

A private education business model for township students in Gauteng schools

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The Research Report is presented in partial fulfilment for the degree of Master of Business Administration to the Faculty of Commerce, Law, and Management, University of the Witwatersrand

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Business Venture Proposal

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DECLARATION

I, Mmasechaba Matli, declare that this research report titled '*A private education business model for township students in Gauteng schools*' is my own unaided work. I have acknowledged, attributed, and referenced all ideas sourced elsewhere. I am hereby submitting it in partial fulfilment of the requirements of the degree of Master of Business Administration at the University of the Witwatersrand, Johannesburg. I have not submitted this report before for any other degree or examination to any other institution.

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Signed at Johannesburg on 30th April 2021

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ABSTRACT

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Thesis title: *'A private education business model for township students in Gauteng schools' is my own unaided work'*

South Africa's (RSA) public education system is in a crisis with many of the public schools offering poor quality of education. The study developed an inclusive private education business model for township students. Previous work has focused on school choice, impact of regulations on Low Fee Private Schools (LFPS) and Public-Private Partnership (PPP) Schools, academic performance. There is little known about PPP schools in South Africa and LFPS in townships areas in South Africa. Quality education increases employment opportunities, reduces poverty levels, and increases opportunities to skills development. If not received, the inverse is true.

The study presented a review of literature comprising an analysis of the research problem with a focus on symptoms, root causes, and consequences of poor-quality education in public schools. A qualitative research strategy is chosen and a case study research design. The study used semi-structured interviews and a questionnaire. A purposive sampling strategy was selected. A total of twenty-one people participated in the study. The study used content analysis to analyse data, including theme identification and code labels. The evidence of the study suggests that parents living in the township are open and willing to send their children to a township private school on condition that it is affordable. Partnerships are central to deliver quality education, it is important for schools in general to partner with various stakeholders including corporate, government, financial institutions, parents and other. Township schools need to have a deep understanding of the community needs, the complex social issues and therefore tailor services accordingly. One of the key service offerings for township schools suggested by research is social support services and remedial. Social support includes counselling, career planning and other. The proposed solution must be inclusive, affordable, holistic, and equitable. There is, however, a considerable number of parents who are happy with the quality of education in the public schools. The research findings suggest that there is a demand for quality education in the townships

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TABLE OF CONTENTS

DECLARATION.....	ii
ABSTRACT iii	
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES.....	viii
ACKNOWLEDGEMENTS.....	ix
DEFINITION OF KEY TERMS AND CONCEPTS	x
1 INTRODUCTION TO THE RESEARCH	11
1.1 Background and context	11
1.1.1 History of public education in South Africa.....	11
1.1.2 Quality of education	11
1.1.3 The South African private and part public education system.....	12
1.2 Research conceptualisation.....	12
1.2.1 The research problem statement	12
1.2.2 The research purpose	15
1.3 Delimitations and assumptions of the research study.....	16
1.4 Significance of the research study	16
1.5 Preface to the research report.....	17
2 LITERATURE REVIEW.....	18
2.1 Analysing the problem	18
2.1.1 Defining Quality Education	18
2.1.2 Apartheid.....	20
2.1.3 Union power and influence	21
2.1.4 Language Barrier.....	22
2.1.5 Teacher Absenteeism.....	23
2.1.6 Corruption.....	24
2.1.7 Lack of resources and infrastructure.....	24
2.1.8 Consequences of poor quality education	27
2.2 Research knowledge gap analysis	28
2.2.1 Research limitations and knowledge gap.....	31
2.3 Qualitative attributes key to the research	32
2.3.1 Revenue Streams	32
2.3.2 Cost Structure	34
2.3.3 Management.....	34
2.4 Framework for interpreting research findings.....	35
2.5 Summary and conclusion.....	38
2.5.1 Summary of literature reviewed.	38
2.5.2 Proposed research strategy, design, procedure and methods arising from the literature reviewed.....	38
3 RESEARCH STRATEGY, DESIGN, PROCEDURE AND METHODS	40
3.1 Research strategy	40