers who taught in schools did not have basic computer skills. These were the people who were expected to educate the children. The community members who had computers also treated them like monuments as they were placed in display units as no one knew how to operate a computer in those homesteads. It is from this background that the venture started.

Providing computer training

Upon opening their branch Silulo distinguished themselves from an internet café by providing computer training as they realized that the community in general did not have the basic knowledge of using computers. Silulo ulutho technologies has facilities to teach community members different levels of computer skills ranging from basic computer skills like Ms Word, Ms Excel to advanced skills like graphics and web editing.

The training courses are accredited by the ISETT SETA. This has changed the lives of community members not only in Khayelitsha as the venture has significantly replicated its model to other townships in 30 different sites in Western Cape and Eastern Cape. The organisation has played a crucial role in changing the norm where community members in townships were not computer literate. The venture has empowered people to seek employment using their computer qualifications. The inability to use computers previously disadvantaged them in getting a job.

5.5.1.5 Department of Coffee

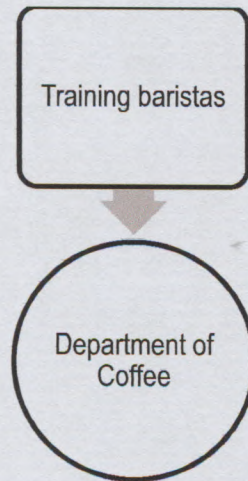


Figure 5.5: Summary of role played by the Department of Coffee

The organization was set-up when they realized the need to have a coffee shop. One can roam the streets of Khayelitsha and not find a coffee shop as these are mainly available in shopping malls. The community had a negative perception about the venture in the beginning. The notion was where have you seen “Kasi people” (referring to the township people) buy coffee? The organization therefore sought to change this perception; the venture now trains different community members at a fee as it assumes a hybrid structure also. It enables the trainees to be renowned baristas thus equipping them with a skill which can assist them to fend for themselves and their families.

It is apparent from the discussion thus far; that the various SEs are playing different roles in community development as their social missions vary. The majority of the SEs are currently adopting the United Kingdom model which is concerned with meeting local needs contrary to the United States model which focuses on large-scale programmes (Dhesi 2010:705). However, this excludes Silulo as the SE is scaling up; their role has a ripple effect in other geographic areas in the Eastern Cape and Gauteng.

SEs in Nyanga

5.5.1.6 Ikamva Youth

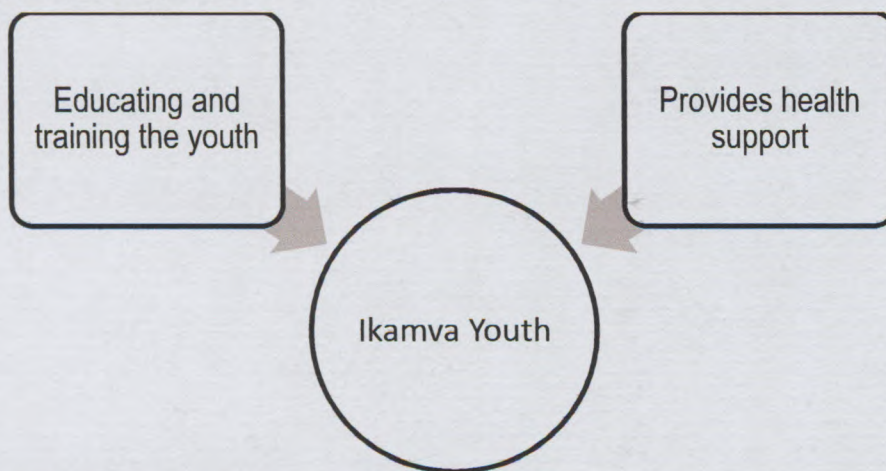


Figure 5.6: Summary of roles played by Ikamva Youth

Ikamva Youth aims to improve the educational standards in disadvantaged areas and ensure that the people residing in these areas get placement in tertiary institutions and ultimately get employed after matric. The organization is assisted by a large number of volunteers from local universities and the community members. 80% of the volunteers are previous beneficiaries of the programme who come back to inspire the youth and give them hope.

The volunteers offer after-school tutorials which enable the youth to improve their grades. The venture recognized that having better grades on its own is not enough hence the organization actively identifies tertiary opportunities and bursary information to ensure that their students get enrolled into tertiary. Walker and Mkwanzani (2015:40) indicate that the majority of the school leavers in particularly those from marginalised groups fail to access higher education due to lack of funding or access to information on tertiary application time frames.

The organization also provides computer lessons to ensure that the youths are computer literate at tertiary level. As part of their educational program, the venture has a media project which is a platform for pupils to express themselves and engage in extra-mural projects. Lastly, the venture provides health support like HIV and AIDS testing for the learners and education on nutrition so that the youth can better manage their health. Being aware of their HIV status enables them to make better choices in life to preserve their health.

Leader 8 and 10 maintained that Ikamva Youth has contributed positively to the livelihood of the youth as their programme has made the youth look forward to a better future as they have improved grades. By encouraging the youth to focus on their studies the leaders

perceive that it has led to more youth focusing on their future than engaging in criminal activities. It is interesting to note that the organisation's mission to provide free education has an effect in changing the crime rate amongst the youth thus having a dual effect on the community.

5.5.1.7 Etafeni

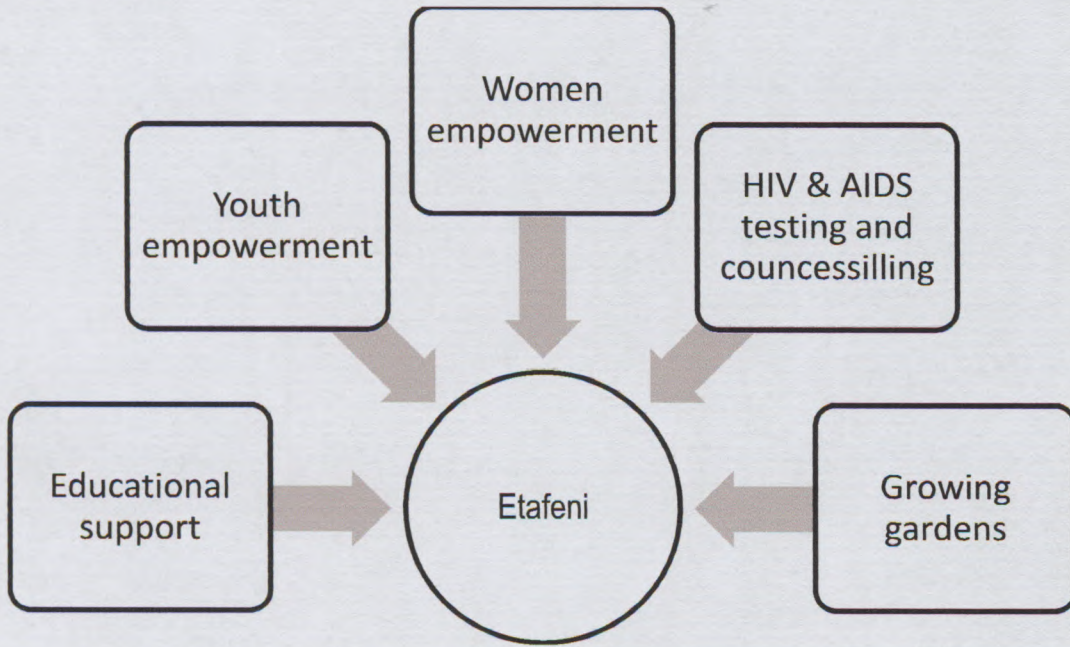


Figure 5.7: Summary of role played by Etafeni

Educational support

Etafeni has a pre-school programme and an after-school care program. The pre-school programme aims to assist children who are affected or infected by HIV and AIDS. Most of the children in the program are orphans who receive educational support from equipped caregivers who also assume the role of being parents to the children. The purpose of the project is to ensure that the children get proper nutrition and health care when needed.

Furthermore, the organization has an after-school care project which has 50 pupils aged between 6 and 18 years. Most of these children come from the pre-school project as they attend primary schools nearby. The project is conducted in the afternoon after lunch to assist the learners with their homework. Like SHWACO, the students who finish the after-school care project return to Etafeni and become mentors to the learners who are still in the project.

By so doing, this enables the youth in the community to engage with the learners and be mentors and tutors to improve the academic performance of the youth in the community they reside in. Moreover, the venture gets referrals from the social development about children

between the ages of 6 to 12 years who have been caught engaging in criminal activities like theft, prostitution and so on. The centre then rehabilitates these children by educating them on their rights as children, providing proper nutrition and after a year they are sent to join the after-school care program.

Youth development

The project targets young people, of which 60% are females. The youth participate in a reflection programme for a period for 6 weeks. This is done so that the young people get to identify who they are, that is by looking at their goals and values. After this, they are given an opportunity to identify what they want to do in life compared to what culture or their friends want them to do. When this process is completed the young people are given work-related training which includes English language lessons, driving license, computer skills, and other courses. This enables them to get placement in jobs and the organization also assists those who want to go to tertiary colleges to get bursaries by providing them with bursary information.

Women empowerment

The project aims to assist women who are HIV-positive to be able to generate income for themselves and their families. The women are taught how to do bead work, machine sewing and quilting. The designs are inspired by local designers who assist the ladies to make market related designs. The artwork is then sold locally and internationally as the artifacts are of a high quality. This project enables women to fend for their families using the income they generate from this project.

HIV & AIDS testing and counseling

Etafeni works in partnership with the health department in continuous training of their counselors. The counselors are trained to be up-to-date with the HIV testing of the community, counseling the community members, providing anti-retroviral drugs to the patients and other support activities. The main purpose of this programme is to have the counselors in the clinics so that they educate the community on HIV and AIDS matters. This creates awareness about the symptoms, treatment and expected lifestyle after HIV testing. This has enabled the community to be more educated about HIV and AIDS. The knowledge from the counselors has reduced the stigma associated with HIV and AIDS. Lastly, the counselors also assist parents on how to communicate with their children regarding sexual activities. By so doing the organisation assists the parents to have a dialogue with their children so that the parents can be more involved in educating their children about sexual activities compared to the children being educated by various television programmes.

Establishing nutritional gardens

Etafeni works in partnership with Abalimi bezekhaya to train the community on how to have nutrition gardens at their homes. This is done so as to improve the nutrition value of children and adults affected or infected by HIV and AIDS and Tuberculosis. The two SEs have imparted skills to the community so as to improve nutrition in the community as people grow vegetables that improve their diet requirements.

5.5.1.8 Abalimi bezekhaya

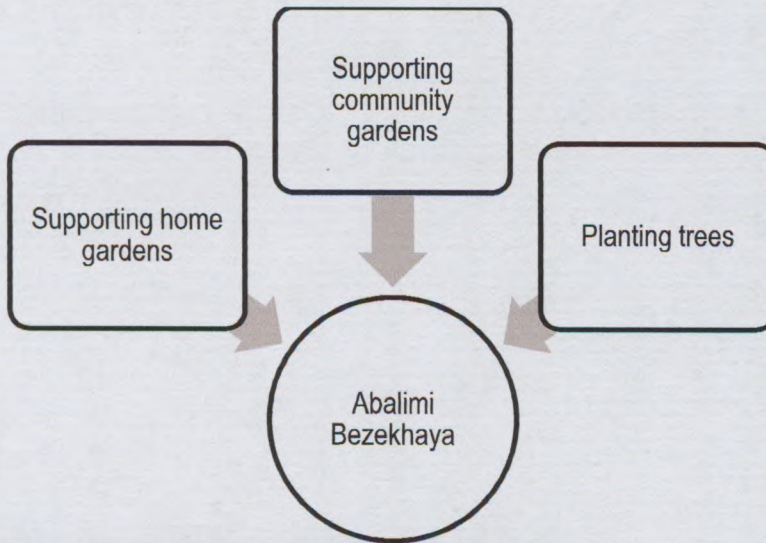


Figure 5.8: Summary of roles played by Abalimi bezekhaya

Supporting home gardens

Abalimi bezekhaya has promoted urban farming in Nyanga to improve food security in disadvantaged areas. Urban farming practices are deemed to be a solution to food security; they are not necessarily dependent on employment. Hence such practices are a solution to alleviate hunger and lack of income generating activities (Swardt et al., 2016:107). More than 5000 people have been assisted to be micro farmers and grow vegetables in a small piece of land, this has enabled them to provide food for their families. The organisation is supporting different homesteads in the community by empowering one individual. That individual then initiates the project in their home, replicating the model of subsistence farming to their friends and colleagues as it is a self-help initiative.

Supporting community gardens

The organization also supports community gardens by adopting community supported farming. It was first adopted in the 1960s by Switzerland and Japan where the consumers wanted organic food and the farmers wanted a stable market for their produce as such they joined and formed an economic partnership. In practice, the consumer pays for the vegetables to the farmer in advance so as to purchase a parcel of fresh vegetables

depending on what is in the season. This brings stability to the farmers as they get income prior to the collection of the parcel with vegetables. It also enables their customers to have a sense of purpose as they know they are directly contributing to the livelihood of the community farmers explains (Darimani, Rahaman & Amankwah, 2012:953).

Indigenous trees

Like Etafeni, Abalimi bezekhaya is involved in a greening project in Nyanga. The project has played a crucial role in transforming wastelands into a remarkable outdoor environment. With the greening projects rolling out in schools, parks, and the streets, it is essential to have the buy-in from the community as there are the ones directly involved with the project. Community buy-in is essential as it determines the success of the project (Battilana et al., 2010; Thomas, 2004; J. Thompson et al., 2000).

5.5.1.9 Word Works

The organization provides training materials and mentorship to project managers who then train parents to be able to engage with their children from birth. The training enables parents to support their children to communicate verbally, sing, draw and eventually write. Moreover, the organization has partnerships with pre-schools and primary schools for parents and caregivers to be taught how to provide home-schooling for children aged four to seven years old. The parents are taught in the respective schools where their children attend. Word Works is working in collaboration with the UCT to get the course to be accredited as a short course. This will empower the parents as they can use the certificate to get tutoring employment opportunities in their communities.

The role played by Word Works embodies Lombard and Strydom's (2011:329) ideology that social entrepreneurial activities promote human rights as the organisation is tackling the right to education by involving all people, that is, the facilitators, parents, and caregivers. This promotes the right to education for the children as all the key players are involved in educating and supporting the children.

Promoting volunteerism

The organization also trains volunteers to assist the children in the library to read and write English. A volunteer would work with two children at a time for six months to improve their ability to read and write.

The organisation also trains volunteers who visit the schools and libraries to work with a pair of children to whom English is a second language for six months. Word Works encourages caregivers, parents and teachers to get the free teaching material which they can deliver at

schools and at home. The role of Word Works in promoting a web of volunteerism, which promotes a bond in the community; a spirit of oneness where the community works together to achieve a common goal (Jain, 2009; Williams & Tan, 2005).

5.5.1.10 Safety Lab

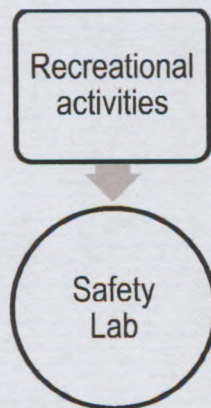


Figure 5.9: Summary of role played by Safety lab

The last organization highlighted that crime is taking its toll in the townships, recreational activities are emerging as an answer for curbing criminal activities particularly from the youth as they are affected by unemployment. Similar to Connect Development, Safety Lab also views recreational activities as a way of keeping the youth occupied thus getting them off the streets. The venture has partnered with Ster Kinekor; Ster Kinekor provides free latest movies for the organisation to screen for the youth on weekends. They also have an open microphone session where the youth provide entertainment for each other by singing and socializing, thus keeps them occupied with positive activities.

The ten SEs play various roles in terms of community development. Common amongst the SEs is that the organisations are established in the communities they operate in. Smith and Stevens (2010:11) refer to SEs operating in the environment they operate in as geographically embedded. They assert that geographic embeddedness is essential for SEs to establish networks and form relationships within the communities they operate in. Such partnerships are essential as they influence the growth rate of SEs (Smith & Stevens, 2010:11).

5.5.1.11 Summary of role played by SEs

SEs have implemented a variety of projects depending on the social need identified, hence their roles vary. However, common among the various projects was the support function, in the form of educational projects, health projects and small enterprise support. The SEs also have a training function in the form of computer training, bead work, training on farming and barista training. Through their various roles they empower the community members to have a better future which there would not attained without the assistance from the various SEs.

Sub-research question 3

What opportunities have social entrepreneurs brought to the township in terms of community development?

5.5.2 Opportunities brought by SEs

Connect Community Development

Improving educational support in townships

The education standards in townships still have to improve with the student-teacher ratio still not correlating. There is a notion that post-apartheid effects still linger in the education sector (Coovadia, Jewkes, Barron, Sanders, & McIntyre, 2009; Graven, 2013; Kelso & Jacobson, 2011; Keswell, 2005; Mitchell & Andersson, 2011). The effects of apartheid are still evident in the disadvantaged communities like Khayelitsha. However, through the after-school tutorials, more students get support from the organisation for free; to ensure that the learners get educational support which they previously did not have.

SHWACO

New career possibilities

Like Connect; SHWACO also has educational support programs that are there to improve the academic performance of students. The centre ensures that more students pass mathematics and science. This has changed the perception about these two subjects as more students pass them due to the academic support they receive from the organisation. By so doing the youth in the community has a variety of career paths to choose from, without being limited by the inability to pass mathematics and science.

This concurs with Sharir and Lerner's (2006:18) findings on gauging the success of SEs. They assert that a social entrepreneur is regarded to be successful if they are able to improve the educational standards in a community. When the educational standard improves, it creates self-worth amongst the learners as they achieve their educational goals. Leader 5, 9 & 10 agreed that SHWACO is indeed improving the academic performance of the youth in Khayelitsha. They further noted that as the youth improves their academic performance; this increases their opportunities in getting entry level jobs.

Social Justice Coalition

Transparency on sanitation and justice

The use of social audits allows the comparison of the actual progress on sanitation objectives to the planned progress, which enables the organisation to identify deviations. The community members can now question the city council if it is failing to meet their promised

obligations. Leader 4, however, saw the venture as a mediator in the sense that the organisation communicates the grievances about sanitation to the government. The community then gets feedback on what the government will do regarding their grievances.

Silulo Ulutho technologies

Addressing Information Technology (IT) needs

With 36 stores in the Western Cape and the Eastern Cape, the venture has assisted more than 20 000 people with End-user computing skills from an accredited program. The programme offers computer skills ranging from basic to advanced skills. By so doing more community members are able to get jobs which require computer literate people. Herrington and Kew (2009:10) in their research on global entrepreneurship in South Africa stated that without Silulo Ulutho Technologies the township population was going to “watch the digital edge pass by”.

Department of Coffee

Opportunity identification for the youth

By focusing on youth development, that is teaching them how to be baristas, the organization is creating new opportunities. The youth can use the skills they get from the SEs and get job placements in different organisations .Mort, Weerawardena, and Carnegie (2002:84) acknowledge that opportunity identification is important in the operations of SEs. A social entrepreneur should use their innovative ideas in this case the barista training to tap into the gap in the community.

Nyanga

Ikamva

New career options

Like SHWACO; Ikamva also focuses on improving the academic performance of matriculants. More focus is given to mathematics and science as most students have been struggling in these subjects. The mission is to ensure that the students have more career opportunities that they can choose from, and not become limited by their results in mathematics and science. More than 4000 learners have passed matric after attending this programme. Those who wish to pursue a career are given career advice based on their interests. The learners who wish to pursue tertiary education are given information regarding bursaries so that they can access such opportunities to further their studies.

Etafeni

Economic empowerment of the community

The organization has established income generating activities like beading, sewing and so on. All these skills are being imparted to women so as to give them economic empowerment. The youth programme that focuses on giving the youth work-related skills like driving lessons, computer skills and so on has also had an impact on economic empowerment. The organization pride itself by having a 80% placement rate to the industry for the youth who would have obtained workplace training skills. Although business entrepreneurs also employ people and give them economic freedom, a social entrepreneur, on the contrary, does not provide employment only but also empowers the marginalized population (Bosma, Lepoutre, Justo & Terjesen, 2013:699).

Abalimi Bezekhaya

Improving food security

The goal of the organization is to improve food security in disadvantaged communities. They have done so in Nyanga by encouraging the community to get involved in small scale farming and home gardens. Community supported agriculture is a sustainable way to ensure food security; as the community continuously grow vegetables regardless of the season (Darimani, Rahaman & Amankwah, 2012:953).

Through community gardens, the centre does not only promote food security but it also promotes economic empowerment as the participants are able to grow vegetables and sell them. Abalimi Bezekhaya are an example of SEs who have the attribute of “make do” identified by (Di Domenico et al. 2010; Thumbadoo and Wilson 2007). They teach the community to use whatever small piece of land they have to grow vegetables and eventually be self-employed.

Word Works

Promoting volunteerism

Word Works is guided by the realization that for a project to be successful it must be led by the community themselves. Just as the social entrepreneurial venture gets established through the identification of a social need, it begins with volunteerism to solve that social problem (Jain, 2009:11). Word works has empowered caregivers and parents to be volunteers in the educational project. By so doing the model is replicated rapidly as volunteers invite other community members to be involved in the educational program.

The Safety Lab

Reducing criminal engagement

The crime rate of Nyanga is considered to be the highest in the province of Western Cape, with 47.7% of murders and other crimes like substance abuse, assault, and sexual offences happening in Nyanga (Department of Community Safety 2015:14). However, Nyanga has seen a 1.6% decrease in crime rate; with SEs playing a role to have recreational activities to keep the youth focused on positive activities. However, The Safety Lab is still emerging; the organisation has not conducted a social impact assessment that can affirm its contribution to the 1.6% decrease in crime rate.

5.5.2.1 Summary of opportunities created by SEs

SEs produce a number of opportunities to the beneficiaries involved in the various community projects. Through the different projects implemented in the communities, SEs are able to create a variety of benefits ranging from improved academic performance, improved food security, creation of new career paths, increased volunteerism and so on. Similar among these opportunities is the ability of the SEs to improve the circumstances affecting the communities and create social change. Their ability to create the various opportunities is in-line with the literature reviewed, as researchers assert that SEs are perceived to be a solution to the social ills affecting the marginalized population.

Sub-research question 4

What strategies have SEs formulated to deal with the problems they face as drivers of social change?

5.5.3 Strategies formulated by SEs to counter the challenges they face

Khayelitsha

Connect Community Development

Establish networks

The venture intends to expand its networks; after operating for four years the organisation has created partnerships in the private sector particularly. Through the various positive outcomes that they exhibit to their partners the organization is able to source funds to sustain their venture. The SE will continue establishing networks in an attempt to source funding from new partners and form new alliances.

SHWACO

Improve communication with parents

Leader 5 asserted that most community members do not engage with SEs because of the lack of information regarding some community projects. The impact of any community projects depends on the improved communication regarding the programme being implemented by the SEs (Vansandt & Baugous, 2009:212). Vansandt and Baugous further maintain that it is also the duty of the community leaders to inform the community about social entrepreneurial organisations because these leaders have an influence on the communities they lead. SEs should focus on communicating their role to the community and they should also work together with the community leaders. When community leaders encourage the involvement of the people with the SEs this would have a positive impact as it might encourage parents to engage with SEs.

Social Justice Coalition

Lobbying with the government

The organisation is still lobbying the government to ensure that government-funded projects like the provision of proper sanitation receive adequate resources. Alana, Hartwig, & Merson (2008:53) highlight that although SEs play a mediatory role between the community and the government, if the promised policies or actions from the government are not implemented this hinders the impact of the SEs. Hence the use of social audits is essential as the organisation can take the government to task if they fail to meet the set sanitation goals.

Silulo Ulutho Technologies

Training new leaders

As the venture is expanding to Eastern Cape and Gauteng there is a need for mentoring new leaders to understand the vision of the organization. This will enable the organization to have the same impact it has in Western Cape. Smith, Barr, Barbosa and Kickul (2008:356) assert that replication is a crucial attribute to measure the social impact of SEs. When a project is replicated, there is a need to look at training the right staff; SEs need the right people who understand the vision of their organisation (Bloom & Chatterji, 2009:123). However, it should be noted that the replication of the project has not yet reached what Ebrashi (2013b:200) calls a transformative social entrepreneur. Being a transformative social entrepreneur happens when an organization partners with other people to replicate its model and use it to solve social problems that exist (Ebrashi, 2013b:200). In this case, Silulo Ulutho is replicating its venture but not its idea to be utilized by other organisations.

Department of Coffee

Nurture the hybrid structure

As stated above, the venture is still at its grassroots level hence it is common for most start-up ventures to struggle with funding (Staniewski, Szopiński & Awruk, 2016:2108). The organization should focus on nurturing the hybrid structure as suggested by Verreyne and Miles (2013:113) when they state that a hybrid structure is a model that ensures that profit is generated from market-related activities. In the case of the Department of Coffee, their market-related activity is the training of baristas. Thus this activity should ensure the sustainability of the venture. Hence the funding struggle should be a passing phase as the venture will start to make profits from training the community and they can then plough some of the profit back into the business to ensure the sustainability of the venture. Vansandt and Baugous (2009:204) caution on the use of the hybrid structure when they note that SEs should ensure that the activities they conduct do not jeopardize the building blocks that the venture was founded on, which is the social purpose. SEs should be careful not to drift from their social purpose by focusing their attention on profit making than the purpose of that organization.

Ikamva Youth

Networking with the environment

The lack of coordination with the primary schools affects the programming of Ikamva's project. Currently, the clashing of tutorials and the primary schools' activities is hindering Ikamva. However, Ulhøi (2005:939) states that networking with one's environment is crucial and that the key players in an SE's surrounding environment will determine the organization's success. Hence it is essential for Ikamva to form networks with the primary schools so that they can be aware of Ikamva's role in the community. The schools can ensure that they work together and not parallel to each other as they have a common goal that is, to achieve better academic performance from pupils.

Etafeni

Opportunity identification

Opportunity identification is catalyzed by the social entrepreneur's ability to be sensitive to the social problems at hand that needs to be addressed (Perrini, Vuro and Coastanzo, 2010:526). Unlike commercial entrepreneurs who are driven by profit maximisation, social entrepreneurs come up with innovative ideas to tackle social problems (Mort, Weerawardena, McDonald, & Mort, 2010:83). Despite the unfavorable economic conditions, SEs should see this as a period to identify opportunities in the communities they operate in. Abalimi bezekhaya and Etafeni are advocating for home gardens as this will make people

grow their own food and be less reliant vegetables bought from supermarkets, thereby saving money and at the same time shielding themselves from food price increases.

Abalimi Bezekhaya

Educating the community members

The SEs can educate the community about the need of self-reliance, so that people can realize that the welfare system of the government cannot be perceived as a way of sustaining one's life. The government welfare system is not sufficient to meet the needs of the community hence it is essential for SEs to intervene and empower the community with more sustainable projects (Tukamushaba, Orobia & George, 2011:291). Shaw and Carter (2007:422) assert that government welfare system is indeed not sufficient to alleviate the social problems that the community faces. Hence engaging in social entrepreneurial activities will have a greater impact in alleviating the social problems compared to waiting on social welfare grants. It is, therefore, essential to educate the community on the need to harness the organisation's initiative of subsistence farming to improve their livelihood compared to waiting on government welfare.

Word Works

Alliance building

Word Works will seek alliances in different provinces as the need for their educational material is a nationwide need. SEs do not have to work on their own in trying to expand on their own and pursue their mission, unlike business entrepreneurs, they do not have ideas to patent (Bloom & Chatterji, 2009:119).

Researchers have identified alliance building as a tool to counter scalability problems. If the idea is shared it can be implemented by other organizations and this will eliminate the need for more resources from the original social entrepreneur (Bloom & Chatterji, 2009; Gedajlovic, Honig, Moore, Payne & Wright, 2013; Mair & Martí, 2006; Nicholls, 2010a; Mort *et al.*, 2010).

The Safety Lab

Social connectivity

Jain (2009:28) asserts that the environment in which SEs operate in is crucial to their success or failure. Jain further states that it is essential for the community members to be involved in the community projects. This can be achieved if the SEs invite the community members to be part of the projects and hence understand the role played by SEs. The invitation can be in the form of written manifestos distributed as flyers or by having meetings in community centres as these are all low-cost methods of communication (Dhesi,

2010:706). If the community is aware of the organisation's intentions, the lack of buy-in gradually decreases (Greco, 2013:61).

5.5.3.1 Summary of strategies formulated by SEs

In an environment where SEs are threatened by countless internal and external challenges, it is paramount for SEs to devise strategies to counter these challenges. Hence strategic networking and nurturing of hybrid structures are necessary in combating the struggle in funding. SEs must form alliances with organisations or individuals who understand their goals and thus partner with the SEs financially in order for the SEs to attain their goals. Improved communication and social connectivity were perceived to be essential in motivating the community members to buy-in the various projects. Effective communication about the different community projects is essential to ensure that the community is aware of the projects and ultimately engage with the SEs after understanding the potential benefits they could get from the projects. The use of exhibitions of the SEs' projects is crucial in fostering social connectivity, when community members understand the role of SEs the buy-in improves. Lastly, continuous lobbying with government is essential to ensure that the government and the SEs work together in bettering the lives of community members in terms of sanitation.

Sub-research question 5

What new methods do SEs adopt to deal with the social problems faced by the community?

5.5.4 Innovative methods adopted

The use of multimedia is an important tool in creating awareness on the various community projects. Multimedia is proving to be a crucial tool in showcasing success stories of SEs. By so doing, the testimonials from people make the buy-in by community members to be easier. The multimedia platform also invites donors to contribute to the SEs' social mission.

Moreover, the majority of respondents highlighted the importance of the role of mediation between the community, private sector and public sector. Social entrepreneurs identify social problems and come up with solutions and mobilize resources to alleviate the social ills. Sud, VanSandt and Baugous (2008:203) affirm the mediation role played by SEs when they argue that SEs bridge the gap between the public and the private sector. VanSandt and Baugous note that as the social needs arise it is impossible for the government on its own to alleviate social problems. Hence the strategic positioning by SEs is crucial as they assist the private and public sector to tackle social ills.

Do the interventions from SEs create social change?

5.5.5 Perceived social change

Ebrashi (2013b:190) defines social change as the “sensible outcomes” from the SE’s venture. All the respondents highlighted that they thought their interventions create social change. Because the various organisations focus on alleviating different social problems, the respondents gave varied responses regarding their interventions. Hence, the perceived social change will be summarized in Table 5.2 below.

Table 5.2.: Perceived impact by SEs

SE	Perceived social change
Connect Community Development	Youth development
	The venture identified a disenfranchised youth with no academic achievement or basic life skills like networking. The project has improved the academic performance of more than 4000 youths. The rugby initiative has also assisted in identifying talent amongst the youths of Khayelitsha. The youths get to participate in different matches as the organisation has partnered with prominent academies like the Hamilton Rugby, so as to develop the rugby players from Khayelitsha.
SHWACO	Increased level of confidence amongst learners
	In the past, when SHWACO began its project, pupils were not keen to participate in class. This was due to their inability to read and write. However, gradually this improved as the pupils gained confidence during the tutorials and in their classrooms at school. The pupils started having a better ability to understand what the tutor or teacher was asking them to do.
Social Justice Coalition	Provided access to information to the community
	Through the availing of budgets, policies and so on concerning sanitation. This has provided transparency concerning service delivery on sanitation. Information availability is a tool which is being used by the community to take the city council to task on unmet sanitation policies.

Silulo Ulutho Technologies	Technological empowerment
	Previously most people coming from township areas had no knowledge on the use of computers. Some learnt End-user computing at tertiary level like the founder of the venture. However, with their establishment, people have access to basic computer training to advanced training. This has empowered the community and changed the status quo as community members now have knowledge on how to use a computer for various purposes.
Department of Coffee	Youth empowerment
	The organisation has equipped the youth with baristas skills. This skill empowers the youth to be able to sustain themselves and get jobs to sustain themselves.
Ikamva Youth	Bringing hope to the youth
	Unlike SHWACO, Connect and Word Works, the venture does not only focus on improving students' matric results. Ikamva Youth gives information about bursaries so that the youth can access bursaries and therefore further their studies despite their financial situation. The innovative methods used by SEs to solve social problems should give hope to the beneficiaries of the project (Jain 2009:128).
Etafeni	Empowering the infected and affected by HIV & AIDS
	The venture assists people infected and affected by HIV and AIDS. The project has made it possible for orphans to be fed with nutritional food and at the same time the orphans receive educational support from the organisation. The women in the project have been empowered with artwork skills which enable them to be able to provide for their families after producing and selling the artwork.
Abalimi Bezekhaya	Promoting sustainable food security
	With food security becoming more crucial not only for townships but for Africa, Abalimi Bezekhaya has improved the food security level in the community by teaching the community how to maintain their home gardens.

Word Works	Promoting early childhood education
	The organisation believes that literacy should be addressed at an early stage. The venture is promoting early childhood education by training caregivers, parents, and teachers on how to effectively communicate with children from birth. By tackling the literacy problem at an early age, the organisation is thus quickening the ability for the children to be able to read and write.
Safety Lab	Redirecting the focus of the youth
	Unlike their counterparts, the youths in suburbs have facilities at their schools to engage in extra curriculum activities like swimming, basket balling, hockey and so on. However such recreational activities are not there in the townships. The SEs have however been able to make do with what they have by having recreational activities at the community center. This ensures that the youth redirect their focus from activities like drugs, theft and so on.

Sub-research question 7

Do social entrepreneurs measure social impact?

5.5.6 Social impact measurement

Pärenson (2011:40) maintains that social impact measurement is the extent to which one social problem has been alleviated by the activities of a particular social entrepreneur. Vanclay (2004:268) further states that social impact measurement is the evaluation of a social project and its claimed outcomes. Nicholls (2010:756) however views social impact measurement as a social obligation for social entrepreneurs so that SEs are more accountable to the communities they serve.

Of the five SEs in Khayelitsha, the majority of them stated that currently they are not measuring their impact as this exercise requires resources which they do not have except for Social Justice Coalition. The social entrepreneur stated that the organisation is assessed by the community because the community is aware of its mandate. The organization sets up meetings with the community and during these meetings the organisation outlines its goals to the community. At a set period, the community members review the minutes of the previous meeting to ascertain what was accomplished by the venture as promised. In the case of Social Justice Coalition, they have improved the sanitation problem from the bucket system of toilets to the current movable flush toilets.

The ability for Social justice coalition to yield certain outcomes by lobbying with the government for better sanitation contends with Ebrashi's (2013b:190) findings on sustainable social impact. Ebrashi highlights that a social entrepreneur is considered to have social impact when their actions have a positive outcome regarding a specific social problem(s).

Leaders one, four and nine had a contrary view about social impact measurement. They stated that it is impossible to ascertain the social impact of the SEs currently. There is a need for proper methods to be in place to ascertain their impact as this would promote transparency on their significance in the community. Leader two, however, gave a metaphor of the township by likening it to a military camp where people have to fight for survival. He mentioned that the camp relies on outside help and in this instance the government and the private sector. Hence it is not reasonable to conduct social impact measurement as some SEs might fail to meet their goals due to lack of funds. Unlike in Khayelitsha, in Nyanga all the SEs measure their impact:

- i) Ikamva Youth - there are external auditors who do an independent evaluation of the organization's outcomes and impact. The evaluation is short-term and long-term; the academic performance of the students attending Ikamva is tracked so as to compare their results before they joined the venture and after. Long-term assessments are done as the venture tracks the students to see where they are in the society, that is are the students in tertiary or employed. The use of testimonials is also increasing as the learners themselves write testimonials highlighting the impact that the organisation has made on their lives.
- ii) According to the respondent; Etafeni uses financial audits to measure their impact. When a budget is established it would outline the goals and the monetary value to achieve these goals. Clean audits are therefore essential as they prove that the venture used the funds to achieve the set financial goals.
- iii) Abalimi Bezekhaya like Ikamva Youth is using testimonials; they are utilizing word of mouth as a tool to spread their impact. When people give testimonials to their friends or on their website explaining what Abalimi bezekhaya has done for them. Word of mouth becomes a way to communicate the perceived social impact by the community to the public.
- iv) Word Works currently uses a quantitative approach which tracks the number of people that the venture has assisted. Testimonials are also used so as to determine the effect that the organisation has made on the community.
- v) The Safety Lab is registering the youth they assist online and their success stories can be tracked on the SE's website. This has assisted the organisation to gain awareness about its role in the community.

Social impact measurement like social entrepreneurship is an emerging field. Hence there is no common definition on what social impact measurement is (OECD, 2015:3). However there are models in place ranging from the simple logic model shown below to the global reporting initiative standard of reporting social impact. Figure 5.10 shows the simple logic model; which the Kellogg Foundation (2004:1) defines as a systematic process to elaborate how an organisation intends to utilise its resources to achieve set goals and its intended outcomes, resulting in the ability to track the impact of the organisation's activities.

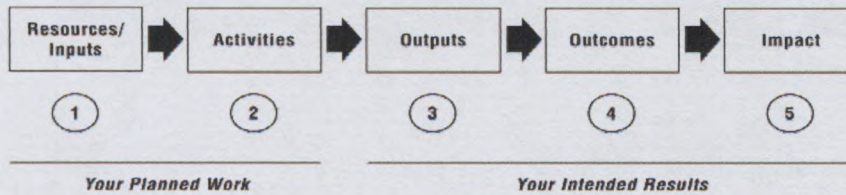


Figure 5.10: Simple logic model. (Source: Kellogg Foundation, 2004:1).

Moreover to further align the practise of social impact measurement in South Africa with international standards the SEs can use the Global Reporting Initiative (GRI) which seeks to standardise the reporting of social ventures to ensure that the content and quality of reports are standardised the structure of such a report is summarised in Figure 5.11. The GRI seeks to ensure that reports are accurate, reliable and can provide clarity on the specific claims that the organisations perceives to produce (GRI Standards, 2016:7).

Reporting Principles for defining report content	Reporting Principles for defining report quality
<ul style="list-style-type: none"> • Stakeholder Inclusiveness • Sustainability Context • Materiality • Completeness 	<ul style="list-style-type: none"> • Accuracy • Balance • Clarity • Comparability • Reliability • Timeliness

Figure 5.11: GRI social impact reporting standard. (Source: GRI Standards, 2016:7).

5.6 QUANTITATIVE DATA

Quantitative research usually follows a positivist paradigm and is frequently used “to describe current conditions, investigate relationships, and study cause-effect phenomena” (Mustafa, 2011:27). Thus the quantitative method was utilized to investigate the current role of SEs in the townships in terms of community development.

5.6.1 Response rate

Of the 150 questionnaires that were administered; only 120 questionnaires were properly answered. Therefore, there was a 80 % response rate; 120 respondents of the 150 properly filled in the questions and the 30 questionnaires were spoilt as they were too many incomplete areas in the questionnaires. Hence the data analysis hereafter will be done from the valid questionnaires.

5.6.2 Demographic profile of respondents

Frequency Table 5.3: Community respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nyanga	55	45.8	45.8	45.8
	Khayelitsha	65	54.2	54.2	100.0
	Total	120	100.0	100.0	

As shown in Table 5.3, the majority of the respondents were from Khayelitsha and the other respondents were from Nyanga.

Cross tabulation - Table 5.4: Marital_status and gender

			GENDER		Total
			FEMALE	MALE	
MARITAL_STATUS	SINGLE	Count	23	30	53
		% within GENDER	34.3%	56.6%	44.2%
	MARRIED	Count	37	17	54
		% within GENDER	55.2%	32.1%	45.0%
	WIDOW	Count	7	1	8
		% within GENDER	10.4%	1.9%	6.7%
	OTHER_DIVORCED	Count	0	5	5
		% within GENDER	0.0%	9.4%	4.2%
Total		Count	67	53	120
		% within GENDER	100.0%	100.0%	100.0%

Table 5.4 indicates that the majority of males are single; on the contrary, the majority of the females are married. Moreover, the females also had the highest number of widows and males have the majority of divorced respondents.

Cross tabulation 5.5 : Recorded_Education_Level * Recorded_Age

			Recorded_Age			Total	
			18 – 30	31-35	36-45		
Recorded_Education_Level	NO FORMAL EDUCATION	Count	10	9	21	40	
		% within Recorded_Age	15.9%	39.1%	61.8%	33.3%	
	MATRIC	Count	34	0	3	37	
		% within Recorded_Age	54.0%	0.0%	8.8%	30.8%	
	CERTIFICATE	Count	11	8	9	28	
		% within Recorded_Age	17.5%	34.8%	26.5%	23.3%	
	DIPLOMA or BACHELOR'S DEGREE	Count	8	6	1	15	
		% within Recorded_Age	12.7%	26.1%	2.9%	12.5%	
	Total		Count	63	23	34	120
			% within Recorded_Age	100.0%	100.0%	100.0%	100.0%

Table 5.5 shows that the minority of the respondents had a diploma or bachelor's degree, the age group between 31-35 are the majority respondents with a diploma or a bachelor's degree. The majority of the respondents, however, had no formal education; 61 % of the elderly do not have any formal education.

5.6.3 Perception about SEs

Crosstab 5.6: GENDER * AWARENESS_OF_CMD_ORGANISATIONS

			AWARENESS_OF_CMD_ORGANISATIONS		Total
			YES	NO	
GENDER	FEMALE	Count	51	16	67
		% within AWARENESS_OF_CMD_ORGANISATIONS	53.7%	64.0%	55.8%
	MALE	Count	44	9	53
		% within AWARENESS_OF_CMD_ORGANISATIONS	46.3%	36.0%	44.2%
Total		Count	95	25	120
		% within AWARENESS_OF_CMD_ORGANISATIONS	100.0%	100.0%	100.0%

The Table above 5.6 shows that of the 120 respondents, 95 of the participants were aware of the social entrepreneurial organisations in their community. However, females were more aware of these organisations compared to their male counterparts.

Moreover, Table 5.7 shows that the majority of the respondents are still not involved in the community development projects. This finding can be explained by findings from some SEs when they highlighted that they are still having buy-in troubles from some of the community members. Due to various factors like mistrust, lack of clarity of the role of SEs and so on.

Cross tab 5.7: GENDER * INVOLVEMENT_IN_CMD_PROJECTS

			INVOLVEMENT_IN_CMD_PROJECTS		Total
			NO	YES	
GENDER	FEMALE	Count	30	37	67
		% within INVOLVEMENT_IN_CMD_PROJECTS	46.2%	67.3%	55.8%
	MALE	Count	35	18	53
		% within INVOLVEMENT_IN_CMD_PROJECTS	53.8%	32.7%	44.2%
Total		Count	65	55	120
		% within INVOLVEMENT_IN_CMD_PROJECTS	100.0%	100.0%	100.0%

Table 5.7 above shows that the females are more involved with social entrepreneurial projects than the males. This might be showing a correlation between the level of awareness about a project and the involvement in that particular project. Table 5.6. outlines that females were more aware of the community projects and they are thus more involved in the projects. SEs highlighted a strategy of utilising low-cost effective communication methods to assist in improving the involvement of community members as this would promote better understanding of the role played by SEs. This strategy might in time improve the low 32 % of men who are involved in the projects with SEs.

Crosstab 5.8: Social Entrepreneurs are drivers of community development * GENDER

		GENDER		Total
		FEMALE	MALE	
Social Entrepreneurs are drivers of community development	Agree	11	10	21
	Strongly agree	40	22	62
	Don't know	0	12	12
Total		51	44	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	16.849 ^a	2	.000	.000		
Continuity Correction						
Likelihood Ratio	21.469	2	.000	.000		
Fisher's Exact Test	18.486			.000		
Linear-by-Linear Association	4.710 ^b	1	.030	.034	.022	.013
N of Valid Cases	95					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.56.

b. The standardized statistic is 2.170.

According to Table 5.6 of the total respondents only 95 were aware of the social entrepreneurial organisations. As such, the perception on SEs was drawn from the 95 respondents from here forth. According to Table 5.8, the exact p-value is < 0.05 hence there is a significant difference between the gender of the respondents and their perception of SEs being drivers of community development. The majority of the respondents strongly agreed to the viewpoint that SEs are drivers of community development. Moreover, 64% of the females strongly agreed to this notion compared their male counter parts, as 35 % of males strongly agreed to this notion. This shows that though the majority of respondents perceive SEs as drivers of community development. There is a need to formulate strategies tailored for males so as to have a significant number of males who strongly agree. This assertion about the need for strategies tailored for males is corroborated by the finding in Table 5.8, that highlights that only males did not know whether SEs are drivers of community development. Hence it is apparent that there is a need to engage males to ensure that they also have a positive viewpoint about SEs being drivers of community development

Crosstab 5.9: Social Entrepreneurs are drivers of community development * Recoded_Age

		Recoded Age			Total
		18 – 30	31-35	36-45	
Social Entrepreneurs are drivers of community development	Agree	12	3	6	21
	Strongly agree	29	10	23	62
	Don't know	10	2	0	12
Total		51	15	29	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	7.170 ^a	4	.127	.127		
Continuity Correction						
Likelihood Ratio	10.516	4	.033	.047		
Fisher's Exact Test	8.031			.078		
Linear-by-Linear Association	1.445 ^b	1	.229	.239	.136	.039
N of Valid Cases	95					

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.89.

b. The standardized statistic is -1.202.

Table 5.9 shows that the exact p-value is > 0.05, therefore, there is no significant difference between the age of the respondents and their perception of SEs being drivers of community development. However, it should be noted that the majority of the people aged between 18-30 years are the ones who strongly agreed that SEs are drivers of community development. This can be attributed to the numerous projects that target mostly the youth. From the findings from the SEs that were interviewed, the majority of them had projects targeting the youth. Hence the findings show that the youth strongly agree that SEs are drivers of community development.

Crosstab 5.10: Social Entrepreneurs are drivers of community development *
Recoded_Education_Level

		Recoded_Education_Level				Total
		NO FORMAL EDUCATION	MATRIC	CERTIFICATE	DIPLOMA or BACHELOR'S DEGREE	
Social Entrepreneurs are drivers of community development	Agree	7	7	6	1	21
	Strongly agree	17	22	16	7	62
	Don't know	3	4	2	3	12
Total		27	33	24	11	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	3.442 ^a	6	.752	.769		
Continuity Correction						
Likelihood Ratio	3.253	6	.777	.814		
Fisher's Exact Test	3.239			.804		
Linear-by-Linear Association	1.079 ^b	1	.299	.327	.172	.042
N of Valid Cases	95					

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.39.

b. The standardized statistic is 1.039.

According to Table 5.10 the exact p-value is > 0.05 hence there is no significant difference between the level of education of the respondents and their perception of SEs being drivers of community development. It should be noted that the majority of matriculants strongly agreed that SEs are drivers of community development. With 40% of the SEs who were interviewed focusing on educational programs targeting the matriculants, this could explain the strongly agree perception that SEs are drivers of community development.

Crosstab 5.11: Social Entrepreneurs are drivers of community development *

Recoded_Employment

		Recoded_Employment			Total
		EMPLOYED	UNEMPLOYED	STUDENT or OTHER	
Social Entrepreneurs are drivers of community development	Agree	10	9	2	21
	Strongly agree	26	26	10	62
	Don't know	3	6	3	12
Total		39	41	15	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	2.309 ^a	4	.679	.691		
Continuity Correction						
Likelihood Ratio	2.405	4	.662	.676		
Fisher's Exact Test	2.409			.677		
Linear-by-Linear Association	2.000 ^b	1	.157	.176	.099	.037
N of Valid Cases	95					

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.89.

b. The standardized statistic is 1.414.

Table 5.11 shows that the exact p-value is > 0.05 there is no significant difference between the employment status of the respondents and their perception of SEs being drivers of community development. 12% which is the minority of the respondents highlighted that they did not know if SEs are drivers of community development. This implies that the majority of the respondents do contend that SEs are drivers of community development. It can be concluded that the role of SEs as drivers of community development is significant to a large number of respondents compared to the 12% minority who did not know.

Crosstab 5.12: Social Entrepreneurs have a positive impact in the community * GENDER

		GENDER		Total
		FEMALE	MALE	
Social Entrepreneurs have a positive impact in the community	Neither disagree nor agree	7	20	27
	Agree	23	16	39
	Strongly agree	15	14	29
Total		45	50	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	7.073 ^a	2	.029	.027		
Continuity Correction						
Likelihood Ratio	7.308	2	.026	.025		
Fisher's Exact Test	7.078			.027		
Linear-by-Linear Association	2.623 ^b	1	.105	.111	.068	.029
N of Valid Cases	95					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.51.

b. The standardized statistic is 1.620.

According to Table 5.12 the exact p-value is < 0.05 and this implies that there is a significant difference between the gender of the respondents and their perception of SEs having a positive impact in the community. The findings show that the majority of the women agreed with this statement; on the other hand, the majority of the males neither agreed nor disagreed with the statement. There is an emerging trend towards the males; their level of involvement with SE projects according to table 5.7 is low. Moreover; only males according to table 5.8 did not know if SEs are drivers of community development. There is need for SEs to tackle this and formulate specific strategies targeting males.

Crosstab 5.13: Social Entrepreneurs have a positive impact in the community * Recoded_Age

		Recoded_Age			Total
		18 - 30	31-35	36-45	
Social Entrepreneurs have a positive impact in the community	Neither disagree nor agree	17	0	10	27
	Agree	22	8	9	39
	Strongly agree	12	7	10	29
Total		51	15	29	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	8.632 ^a	4	.071	.071		
Continuity Correction						
Likelihood Ratio	12.750	4	.013	.018		
Fisher's Exact Test	10.225			.034		
Linear-by-Linear Association	.669 ^b	1	.413	.456	.229	.043
N of Valid Cases	95					

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 4.26.

b. The standardized statistic is .818.

Table 5.13 shows that the exact p-value is > 0.05, therefore, there is no significant difference between the age of the respondents and their perception of SEs having a positive impact in the community. The majority of the respondents agreed that SEs do have a positive impact in the community with the youth comprising of 56% of the respondents who agree. This trend in the data highlights that the youth do have a positive perception on the SEs. The majority of the youth respondents aged 18 to 30 years old strongly agreed that SEs are drivers of community development in previous table 5.9.

**Crosstab 5.14: Social Entrepreneurs have a positive impact in the community *
 Recoded_Education_Level**

		Recoded_Education_Level				Total
		NO FORMAL EDUCATION	MATRIC	CERTIFIC ATE	DIPLOMA or BACHELOR'S DEGREE	
Social Entrepreneurs have a positive impact in the community	Neither disagree nor agree	10	10	6	1	27
	Agree	11	14	10	4	39
	Strongly agree	6	9	8	6	29
Total		27	33	24	11	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2- sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	5.233 ^a	6	.514	.527		
Continuity Correction						
Likelihood Ratio	5.373	6	.497	.527		
Fisher's Exact Test	4.946			.560		
Linear-by-Linear Association	4.483 ^b	1	.034	.035	.020	.006
N of Valid Cases	95					

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 3.13.

b. The standardized statistic is 2.117.

Table 5.14 illustrates that the exact p-value is > 0.05, therefore, there is no significant difference between the level of education of the respondents and their perception of SEs having a positive impact in the community. The majority of the matriculants agreed that the SEs have a positive impact in the community. This can be attributed to the educational support they get from the majority of the SEs.

**Crosstab 5.15: Social Entrepreneurs have a positive impact in the community *
 Recoded_Employment**

		Recoded_Employment			Total
		EMPLOYED	UNEMPLOYED	STUDENT or OTHER	
Social Entrepreneurs have a positive impact in the community	Neither disagree nor agree	13	8	6	27
	Agree	8	24	7	39
	Strongly agree	18	9	2	29
Total		39	41	15	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	14.920 ^a	4	.005	.004		
Continuity Correction						
Likelihood Ratio	15.585	4	.004	.005		
Fisher's Exact Test	14.945			.004		
Linear-by-Linear Association	2.529 ^b	1	.112	.134	.067	.021
N of Valid Cases	95					

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 4.26.

b. The standardized statistic is -1.590.

According to Table 5.15, the exact p-value is < 0.05 hence there is a significant difference between the employment status of respondents with regards to their perception of SEs having a positive impact on the community. 61% of the respondents who agreed to this statement were the unemployed. Unemployment is a social ill affecting 42% of the respondents who strongly agreed that SEs are drivers of community development as per table 5.11. This correlates with the findings in table 5.15 as the unemployed respondents have the highest perception that SEs a positive impact in the community.

Crosstab 5.16: Social Entrepreneurs are innovators of social change * GENDER

		GENDER		Total
		FEMALE	MALE	
Social Entrepreneurs are innovators of social change	Neither disagree nor agree	9	11	20
	Agree	28	28	56
	Strongly agree	14	5	19
Total		51	44	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	3.969 ^a	2	.137	.142		
Continuity Correction						
Likelihood Ratio	4.123	2	.127	.142		
Fisher's Exact Test	3.941			.142		
Linear-by-Linear Association	3.129 ^b	1	.077	.081	.053	.027
N of Valid Cases	95					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.80.

b. The standardized statistic is -1.769.

According to Table 5.16, the exact p-value is >0.05 , therefore, there is no significant difference between the gender of the respondents and their perception of SEs as innovators of social change. The majority of females however strongly agreed that SEs are innovators of social change. This might be explained by the findings in table 5.8 as the females were more involved in community projects than their counterparts; as such they strongly agree that SEs are innovators of social change.

Crosstab 5.17: Social Entrepreneurs are drivers of social change * Recoded_Age

		Recoded_Age			Total
		18 - 30	31 – 35	36-45	
Social Entrepreneurs are innovators of social change	Neither disagree nor agree	8	3	9	20
	Agree	29	11	16	56
	Strongly agree	14	1	4	19
Total		51	15	29	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	6.020 ^a	4	.198	.199		
Continuity Correction						
Likelihood Ratio	6.265	4	.180	.205		
Fisher's Exact Test	5.573			.229		
Linear-by-Linear Association	4.060 ^b	1	.044	.048	.027	.010
N of Valid Cases	95					

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 3.00.

b. The standardized statistic is -2.015.

According to Table 5.17, the exact p-value is > 0.05 hence there is no significant difference between the gender of the respondents and their perception of SEs being drivers of social change. 59% of the respondents agreed that SEs are using new methods to create social change in the community. Of the 59% who agreed to this statement, the majority were the youth. This shows that the majority of the youth acknowledged the new methods used by SEs.

Crosstab 5.18: Social Entrepreneurs are drivers of social change * Recoded_Education_Level

		Recoded_Education_Level				Total
		NO FORMAL EDUCATION	MATRIC	CERTIFIC ATE	DIPLOMA or BACHELOR'S DEGREE	
Social Entrepreneurs are innovators of social change	Neither disagree nor agree	6	3	10	1	20
	Agree	15	21	12	8	56
	Strongly agree	6	9	2	2	19
Total		27	33	24	11	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	11.299 ^a	6	.080	.078		
Continuity Correction						
Likelihood Ratio	11.395	6	.077	.102		
Fisher's Exact Test	10.436			.093		
Linear-by-Linear Association	.889 ^b	1	.346	.374	.195	.042
N of Valid Cases	95					

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 2.20.

b. The standardized statistic is -.943.

Table 5.18 shows that the exact p-value is > 0.05 hence there is no significant difference between the educational level of the respondents and their perception of SEs being drivers of social change. Of the 56% of the respondents who agreed to this perception, the majority of these respondents were matriculants. This could be because of the use new methods that the SEs have adopted to assist matriculants to better their grades such as the increase in volunteerism in giving tutorials to matriculants.

Crosstab 5.19: Social Entrepreneurs are drivers of social change

*** Recoded_Employment**

		Recoded_Employment			Total
		EMPLOYED	UNEMPLOYED	STUDENT or OTHER	
Social Entrepreneurs are innovators of social change	Neither disagree nor agree	10	9	1	20
	Agree	20	24	12	56
	Strongly agree	9	8	2	19
Total		39	41	15	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	3.921 ^a	4	.417	.423		
Continuity Correction						
Likelihood Ratio	4.376	4	.357	.381		
Fisher's Exact Test	3.648			.459		
Linear-by-Linear Association	.154 ^b	1	.695	.738	.390	.082
N of Valid Cases	95					

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 3.00.

b. The standardized statistic is .392.

Table 5.19 illustrates that the exact p-value is > 0.05, therefore, there is no significant difference between the employment status of the respondents and their perception of SEs being drivers of social change. However, 50% of the respondents who neither agreed nor disagreed with this perception were the employed. This category also has 48% of the respondents who neither agree nor disagree with the perception that SEs have a positive impact in the community according to table 5.15. It can be noted that there is need for SEs to devise strategies that would be tailor made for the employed group to ensure that there are projects that also engage them so as to improve the perception about SEs in the employed category which is currently dominated by a neither agree nor disagree opinion.

Crosstab 5.20: How significant is the SE's role towards community development? * GENDER

		GENDER		Total
		FEMALE	MALE	
How significant is the SE's role towards community development?	Disagree	4	3	7
	Neither disagree nor agree	13	5	18
	Agree	23	26	49
	Strongly agree	11	10	21
Total		51	44	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	3.433 ^a	3	.330	.325		
Continuity Correction						
Likelihood Ratio	3.541	3	.315	.334		
Fisher's Exact Test	3.455			.320		
Linear-by-Linear Association	1.015 ^b	1	.314	.329	.189	.060
N of Valid Cases	95					

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.24.

b. The standardized statistic is 1.008.

According to Table 5.20, the exact p-value is > 0.05 hence there is no significant difference between the gender of the respondents and their perception of the role of SEs being significant. However, it should be noted that for the first time, males respondents were the majority of the respondents who agree with this statement compared to their female counterparts. Therefore, despite Table 5.6 showing that males are less aware of the community projects and Table 5.7 showing that they are less involved in the projects compared to females. They, however, see the significance of the SEs; this shows that males are therefore not disinterested in the social entrepreneurial activities as they acknowledge the significant role played by SE in community development. There is a need to communicate better with the males and improve their awareness towards community projects and encourage them to participate more.

Crosstab 5.21: How significant is the SE's role towards community development? ***Recoded_Age**

		Recoded_Age			Total
		18 - 30	31-35	36-45	
How significant is the SE's role towards community development?	Disagree	4	1	2	7
	Neither disagree nor agree	9	2	7	18
	Agree	26	10	13	49
	Strongly agree	12	2	7	21
Total		51	15	29	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	2.287 ^a	6	.892	.906		
Continuity Correction						
Likelihood Ratio	2.324	6	.888	.910		
Fisher's Exact Test	2.294			.920		
Linear-by-Linear Association	.046 ^b	1	.831	.837	.441	.053
N of Valid Cases	95					

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.11.

b. The standardized statistic is -.214.

Table 5.21 shows that the exact p-value is > 0.05 hence there is no significant difference between the age of the respondents and their perception of SEs having a significant role in community development. Of the respondents who agreed with this statement, 53% were the youth. There is a trend emerging from the data, on the perception that the respondents have about SEs. The majority of the community members agreed to SEs being drivers of community development in Table 5.10. However when it came to SEs being innovative in their methods, having a significant role in the community and having a positive impact in the community, the majority of the people in the community merely agreed to these perceptions; the likert dropped. There is still need for strategies to be devised to get the community to better embrace the practical side of the social entrepreneurial activities.

Crosstab 5.22: How significant is the SE's role towards community development? *

Recoded_Education_Level

		Recoded_Education_Level				Total
		NO FORMAL EDUCATION	MATRIC	CERTIFIC ATE	DIPLOMA or BACHELOR'S DEGREE	
How significant is the SE's role towards community development?	Disagree	1	4	1	1	7
	Neither disagree nor agree	8	5	4	1	18
	Agree	11	16	14	8	49
	Strongly agree	7	8	5	1	21
Total		27	33	24	11	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	7.338 ^a	9	.602	.620		
Continuity Correction						
Likelihood Ratio	7.423	9	.593	.681		
Fisher's Exact Test	6.714			.671		
Linear-by-Linear Association	.001 ^b	1	.980	1.000	.516	.050
N of Valid Cases	95					

a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is .81.

b. The standardized statistic is .025.

According to Table 5.22, the exact p-value is > 0.05 meaning that there is no significant difference between the education level of the respondents and their perception on SEs playing a significant role towards community development. The minority of the respondents, however, disagreed with this statement; Table 5.22 shows that 7% of the respondents disagreed with this statement. Of the 7%, the majority of the respondents are matriculants. Despite this category having a positive perception on SEs, some of them think their role is not significant to them. On the other hand, the majority of respondents who strongly agreed to this perception were matriculants. With the trend recurring from the data SEs are indeed significant to the matriculants however there is need to interact with the 7% that disagreed with the significance of SEs as there are a number of projects targeting matriculants.

**Crosstab 5.23: How significant is the SE's role towards community development? *
Recoded_Employment**

		Recoded_Employment			Total
		EMPLOY ED	UNEMPLOY ED	STUDENT or OTHER	
How significant is the SE's role towards community development?	Disagree	1	5	1	7
	Neither disagree nor agree	10	5	3	18
	Agree	19	21	9	49
	Strongly agree	9	10	2	21
Total		39	41	15	95

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	5.350 ^a	6	.500	.512		
Continuity Correction						
Likelihood Ratio	5.675	6	.461	.521		
Fisher's Exact Test	5.216			.508		
Linear-by-Linear Association	.230 ^b	1	.631	.668	.347	.061
N of Valid Cases	95					

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.11.

b. The standardized statistic is -.480.

According to Table 5.23, the exact p-value is > 0.05 there is no significant difference between the employment status of the respondents and their perception of SEs playing a significant role in community development. The unemployed respondents continue to have a positive perception about SEs as the majority of the category agrees with the statement. However the employed also continue their trend of having the majority of respondents who neither agree nor disagree with this notion. There is indeed need to devise projects that are significant to the employed.

Crosstab 5.24: Have the SE's programmes created sustainable change in your life? * GENDER

		GENDER		Total
		FEMALE	MALE	
Have the SE's programs created sustainable change in your life?	YES	46	29	75
	NO	8	21	29
Total		54	50	104

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	9.541 ^a	1	.002	.002	.002	
Continuity Correction ^b	8.237	1	.004			
Likelihood Ratio	9.774	1	.002	.002	.002	
Fisher's Exact Test				.002	.002	
Linear-by-Linear Association	9.449 ^c	1	.002	.002	.002	.001
N of Valid Cases	104					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.94.

b. Computed only for a 2x2 table

c. The standardized statistic is 3.074.

According to Table 5.24 the exact p-value is < 0.05, therefore, there is a significant difference between the gender of the respondents and their perception about SEs creating sustainable change. It should be noted that the majority of the females agreed to this statement, with the majority of males having a contrary view and disagreeing that the SEs have created a sustainable change in their lives. There is need for SEs to engage males and have strategies to improve this perception.

Crosstab 5.25: Have the SE's programmes created sustainable change in your life? * Recoded_Age

		Recoded_Age			Total
		18 - 30	31 - 35	36-45	
Have the SE's programs created sustainable change in your life?	YES	38	11	26	75
	NO	19	5	5	29
Total		57	16	31	104

Chi-Square Tests

	Value	Df	Asymptotic Significance (2- sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	3.062 ^a	2	.216	.220		
Continuity Correction						
Likelihood Ratio	3.278	2	.194	.201		
Fisher's Exact Test	3.124			.199		
Linear-by-Linear Association	2.753 ^b	1	.097	.110	.061	.025
N of Valid Cases	104					

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.46.

b. The standardized statistic is -1.659.

Table 5.25 shows that the exact p-value is > 0.05 hence there is no significant difference between the age of the respondents and their perception of SEs being drivers of community development. The majority of the youth agreed to this statement hence the youth have the perception that SEs create sustainable change in their lives.

Crosstab 5.26: Have the SE's programmes created sustainable change in your life? *

Recoded_Education_Level

		Recoded_Education_Level				Total
		NO FORMAL EDUCATION	MATRIC	CERTIFICA TE	DIPLOMA or BACHELOR'S DEGREE	
Have the SE's programs created sustainable change in your life?	YES	23	25	21	6	75
	NO	7	11	3	8	29
Total		30	36	24	14	104

Chi-Square Tests

	Value	Df	Asymptotic Significance (2- sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	9.221 ^a	3	.026	.026		
Continuity Correction						
Likelihood Ratio	8.988	3	.029	.037		
Fisher's Exact Test	8.642			.032		
Linear-by-Linear Association	1.608 ^b	1	.205	.235	.124	.039
N of Valid Cases	104					

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.90.

b. The standardized statistic is 1.268.

According to Table 5.26 the exact p-value is < 0.05 hence there is a significant difference between the educational level of the respondents and their perception of SEs creating sustainable change in their lives. It should be noted that in all categories except for respondents with diplomas or degrees, the majority of respondents per category thought the SEs have created sustainable change in their communities. However, respondents with diplomas or degrees who are the majority of this category thought that the SEs have not yet created sustainable change in their communities. Furthermore, it can also be noted that the community projects ranging from education, to placement of matriculants, gardening, computers and so on do not fully satisfy the needs of people with diplomas and degrees. Therefore there is need to incorporate projects that would create sustainable change for this category to ensure that the concept of SE is not limited to the unemployed and the uneducated.

Crosstab 5.27: Have the SE's programmes created sustainable change in your life? *

Recoded_Employment

		Recoded_Employment			Total
		EMPLOYED	UNEMPLOYED	STUDENT or OTHER	
Have the SE's programs created sustainable change in your life?	YES	7	33	35	75
	NO	11	9	9	29
Total		46	42	16	104

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact p-value (2-sided)	Exact p-value (1-sided)	Point Probability
Pearson Chi-Square	7.633 ^a	2	.022	.023		
Continuity Correction						
Likelihood Ratio	6.925	2	.031	.036		
Fisher's Exact Test	6.911			.034		
Linear-by-Linear Association	3.741 ^b	1	.053	.067	.038	.019
N of Valid Cases	104					

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.46.

b. The standardized statistic is 1.934.

According to Table 5.27, the exact p-value is < 0.05, therefore, there is a significant difference between the employment status of the respondents and their perception of SEs creating sustainable change. The majority of the respondents in all categories agreed to this perception however, of those who agreed a minority of 9% are employed. Furthermore the employed category had the majority of the respondents 38% disagreeing that SEs create a sustainable change. As mentioned previously in regards to this group, they neither agree nor disagree with most of the perceptions discussed previously there is need for an aggressive plan to incorporate this group in the social projects.

5.6.4 Key issues and trends emerging from the quantitative data

Females were more aware of the projects implemented by SEs compared to males. Moreover, females were more involved in the community projects compared to males. However, in both cases for males and females their level of awareness did not correlate to their level of involvement in the projects. As the level of involvement was less than their level of awareness about the projects, in particularly the males. Hence there is need for SEs to

improve the level of involvement, as it is apparent that awareness does not necessarily improve the level of involvement in the community projects.

There was a significance difference between the gender of the respondents and their perception of SEs being drivers of community development. The majority of respondents strongly agreed that SEs are drivers of community development, the majority of these respondents were females. Males on the other hand, had the majority of respondents who did not know whether SEs are drivers of community development. This might be due to their minimal involvement in the community projects. The youth also had a positive view about SEs being drivers of community development, the majority of this category were matriculants. This positive view from the youth might be due to the numerous projects targeting the youth. However, it should be noted that the people who were educated possessing diplomas or degrees had the least people strongly agreeing that SEs are drivers of community development.

There was also a significance difference between the gender of respondents and their perception of SEs having a positive impact in the community. The data revealed that the majority of women agreed to this statement, however, the males had the majority of respondents who neither agreed nor disagreed with this statement. This could be due to the females' high awareness and involvement in the community whereas. Whereas, the lack of a viewpoint by males regarding SEs having a positive impact involvement in the projects. Might be due to their low involvement in the community projects hence some males would lack knowledge on the impact made by SEs. There is need for SEs to address this trend of some males being less aware of community projects, less involved, not knowing whether SEs are drivers of community development and having the majority of respondents without knowledge on the impact made by SEs.

However, the employed had the least respondents who thought SEs have a positive impact, so were the educated with diplomas and degrees. The employed also had the majority of respondents who had a neutral view about SEs having a positive impact in the community. They also had the highest of respondents who neither agreed nor disagreed that SEs are drivers of community development. There is therefore a need to devise projects that would entice the employed and the educated. So as to have programmes that are holistic and inclusive of the whole community.

There was a significance difference between the employment status of respondents with regards to their perception of SEs having a positive impact. With unemployment affecting

42% of the respondents, it is understandable that they had the highest respondents strongly agreeing that SEs have a positive impact in the community.

In terms of innovation, females also thought that SEs were innovative in their projects. This might be due to the various projects that target to improve the skills set of females and empower them. Males and females for the first time had the same number of respondents who thought that SEs are innovative. This showed that though males might be less aware, less involved in the community projects they do acknowledge the innovative efforts from SEs. As such the category of males should not be regarded as disinterested in community projects.

There was a significance difference between the gender of respondents and their perception about SEs creating a sustainable change in their lives. Females had the majority of respondents recognising the sustainability of the projects, while their male counterparts had a contrary view as the majority disagreed with this view. There was also a significance difference between the educational level of respondents and their perception on sustainability. Excluding the respondents with diplomas and degrees the majority of the respondents thought that the community projects were sustainable. This implies that the people with diplomas or degrees do not perceive the various initiatives ranging from gardening, computer training, matric support and so on, to be sustainable. As alluded, to previously there is need to devise projects that are inclusive and would be perceived to be beneficial to the educated so that this category can have better perceptions about SEs and their projects.

Though the majority of respondents acknowledged that SEs are drivers of community development by strongly agreeing to this view. It should be noted that their view slightly changed when the majority merely agreed to SEs having innovative methods, being significant and having a positive impact. This might show that SEs have been noticeable in their role as architects of community development, however there is room for improvement for the practise. As different sub-groups including males, the employed and the educated can be engaged in a better way with the various community projects so as to improve the current perception and attitudes they have towards SEs.

5.7 Summary of key findings

Challenges faces by SEs

Like business entrepreneurs, SEs face internal and external threats. Funding, the lack of buy-in by community members on projects and scaling-up challenges are some of the major

problems faced by SEs. However, it should be noted that these challenges are within the control of SEs and can be dealt with internally by the SEs.

Some SEs like Social Justice Coalition face external challenges such as the lack of proper policies on sanitation to address the need for adequate and proper sanitation. Moreover, the economic recession is an external factor which contributes to the unavailability of jobs making the unemployment crisis to be worse. With SEs like Etafeni and the educational SEs whose aim is to better assist the community so that they can have better job placement opportunities, economic recession does adversely impact their goals .

It can be noted that as the economic recession prevails; SEs must work together with the communities to create projects that will ensure that the community can fend for their families without relying on employment opportunities from the public and private sector. Wang (2012:306) asserts that economic recession worsens the social problems in a community like unemployment, healthcare and so on however there is need for SEs to come up with innovative methods and “not just a solution”. Wang further states that creating self employment opportunities is becoming more relevant than seeking employment in this recession period where companies are actually retrenching than hiring.

Opportunities created by SEs

The creation of networks and partnerships across the private, public and civil society has proven to be useful in supporting the social mission of SEs, hence enabling SEs to be able to attain their goals.

There is a realisation that the government cannot alleviate social problems on its own and there is therefore a need for various role players to be engaged in order to tackle the social challenges in the communities. Social problems have long existed; however, the innovative solutions to alleviate these problems will provide social change in communities. The SEs have created social change through their various projects and the study found out that educational programmes and skills development projects like computer training , beading, subsistence farming and so on all work towards economic empowerment of community members. This shows that the SEs in reality play a dual role, that is in their pursuit to address social problems some of their projects add value to the community and empower the people economically hence SEs play a socio-economic role.

Social impact

It can be noted that the SEs do have an impact in the communities they operate in. However, the majority of the SEs are still focusing on the local needs of the communities they operate

in, with few SEs replicating their ideas across the nation. It can be seen that there is still need for replication of projects so as to have a greater impact in communities.

The majority of the community members agreed that SEs have an impact towards community development. However, it should be noted that a significant number of respondents neither agreeing nor disagreeing that SEs have an impact in terms of community development. Therefore there is a need for SEs to form better networks with the communities they operate in. If there is better community embeddedness more community members would be involved with the projects and ultimately realise a better impact in the community.

5.8 Chapter summary

The chapter dealt with the analysis of data accumulated by the use of questionnaires and interviews. The relevant data was analysed so as to be able to describe facts and detect patterns, the identified categories or themes enabled the researcher to be able to understand the phenomenon being studied. The following chapter will discuss the findings, conclusions and recommendations made based on the data which was analysed in this chapter. The next chapter also provides direction for further research as the research questions are answered and the research objectives are accomplished.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The main purpose of this study was to investigate the role of social entrepreneurs in community development. The study specifically sought to understand the practice of social entrepreneurship in townships namely Khayelitsha and Nyanga. These communities are burdened by numerous social ills ranging from poor sanitation, poor infrastructure, nutritional deficiencies, and so on. Hence the study of the role played by SEs in these communities gave insight on how the community itself perceives the contribution of SEs in community development. This final chapter consists of a discussion of key the findings, recommendations emanating from the findings, contribution of the study, conclusion and direction for further studies.

6.2 Discussion of the key findings

For the purpose of meeting the research objectives of this study and thus achieving the purpose of the study, the following research questions had to be answered:

1. What is the role of social entrepreneurs in community development?
2. What opportunities have social entrepreneurs brought to the township in terms of community development?
3. What problems do SEs face as drivers of community development?
4. What strategies have SEs formulated to deal with the problems they face as drivers of social change?
5. What new methods do SEs adopt to deal with the social problems faced by the community?
6. Do the interventions from SEs create social change?
7. Do social entrepreneurs measure social impact?

The above research questions will be discussed in the following section in the context of the data analysed in Chapter 5 and the literature reviewed so as to bring to fore the key findings of the study.

6.2.1 Problems emerging for SEs

To be able to ascertain the role played by SEs in terms of community development the researcher had to understand firstly the problems and opportunities faced by SEs in the townships they operate in. The SEs face numerous challenges in the communities they operate in. However, from the findings, it was apparent that they face internal challenges that they have control over and external challenges from the external environment, political factors, economic factors, legal factors and so on. Lack of funding was the prevalent internal

challenge faced by the some of the SEs. The SEs who faced this challenge were hybrid SEs; who have other income generating activities. This finding highlights that in practice just as in the case of business entrepreneurs, the lack of sufficient income can hinder the operations of a venture. This corroborates with Verreynne and Miles' (2013:114) view that SEs are often hindered by funding and this can be a constraint in achieving their goals; however if SEs "proactively employ" innovative solutions like building new relations to source funds, this challenge can be averted. This view does affirm that funding can be controlled internally, as they can "proactively employ" strategies themselves to ensure that they curb the challenge of lack of funding.

Some SEs highlighted that though the lack of funding hinders their operations, they would rather seek other avenues for assistance than to get assistance from the government as the funding comes with rigid conditions on how to run the community projects. This notion, therefore, disputes Bosma, Lepoutre, Justo and Terjesen's (2013:712) assertion that the absence of welfare funding from the state causes the creation of "double-purposed SEs" the hybrid ventures. Hence it can be noted that in practice, the SEs assume the hybrid structure despite the availability of funding from the government as they wish to operate their ventures independently from government restrictions.

However, Nelson and Zadek (2011:18) in their findings on new social partnerships further assert the disadvantages of partnering with the government. These include the inability to maintain communication between SEs and the government, this involves communication about the implementation of the projects in communities by SEs to the government as such when there is lack of communications the outcomes of the projects may not be satisfactory especially to the government which would be the funder. Gomez-Jauregui (2004:44) explain that in the absence of contractual agreements between SEs and the government it is challenging to foster accountability as there would be no outlined rules and procedures on what is expected from the SEs or the government. This might result in the "sacrificing of the social entrepreneur's autonomy" (Gomez-Jauregui, 2004:44).

Despite the drawbacks of partnering with the government there is a consensus that such a relationship is valuable and has advantageous benefits (Alana et al., 2008; Gomez-Jauregui, 2004; Yakovleva & Alabaster, 2004). Alana, Hartwig and Merson (2008:56) assert that government involvement is beneficial to the SEs as it will ensure that SEs achieve greater efficiency in their projects due to better funding, provision of training, collaborative advocacy and other aspects that the government can avail. They further state that the joining of efforts will ensure the reduction of duplicating services by the government as SEs do have initiatives that are similar to the government as such by working together this will ensure that resources

are channelled to a particular project. Hence it can be noted that such a partnership despite its drawbacks; it does have aspects that can be beneficial for SEs and improve their operations.

However, SEs do face external challenges, the majority of respondents highlighted that the lack of buy-in from the community, scalability problems and non-existing policies to support their mission were the main challenges that hindered them.

The lack of buy-in was a cause for concern as the findings from the community members show that the majority of the respondents were not involved in the community development projects. This corroborates with Hart's (2012:63) assertion that the lack of buy-in can be a hindrance to the role played by SEs. However, Hart maintains that it is essential to strengthen relations with the community; this will improve awareness about community projects. Awareness will thus ensure better buy-in from the community members. However, the findings do not entirely concur with Hart's assertion that the increase of awareness improves buy-in. The majority of respondents were aware of the community projects from the SEs, however, the number of respondents who were involved in the projects were lower than the ones aware of the project. The researcher argues that awareness on its own is not a panacea for the lack of buy-in. Therefore there is need to devise more strategies to ensure that the community members are more involved in the community projects.

In terms of scalability, the findings show that only a minority of SEs are scaling-up their projects; that is there are less SEs sharing their innovation with other organisations so as to expand their ideas and impact communities on a larger scale. It can be noted that most of the SEs are still focusing on serving the immediate social needs of the townships. This affirms Smith and Stevens' (2010:578) classification of social entrepreneurs as they classify SEs focusing on local needs as Social Bricoleurs these are at grassroots level. As such it can be noted from the findings that a majority of SEs are Social Bricoleurs focusing on immediate local needs. However, SEs struggling with scaling-up like Word Works attributed this difficulty to resources though the desire to spread their project is there, the lack of funds hinders them from scaling-up. Smith and Stevens (2010:581) acknowledge that the lack of resources can limit the ability of an SE to scale-up.

However, the International Labour Organisation (2011:20) have a different viewpoint about the resources hindering scalability. SEs can replicate their ideas without the need for large funds by creating portfolios in their organisations. Partnering with other organisations would also enable them to carry out their ideas elsewhere without the need for exorbitant resources and this ensures that SEs improve their social impact. This concurs with the life cycle of a

social entrepreneur as Ashoka highlights that the more an idea is replicated by SEs, the greater the social impact it renders to the community (Kapoor & Sen, 2007:542).

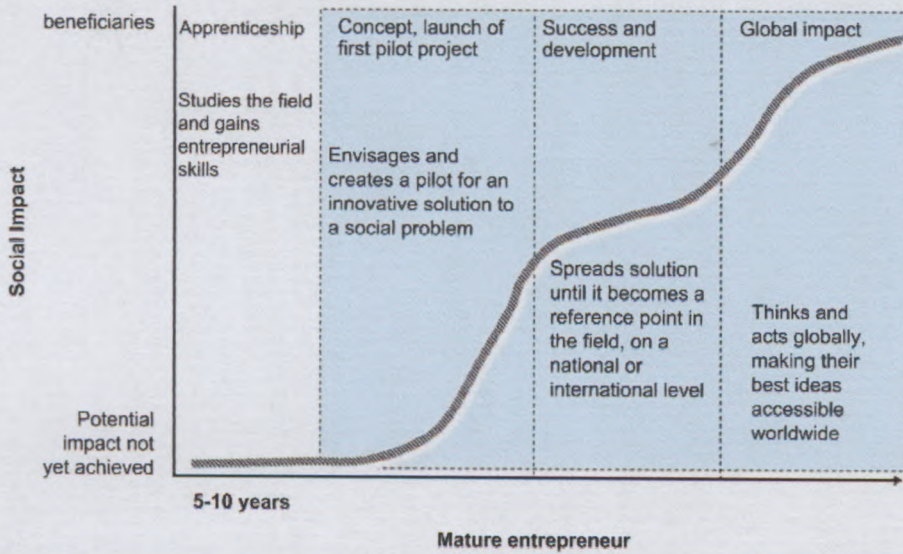


Figure 6.1: Life cycle of a social entrepreneur. (**Source:** Kapoor & Sen, 2007:542).

It can therefore be argued that the majority of the SEs have not yet replicated their models and made themselves reference points in their specific field, implying that the social impact of these SEs is still minimal as they are assisting a limited number of beneficiaries.

Lastly, the non-existence of sanitation policies is currently a setback for Social Justice Coalition. The respondent noted that it is a difficult to ensure that there is proper sanitation if the government does not have a policy in place for permanent toilets structures. Meier, Pardue, and London (2012:5) in their study of “policy framework for community participation in the Western Cape province” also noted that the lack of proper policies does not only affect SEs but other sectors like the health sector. Meier et al. (2012:5) maintain that the government can make promises to deliver certain things; however if the promises are not governed by a certain policy it makes it difficult to make the government to be accountable.

6.2.2 Opportunities emerging for SEs as drivers of community development

As the SEs devise various community projects, different opportunities are created as a by-product of their operations. With the practice of SE previously regarded to be blurry it is essential to understand the role played by SEs towards community so as to comprehend the opportunities that arise in the field of SE (Plaskoff, 2012:439). Thomas (2004:20) maintains that as the SEs communicate their vision and mission to various stakeholders including the private sector, public sector and civil society, their role becomes less ambiguous and this creates valuable partnerships as more people understand their role. This concurs with the

findings of this study as the majority of SEs highlighted that the constant communication of their vision and mission has gradually lead to improved awareness, furthermore as their vision becomes clear it makes it easier for SEs to implement their objectives. As their projects yield the intended outcomes, the formation of the desired partnerships becomes easier.

Some of the respondents also highlighted that it is essential not to work in isolation; the example of Abalimi bezekhaya and the Etafeni was phenomenal. The two SEs collaborate their gardening projects by letting Abalimi bezekhaya mentor community members from Etafeni and empower them with the needed skills to set-up their gardens. Since Abalimi bezekhaya has more knowledge about subsistence farming their partnership with Etafeni yields better social impact.

It is therefore apparent that SEs have a better chance of alleviating social problems when the practitioners themselves work together to ensure better outcomes and a greater impact compared to when they work in isolation. Hence SEs achieve better impact as drivers of community development by working together.

6.2.3 Role of SEs in community development

The cornerstone of the concept of social entrepreneurship is rooted in the ability of the SEs to identify a social need(s) and devise an innovative plan to meet that particular social need(s). The findings highlight that all the SEs have identified specific needs in the communities they operate in ranging from educational programs, youth development, women empowerment, skills development and so on. It should be noted that from all the SEs interviewed; a minority of the SEs focus on alleviating social problems within a larger geographic area. The majority of respondents focus on the local needs of Khayelitsha or Nyanga.

Moreover, it can be noted that as the SEs identify the social needs of the community like alleviating the lack of education, job creation through skills development and so on. Through the various community projects the SEs thus empower the community to get better jobs by passing matric, creating income through projects like beading. It can be argued that SEs do not only play a social role but rather they are socio-economic drivers of community development. This corroborates with the findings of Hervieux, Gedajlovic and Turcotte (2010:58) on legitimising social entrepreneurship they assert that though SEs have a social mission their role does not only alleviate social needs but tackles economic aspects like sustainable income generation for community members as such they play a socio-economic role.

Hence it can be noted that the majority of the SEs do not simply foster social change which is the foundation of some definitions of social entrepreneurship from researchers like (Ebrashi, 2013b; Kury, 2012; Perrini *et al.*, 2010). Hence, SEs should also be viewed as socio-economic agents and not social change agents only.

6.2.4 Opportunities brought by SEs

In reference to the role played by SEs, various opportunities emerge as SEs engage with the community members to develop the various townships. These opportunities will be summarised below.

6.2.4.1 Improved educational standards

The findings reveal that the majority of the SEs had educational programs incorporated in their various projects. This could have been propelled by “a shortage of teachers, underqualified teachers and poor teacher performance. This has resulted in poor learner standards and results” (Prew, 2009:1). As such the engagement of SEs with the educational programs is deemed to be pivotal in improving the performance of learners. The SEs have thus introduced different educational programs ranging from early childhood education to matric support. This has resulted in tremendous outcomes like improved chances to get into tertiary.

According to most respondents, there is a need to ensure that there is more educational support in townships as the apartheid system did disadvantage these communities, from the poor infrastructure of the schools to the high teacher to student ratio. Hence more vigorous strategies need to be adopted by the government to improve the education standards in township as this social ill cannot be eradicated by SEs. There is need for more stakeholders to get involved and improve the education standards even more.

From these findings the researcher can assert that the academic support has led to the empowering of the community as more learners get to pass matric and have a choice on pursuing academic studies further or getting employed. The SEs have given the people the power to make choices which they previously could not make as their inability to pass matric would have decided their fate. Madan (2007:4) maintains that when the projects run by SEs have a certain consequence that changes the lives of individuals during or after its activities this change is known as “outcomes” and these are long-term effects of the projects. Hence the SEs have made significant outcomes through empowering the community to have the ability to make choices for their future and not be hindered by poor academic results. However more can be done by SEs to track the actual number of students who have

benefited from these educational programs. With some organisations being founded in 1943, 2001, 2005 and so on; the SEs should be able to state that they have assisted a certain number of learners progressively and if possible show the initial academic performance of the learners and the later improved performance. This is essential as it enables various stakeholders like the government, private and civil society to be able to grasp the opportunities created by SEs.

6.2.4.2 Economic empowerment

The SEs highlighted activities that have promoted economic empowerment; ranging from computer training which the respondent highlighted that through the ability to use computers the youth are now able to qualify for jobs. The lack of computer skills previously disadvantage people from townships as they were not technologically vest and this usually led to them not getting selected by employers.

The other SEs embark on training the youth to be baristas at a low fee and this enables the trainees to get employment in other coffee shops. Beading for women also emerged as a method to generate income for their families. The social entrepreneur identified a market for these products and taught women how to make them and by so doing they generate income for their households. Lastly, subsistence farming has enabled some community members to be able to sell fresh vegetables in their communities and also generate income for their families.

It can be noted that common amongst these opportunities created is the teaching of particular skills, that hindered the positive progression of the community members in accessing opportunities that presented themselves like jobs as they did not have the required skills. However, these skills have changed the status quo as the community members are now able to fend for themselves due to various skills they have obtained from SEs. Pacheco, York, Dean and Sarasvathy (2010:989) corroborate this notion by stating that it is paramount for SEs to be able to challenge existing structures or practices and change the status quo this is a critical attribute about SEs. Their activities must change a certain identified social ill otherwise they become obsolete.

The economic empowerment findings corroborate with the responses from the community members as the majority of the respondents agreed that the role played by SEs is significant.

6.2.4.3 Opportunity identification

Opportunity identification is an essential attribute of any successful business entrepreneur or social entrepreneur as it is the first step for any type of entrepreneurship (Alvarez, 2001:755).

From the findings, the Department of coffee identified a model that did not exist in the townships that is barista training. Not only did this identification empower people economically; but it is an initiative that has to be singled out as it is an innovative attempt. The training of baristas in townships enables these trainees to be renowned baristas in well established companies in the city centre. Moreover the attempt to make the government to be accountable for the sanitation in Khayelitsha also displays the ability of Social Justice Coalition to find a gap to alleviate a burden in the society. Perrini, Vurro and Constanzo (2010:521) assert that opportunity identification in the social context should exhibit the social entrepreneur's awareness to the unexploited needs in the community and hence alleviate the burdens of the community.

The researcher argues that there is need to encourage SEs to engage more in opportunity identification. As it is being practised by a few SEs compared to the common educational and gardening programs which are valuable of course but however there is need to identify more opportunities in the townships apart from the well-known programs of education and gardening.

6.2.4.4 Improved food security

Most of the community respondents were unemployed hence food security would definitely be a challenge as there is no source of income to ensure adequate provision of food for their households. The findings highlighted that the use of community gardens by some SEs is proving to be a sustainable initiative to ensure healthy provision of food for various households. This has changed the norm as the community members previously had no initiative to eradicate hunger in their communities which was being caused by lack of employment. The SEs have brought an innovative solution as the home gardens are natured throughout the year.

This corroborates with the findings from community members as the majority of the respondents agreed with the view that SEs have created a sustainable change in their lives. Ebrashi (2013:190) affirms the finding on sustainable food security; by highlighting that the outcomes of SEs should have long term effects and provide life-changing solutions for the beneficiaries. It can be noted that the creation of home gardens is indeed a long-term solution for food security in the townships. Home gardens will also ensure that the community members embracing this project live a life independent of income from employment and able to provide food for their families.

6.2.4.5 Providing a redress channel for the community

The opportunities discussed thus far have provided solutions to various situations that the community was previously faced with like poor education, lack of food, lack of basic skills to

get employment and so on. Hence SEs view themselves as a redress channel that the community previously did not have. From the findings, it is clear that the majority of the SEs are expanding their projects to meet the increasing social needs in their communities. There is widespread evidence of some SEs revolving from having a single project to developing other projects so as to meet the rising social needs in their communities. It can be noted that the practice of SE is in line with the definitions of SE alluded to in chapter two. The practice of social entrepreneurship incorporates the “social” aspect into entrepreneurship by identifying the social needs of communities and implementing projects to meet these needs, by so doing they indeed create a redress channel in tackling socio-economic issues.

6.2.5 Strategies formulated by SEs to counter the challenges they face

As mentioned previously in the section that highlighted the problems faced by SEs; the SEs face various internal and external challenges hence they have devised strategies to counter these challenges. The creation of alliances and the formation of networks appeared as strategies to counter the lack of funding. As previously articulated, the majority of SEs highlighted that they wanted to be independent from government funding so as to avoid structured projects which would be difficult for the SEs to change. Hence the formation of alliances and networks with the private sector is seen as the optimum solution.

Kolk, Tulder and Kostwinder (2008:263) affirm this finding when they highlight that cross-sector partnerships also known as alliances are imperative as they allow the sharing of resources, capabilities and knowledge. Hence it is essential for SEs to align themselves with organisations that will improve their outcomes. However, Kolk *et al.* (2008:263) bring to fore some crucial insights when they postulate that a tripartite partnership that involves the private sector, the public and SEs is crucial in ensuring successful project or program outcomes.

From the findings discussed above, it is apparent that the majority of the SEs have rejected the partnership with the government which Kolk *et al.* (2008:263) warned against. They assert that it is crucial for the government to be involved in the alliance as they form and reform policies and legislations.

Thus the researcher argues that there are beneficial aspects as discussed in the findings of partnering with the government, hence partnering with government would result in more efficient projects with greater impact. As such, the majority of SEs should reconsider engaging the government in their projects.

On the other hand, external challenges like the lack of buy-in that impede on the social outcomes delivered by SEs can be countered by community embeddedness also coined as social connectivity. As noted in the findings, the level of awareness by community members

was not a problem, however, the involvement in the community projects was significantly lower. Hence most of the SEs have resorted to social connectivity in an attempt to improve communication with the community members and provide clarity on why it is beneficial for the community to participate in the various projects. The SEs are utilising low-cost communication methods like flyers and meetings in community centres in an attempt to engage with community members and the community leaders so that they may work together in the various community projects.

Di Domenico, Haugh and Tracey (2010:696) concurs with the strategy of community embeddedness by asserting that community embeddedness ensures an up-close relationship with the community enabling SEs to understand what drives the community culturally, the perceptions of a particular community about SEs and the political system governing the people. All these aspects are crucial in understanding the environment that SEs operates in. Moreover Urban (2008:350) suggests that the practice of community embeddedness is relevant in South Africa, a state which is driven by collectivism rather than individualism, hence SEs should devise strategies that target the community collectively in order to get their buy-in more easier compared to targeting people as individuals.

Scaling-up was seen as a challenge by most SEs as they highlighted that they were facing challenges in trying to replicate their models on a larger scale. However, some of the respondents highlighted that creating social networks would be valuable in connecting with other organisations who would like to share their social mission and vision. Li, Grimshaw and Nielsen (2009:2) affirm this strategy by explaining that social networking creates an opportunity to transfer knowledge amongst various partners. These social networks enable the creation of greater social outcomes compared to a single social entrepreneur thriving to expand their operations alone (Farmer & Kilpatrick, 2009:1652).

Lastly, some SEs explained that there is further need to lobby with the government so as to ensure that they get favourable regulations and policies that will enable them to better operate their ventures and fulfil their mandates. Bloom and Chatterji (2009:121) however suggest that mere lobbying does not guarantee SEs of a favourable outcome. They suggest that it is essential for SEs to incorporate strategies on lobbying the government and this may include engaging talented lobbyists and communication strategists. These people should be able to carry out research and have credible evidence to present to the government about the need for certain policy reforms or provisions. If such efforts fail; the last resort would be to engage the media and create a social movement for that cause so as to get the desired outcome (Bloom & Chatterji, 2009:121).

6.2.6 Innovative methods adopted by SEs

The majority of the respondents agreed that the SEs had adopted innovative methods to tackle the social problems in the communities. However, a significant number of community members neither agreed nor disagreed with this perception. This might be in line with the findings on the opportunities created by SEs that a minority of the SEs had identified new opportunities to tackle social ills. The existing projects are overlapping each other like the education projects, HIV testing and so on. Hence there is need for SEs to create more innovative ideas as they are entrepreneurs though social.

Innovative ways to tackle social problems are a defining factor for the social entrepreneurial process (Perrini et al. 2010; Ulhøi 2005; Smith Cronely and Barr 2012). Hence it can be argued that there is need to for SEs to devise more innovative ways to addressing social problems compared to the establishment of the same community projects. Such developments would improve the perception of the respondents who neither agreed nor disagreed with the notion that SEs have adopted innovative methods in tackling social problems.

6.2.7 Impact on social change

After understanding the role played by SEs and the opportunities they brought about; there was a need to understand whether the community members thought the SEs had an impact in their communities. The community leaders explained that the government and other non-governmental organisations have been working together for years to alleviate the social problems however their efforts were not sufficient. With SEs also being involved in relieving the social burdens, there have been noticeable changes like the gardening projects whose efforts are exhibited in the streets as they try and reform the outlook of townships. However, the leaders noted that the projects could have more impact if more people were involved hence greater impact can be created.

Moreover, the majority of the community members corroborated the assertion of the leaders that there is indeed noticeable social change. Hence it can be noted that SEs "are architects of community development" as affirmed by the findings that they do have an impact on social change and this was the focus of this study.

6.2.8 Social impact measurement

The majority of the SEs highlighted that they are not measuring their social impact, with other SEs using tailor-made tools to measure their impact like external auditors, online surveys, testimonials and community reviews on intended goals versus accomplished goals. Khan, Harris, Arnaudo and Brearty (2009:155) argue that it is imperative for SEs to embark on

social impact measurement so as to demonstrate the evidence of the social impact of their programs to the various stakeholders.

On the other hand, Achleitner, Lutz and Mayer (2013:105) maintain that it is crucial for SEs to measure their impact so as to have a sense of accountability towards the intended beneficiaries and create transparency on their operations. Arvidson and Lyon (2013:3) assert that there is an urgent need to embark on vigorous impact measurement as most stakeholders are now requiring such information. Arvidson and Lyon further explain that although there are no laws governing the reporting of social impact nor a specific framework required by stakeholders in the reporting of the perceived impact. Stakeholders such as funders, the beneficiaries of the projects now demand such reports especially for the purpose of accountability and transparency.

The researcher therefore argues that there is need for SEs to engage in social impact measurement as the majority of respondents highlighted that they do not undertake social impact measurement due to resource constraints. As stated in the literature review, there is no benchmark or framework to measure social impact. Hence SEs should adopt models that are relevant to their scope and report on their impact. In this regard, the advantages of conducting social impact measurement outweigh the constraint of lack of resource. The exercise of social impact measurement should not be viewed as a method that seeks to find fault in the operations of SEs. However it should be seen as a decision making tool; to ascertain whether the venture has drifted from their mission or utilising innovative methods to resolve social problems and whether their solutions are sustainable. This will ensure that SEs are able to take corrective action after measuring their outcomes (Pärensön, 2011:45).

6.3 Recommendations

In context of the key findings discussed above, the researcher puts forward the following recommendations:

6.3.1 Recommendation 1: Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)

The SEs should undertake a SWOT analysis before they can merely identify any problems they face and opportunities they have created. It is therefore questionable how SEs create strategies to counter the challenges they face. If they have not fully comprehended their weaknesses SEs would not be able to identify the challenges that they have control over. Moreover, the SWOT analysis would enable the SEs just like business entrepreneurs to understand the threats in the environment they operate in. Furthermore, by conducting a SWOT analysis this will help SEs to be able to identify opportunities in their environment that

they have not exploited as such this will improve the current lack of opportunity identification which is currently minimal.

There is need therefore for SEs to fully comprehend the environment they operate in as this will enable them to take charge of situations around them and be able to be more relevant in terms of their strategies, the decisions to scale-up or not and so on. It can be noted that SWOT analysis would go a long way in informing the decisions made by the SEs as it was not part of the strategies utilised by SEs.

6.3.2 Recommendation 2: Increase scope in terms of their role

Currently, a majority of SEs have focused their role on meeting local needs; that is focusing on the immediate needs in the communities they operate in. There is minute replication of the community projects happening. There is need for SEs to redefine their scope and focus on replicating the projects themselves or through the formation of alliances. This will improve the social impact rendered by SEs as their projects expand geographically; this would lead to a situation where their services are accessed by more people. As the SEs foster greater impact, their causes would gain momentum and attract more stakeholders to get involved (Bloom & Chatterji 2009:117).

The current practice of localising the efforts of social entrepreneurs and focusing on the communities they operate in should change. Though they are different types of SEs it should be noted that if this current practice continues, the majority of SEs will not mature but will be stagnant at grassroots level of social entrepreneurship.

6.3.3 Recommendation 3: Provide up-to-date statistics on opportunities generated

The SEs currently have commendable opportunities that have been noticed by the community and community leaders; however, there is a need for the SEs to be able to give quantifiable outcomes as these are crucial for other stakeholders like funders, the community and the academia in terms of decision making, perception building on social entrepreneurship and so on. The SEs should devise methods to keep track of the numbers of beneficiaries they have assisted as this information is valuable to stakeholders. Though the process of quantifying the opportunities created by SEs is desirable, it should be noted that it is more complex compared to traditional entrepreneurs who can quantify tangible outcomes (Pärensön, 2011:45). However, Dees (2012:331) maintains that though there might not be a consensus in the reporting of the performance of SEs. There is need to adopt some sort of reporting structure as the performance information is required by funders to ascertain where their funds have more impact in terms of the projects funded by the various stakeholders.

There is, therefore, a need for more information regarding the opportunities created by SEs as this would assist stakeholders to ascertain whether these organisations are effective.

6.3.4 Recommendation 4: Incorporate the government in the funding structure

Though some of the SEs are currently adopting the hybrid structure so as to generate funds to ensure that their ventures are sustainable; some of the SEs are however still experiencing a challenge in terms of funding. To exclude the government from possible funders is a mistake as the government is an institution which does place aside a budget for social development goals, therefore despite the perception that the government detects terms of the projects and makes projects to be difficult to change upon commencing. There are advantages of getting funding from the government as this partnership promotes more efficient programs, less duplication of projects, sharing of knowledge so as to improve projects and so on. Hence SEs should consider sourcing funds from the government.

6.3.5 Recommendation 5: Reduce the overlapping of projects

Currently, the projects in the communities are overlapping ranging from the educational programs, HIV testing, recreational activities and so on. There is need for new projects to be identified so as to show the innovative part of the practice of social entrepreneurship. Most authors in the literature review noted that SEs are innovative thinkers who use their innovative solutions to address the existing social problems and therefore SEs should devise innovative solutions. A notable example is the use of social entrepreneurship to combat malaria in Tanzania. Allen, Hetherington, Manyama, Hatfield and Van Marle (2010:8) assert that in Tanzania, the SEs were the primary contributors in this project due to their ability to have innovative solutions and embed themselves to communities. Though there was research and strategies implemented over a period of time to assist in the combating of malaria; the humanitarian and innovative side of SEs made the project a success. It is apparent from this case that SEs can choose from many existing social problems facing the country and not just Western Cape and therefore make a significant impact instead of having overlapping projects.

6.3.6 Recommendation 6: Adopt a system of reporting impact

There is no doubt that the SEs currently foster social change through their various opportunities that they create in the communities they operate. However, the findings show that the majority of SEs are not reporting their social impact nor engaging in social impact measurement. The literature also revealed that the social impact measurement has not been standardised in practice, though there are globally accepted standards to report social impact. In practice, there is no consensus on how social impact should be reported. With various academics proposing the logic model, which is simple to comprehend, SEs should

therefore choose a framework that works for them and their operations and be able to produce reports on their social impact. This would go a long way in understanding the role that they play in communities and assist various stakeholders to have a certain perception about SEs based on the reports. As mentioned previously, social impact measurement is crucial for various reasons. If other SEs in the globe are engaging in the reporting of their social impact it should be a doable exercise.

6.4 Contribution of the research to the practice of social entrepreneurs

There is an increasing discourse about the emerging but evolving concept of social entrepreneurship from the practitioners, academia and policy makers. However; little research has been done to show empirical evidence of the role of social entrepreneurs in townships place ravished by a number of social ills. Hence it is essential for SEs to understand the role that they play in terms of community development compared to the arising discourse in literature. Hence the major contribution of this study was the clarification of the role of played by SEs in the underprivileged sections of Cape Town compared to the standard of practice set in literature and the findings of other researchers.

The study noted that some SEs have long existed in the townships, however, the practice is still falling short of innovative ideas to tackle social ills in these communities. There is an overlapping of projects with SEs duplicating the same projects in the same area, with the vast number of social problems that exist; SEs should devise more innovative projects to tackle social problems. An outstanding example was mentioned in the literature; the Grameen bank targets the poor and provides financial assistance in form of loans. It has enabled the poor to get financial assistance though they were considered to be high risk by conventional banks. The recipients pay the money back consistently as they feel a sense of loyalty and they appreciate the intentions of the bank in empowering them. This is an example of an innovative idea that seeks to empower the poor as such, more innovative methods can be adopted by SEs.

The majority of SEs are still invested in focusing on the immediate local needs in the communities they operate in. With new networks that they propagate to have established, there should be a possibility to form alliances with other organisations thereby reaching out to other geographic areas of the country and replicating their models with their allies. The formation of such alliances could assist in the mitigating of social problems at a larger geographic scope; encourage the participation of different social movement groups which might influence policy makers. Such evolving of the practice will promote the scaling-up of projects and promote the maturity of SEs as they move from focusing on local needs to possibly tackling global issues.

Moreover, there is discourse emerging about measuring the activities of SEs to so as to ascertain their social impact amongst stakeholders, policy makers, and the academia. Hence it is not acceptable for the majority of the SEs to exclude themselves from this practice due to reasons such as lack of funds to carry out such an important exercise. The current practice of relying on testimonials so as to be able to use these as success stories to funders is no longer sufficient. As the industry requirements are changing so should the practice of SEs. The SEs should, therefore, embark in some sort of social impact measurement of their projects.

Furthermore, in practice some SEs focus on formulating strategies on the challenges that they encounter and identify the opportunities that they have created through assessing the goals they have achieved. This practice does not focus on the holistic picture as they are able to ascertain what they have accomplished but not what they can still accomplish. Hence it is necessary for them to adopt the SWOT analysis so as to be able to properly scan the environment they operate in. As discussed in the findings, some SEs are facing funding problems and have devised strategies to utilize partnerships so as to mobilise more resources to fund their operations. Had these SEs utilized the SWOT analysis they would have noted that other SEs are already utilizing this strategy. Hence SEs should use such robust methods to ensure they are in line with their counterparts and this will ensure that they make informed decision at the relevant time.

Lastly, some SEs refuse to partner with the government for fear of the standardization of their projects by the government. However they are beneficial aspects of forming a partnership with the government, hence there is need for SEs struggling with funding to align themselves with the government so as to benefit from such an alliance.

6.5 Contribution to the knowledge and theory of social entrepreneurship

The study was on "*SEs as architects of community development*" and has contributed to the theory of SEs, which is still emerging and evolving. This study demonstrates that SEs are indeed change agents in the communities they operate in, however, they are not just social change agents but their role has a dual effect. As the SEs thrive to empower the community by means of skills development, educational support, women empowerment and so on, they also enable these beneficiaries to be economically involved as employed or self-employed people. SEs can therefore be regarded not only as social change agents but rather as socio-economic agents.

The study also shows that in order for social entrepreneurs to have greater impact, the SEs should be more innovative, scale-up their projects and utilise holistic methods to comprehend the environment they operate in. All these aspects will improve the current social outcome in the townships.

This study narrows down the gap of what social entrepreneurship entails in theory compared to what is happening in reality. According to Thomas (2004:93) the role played by SEs can vary dependent on the environment the SEs operate in as various factors affect the operations differently. Hence the level of progression by SEs would vary according to forces impacting the operations of the SEs. Therefore, it can be noted that the role played by SEs in the townships varies with the expected level of progression in literature in terms of the replication of projects, measurement of social impact, cross-sector partnerships. However the traits of SEs should not be lost regardless of the operations of the SEs; these include innovation, making-do with what is available, being ethical and so on.

The study shows the practice of SE in townships, the struggles they face, the opportunities they create, their social impact and so on. It is essential however to note that the role they play might be relevant to the community of Khayelitsha and Nyanga as they face their own social problems. Howorth, Smith and Parkinson (2012:387) caution against the adoption of generic strategies by SEs in order to alleviate social ills by asserting that it is paramount to investigate the conditions that exist in that particular setting where the SEs operate in before replicating any project because each and every community is unique in one way or the other and therefore a one-size-fits-all approach may not be effective.

The study, however, suggests that for the operations of the SEs to be successful there is need for cross-sector partnerships. However, these relations need to be structured and formalized to ensure that all the parties involved understand what is expected of them. This would ensure that the other stakeholders like funders and the private sector fully understand the role of the SEs. In return, the partnership should state the role of the private sector in the programme and how the parties are expected to work together in order to alleviate the identified social problems. Regular meetings should be there to ensure that the targeted goals are being achieved and if not they should devise control measures to rectify the challenges being faced. Such partnerships would ensure that the social ills are being tackled by various stakeholders and improve transparency amongst partners and this would also improve the trust among partners and improve the dual or tripartite partnership.

Finally, the study discovered that for the operations of the SEs to be successful, there is need to improve the buy-in of the community members. The aim of SEs is to solve social

problems faced by the community. Hence despite the formation of partnerships and the traits and commitment that SEs might have, without the buy-in from the communities, all their efforts will be in vain.

6.6 Conclusion

The study was able to answer the research questions and as such the research objectives of the study were achieved. The study brought to fore the practise of SE in townships by discussing their roles in terms of community development. The study noted that SEs identify the social needs in communities and devise various community projects to meet the social needs of the community. It was further noted that SEs are not only social change agents but the majority of SEs play a dual role as their impact has a socio-economic impact.

SEs face various challenges and opportunities in the environment they operate in, however, the majority of SEs were not engaging in the holistic scanning of their environment by using the SWOT analysis. Though they are social entrepreneurs; like business entrepreneurs, it is paramount for any organization to be fully aware of its environmental opportunities and threats so as to be able to create adoptive strategies that will enable them to provide sustainable solutions in the communities in which they operate.

As alluded to in the discussion on the findings, the SEs face internal and external challenges as such they have devised strategies to combat their challenges in order to ensure that there are able to meet their objectives and mandate. It was noted that the formation of networks and alliances was deemed as the appropriate strategy to source funding. As various organizations get to understand the vision of the SEs and their strategies, the use of partnerships particularly with the private sector was proving to be beneficial. However, there is need to strategize how SEs can also partner with the government in a way that does not lead to inflexible projects. As such, a tripartite relationship will be beneficial to all partners as the government can add value to the partnership in terms of funding, policy making and so on.

There is room for improvement in terms of the innovation, as noted in the findings, the majority of community projects are overlapping. With the social ills still lingering in townships, surely more innovative methods can be used apart from the education projects, HIV testing projects, and other overlapping projects.

Though the SEs are playing a significant role in terms of community development, they still have to improve their way of availing information regarding the impact of their organisations in the communities in which they operate. Despite the fact that there is no standardised

method required in the field of social entrepreneurship to report the impact, there is need for SEs to adopt some form of reporting this information by utilising methods such as the logic model or utilising industry related formats of reporting like the Global Reporting Initiative format mentioned in Chapter 5.

Lastly, there is need for the practice of SE to mature, that is to grow and develop into a longer term and sustainable form of intervention. The study highlighted that the majority of SEs still focus on assisting their local communities and devising methods that meet the immediate needs of these community. This will lead to stagnant operations as there would repeatedly assist the same beneficiaries, therefore, limiting the growth and development of these social ventures. There is need for the majority of SEs to replicate their model as this will make the field of SE more relevant and be a force to reckon with as more people would engage with them if they were to have a scope that goes beyond the townships to other geographic areas in the country.

Like any other research, the findings of this study have their own limitations and these limitations should be taken into account when interpreting the findings of the study. However, the findings present an opportunity for unearthing areas of further study. The study was exploratory in nature as such it presents various aspects for further studies on the field of social entrepreneurship. These will be discussed in the following section.

6.7 Direction for further studies

6.7.1 Tripartite relationship and its effects

There is a notion that a tripartite relationship involving the SEs, private sector, and government is essential in improving the current socio-economic impact rendered by SEs. However, no research has been done to explore the role of these partners in ensuring that the partnership is balanced and beneficial to all participants.

6.7.2 A scalability model for SEs

Scalability of projects is deemed to be a crucial aspect in the life cycle of SEs and is emerging as a popular topic of discourse amongst academic and various stakeholders. The foundation of scalability is the ability of a social entrepreneur to share their knowledge with other SEs for the purpose of successfully replicating the project in a different context and render the expected outcome. As such there is need for studies to be carried out on the various scalability models that exist in South Africa as the environment SEs operate in affect the type of model adopted. As such the model in Tanzania may not necessarily work in South Africa and hence there is a need for studies that would reveal a suitable model to scale-up projects in South Africa.

6.7.3 Innovative methods towards community developments by SEs

The field of SE has been populated by studies that seek to define social entrepreneurship, differentiate social entrepreneurs from traditional SEs, types of SEs and so on. There is, however, need to move from understanding their structural side of SE and focus on the operational side which concerns itself with understanding what is currently happening in practice. Hence there is need for a study to focus on the innovative methods utilised by SEs and dwell on what makes a project innovative and the difference in impact on an innovative method compared to the traditional solutions like the educational projects, HIV testing and so on.

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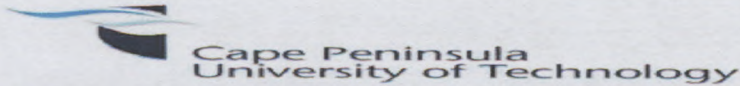
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APENDICES



Appendix A: questionnaire for community members

6 APRIL 2014

Dear Survey Participant

RE: REQUEST FOR YOUR PARTICIPATION IN A QUESTIONNAIRE SURVEY

I am conducting an academic research at Masters level in the Department of Entrepreneurship at the Cape Peninsula University of Technology, South Africa. My topic of research is "***Social Entrepreneurs as Architects of Community Development in Cape Town: Problems and Prospects***".

The main objective of the study is to investigate the role of social entrepreneurs in community development and the challenges and opportunities which emerge as they do so. I therefore request you to complete the attached questionnaire on this subject.

As a community member, your valuable contribution will assist me in answering the research questions and testing the hypotheses. I therefore, would kindly appreciate your participation in this study. Completing the questionnaire will take approximately fifteen **(15)** minutes of your time. Participation in this study is completely voluntary. If there are any other questions you prefer not to answer, you have a right to do so.

All the information that you will provide through your participation in this study will be kept confidential. Furthermore, you will not be identified in the thesis or in any report or publication based on this research. There are no known or anticipated risks to participation in this study. The data collected through this study will be kept for a period of ten years in a secure location.

If after receiving this letter, you have any questions about this study, or would like additional information to assist you in reaching a decision about participating, please feel free to contact Dr. Virimai Mugobo (Supervisor) at 021 460 3030 or myself (Researcher) at 209200944@mycput.ac.za. Thank you in advance for your cooperation in my research.

Yours sincerely
Portia Malunga

RESEARCHER

E-mail: 209200944@mycput.ac.za: malaikaposh@gmail.com

PROJECT LEADER: Dr. Virimai Mugobo – mugobov@cput.ac.za.

DEMOGRAPHIC PROFILE/GENERAL INFORMATION

1	What is your gender? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>
1.1	Male
1.2	Female

2	What is your marital status? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>
2.1	Single
2.2	Married
2.3	Widowed
2.4	Other: (please specify)

3	In which age category do you belong? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>
3.1	18 – 25
3.2	26 – 30
3.3	31 – 35
3.4	36 – 40
3.5	41 – 45
3.6	46 – 50
3.7	51 – 55
3.8	56 – 60
3.9	61 and above

4	Which race do you belong to? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>
4.1	Black
4.2	White
4.3	Coloured
4.4	Asian
4.5	Other

5	What is your highest level of education? (Please place an X in the appropriate box, only one answer is possible.)	
5.1	No formal education	
5.2	Matric	
5.3	Certificate	
5.4	Diploma	
5.5	Bachelor's degree	
5.6	Masters degree	
5.7	PhD	
5.8	Other	

6	What is your employment/occupation status? (Please place an X in the appropriate box, only one answer is possible.)	
6.1	Employed (full-time)	
6.2	Employed (part-time)	
6.3	Unemployed (if you select this option, please continue from question 9)	
6.4	Student (if you select this option, please continue from question 9)	
6.5	Pensioner (if you select this option, please continue from question 9)	
6.6	Other: (please specify)	

7	Which of the following categories best describe your position within the organization you are working for? (Please place an X in the appropriate box, only one answer is possible.)	
7.1	Unskilled (general hand)	
7.2	Semi skilled	
7.3	Skilled (artisan)	
7.4	Supervisory	
7.5	Junior Management	
7.6	Middle Management	
7.7	Senior Management (Executive)	
7.8	Other: (please specify)	

8	Which sector are you employed in? (Please place an X in the appropriate box, only one answer is possible.)	
8.1	Private organisation	
8.2	Non-governmental organisation	
8.3	For profit organisation	
8.4	Public Services (government)	
8.5	Other: (please specify)	

9	Where do you reside? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>	
9.1	Khayelitsha	
9.1.1	Site in Khayelitsha	
9.2	Nyanga	
9.2.1	Site in Nyanga	

SECTION B: PERCEPTIONS AND ATTITUDES TOWARDS SOCIAL ENTREPRENEURS (SE's)

10	Do you know any businesses working towards community development in your area? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>	
10.1	Yes	
10.2	No	

11	Are you involved in any of the upliftment programs? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>	
11.1	Yes	
11.2	No	

12	Please specify the type of ownership of these businesses? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>	
12.1	Locally owned	
12.2	Internationally owned	
12.3	Other : (please specify)	

13	Please use the following scale to respond to the statements below: [1: Strongly Disagree; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; 5: Strongly Agree; 6: Don't Know] <i>(Please place an X in the appropriate box, only one answer is possible.)</i>						
Social Entrepreneurs...		1	2	3	4	5	6
13.1	are drivers of community development						
13.2	have a positive impact in the community						
13.3	innovators of social change						

14. How significant is the SE's role towards community development? (Please rate your answer by placing an X on top of the answer of your choice and only one answer is possible)

1 2 3 4 5 6 7

Less Significant More Significant

15	Have the SE's programs created sustainable change in your life? <i>(Please place an X in the appropriate box, only one answer is possible.)</i>	
15.1	Yes	
15.2	No	
15.3	Other : (please specify)	

16. If no, what kind of support do you still require?

.....

.....

.....

.....

Thank you for your time!

Appendix B: Interview Guide for Community Leaders

** SEs=Social entrepreneurs. This term will be explained to the community leaders properly before the interview commences*

1. What are the major social problems being faced by your community?
2. Are social entrepreneurs initiating programs for community development?
3. Do you think the programs are effective? Please explain your answer?
4. What opportunities have SEs created for the community?
5. How is the community responding to the role being played by SEs?
6. Are social entrepreneurs significant in community development?
7. How sustainable are the initiatives being implemented by SEs?
8. In your own view, what barriers do social entrepreneurs face as drivers of community development?
9. What do you think can be done to better assist SEs to be able to combat social problems?
10. Do you have extra or additional comments that have not been covered in the questions addressed to you?

Thank you for your time!

Appendix C: Interview Guide for Social Entrepreneurs *(SEs)

1. Are you familiar with the concept of social entrepreneurship?
2. In your own opinion, what does social entrepreneurship mean?
3. What organizational context does your organisation operate in (e.g non-profit, for profit or hybrid format)?
4. What distinguishes your organisation from traditional entrepreneurs?(interviewer to suggest who traditional entrepreneurs are in the event that interviewee is unaware of the distinction)
5. Do you think you play an important role in community development? If so, in which way?
6. What opportunities have you brought to the community?
7. Which prospects emerge for SEs as drivers of community development in townships?
8. What problems do you encounter as drivers of community development?
9. What new methods has your organisation adopted to deal with the social problems faced by the community?
10. What strategies have you formulated to deal with the challenges you encounter?
11. What strategies have you formulated to take advantage of the prospects which emerge in communities?
12. How do you mobilize resources to ensure that your venture is sustainable?
13. Do you think your interventions impact in social change?
14. How do you measure your impact to the community?
15. Do you have extra or additional comments that have not been covered in the questions addressed to you?

Thank you for your time!

Appendix D: Consent form



CONSENT FORM FOR PARTICIPATION IN RESEARCH

I am over the age of 18 years and hereby consent to participate as requested in the procedure for the research project on Social Entrepreneurs as Architects of Community Development in Cape Town: Problems and Prospects.

1. I have read the information provided to me as participant.
2. Details of procedures and any risks have been explained clearly and in depth to my satisfaction .
3. I am fully aware of the fact that I should retain a copy of the Information Sheet and Consent Form for future reference.
4. I understand that:
 - I may not directly benefit from taking part in this research.
 - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
 - **Whether I participate or not, or withdraw after participating, will have no effect on any treatment or service that is being provided to me.**
 - Whether I participate or not, or withdraw after participating, will have no effect on my work within the organisation.
 - My decision to participate or withdraw at any given time will not prejudice any future relations with Cape Peninsula University of Technology.
5. I have had the opportunity to discuss taking part in this research with a family members, relatives or friends.

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature.....Date.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of Items 6 and 7, as appropriate.

6. I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

Appendix E: Grammarian certificate

J&T Dorrington

Editing, Proofreading, Copywriting & Historical Research

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Website: www.yourwordwizard.com

TO WHOM IT MAY CONCERN

25 November 2016

MASTER'S THESIS: CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

MS. PORTIA MALUNGA

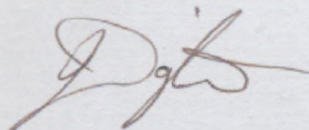
Dear Sir or Madam,

This is to confirm that I have edited Portia Malunga's Master's Thesis.

My contribution to her dissertation was solely for the purpose of checking and editing her writing style, language, grammar and punctuation etc as she is not a first-language English speaker.

In no way did I assist her in the subject matter of her dissertation, which remains her work and hers alone.

Sincerely,



John Dorrington.

Appendix F: Turnitin Report

SEs and community development_edited

ORIGINALITY REPORT

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SIMILARITY INDEX

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INTERNET SOURCES

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PUBLICATIONS

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STUDENT PAPERS

PRIMARY SOURCES

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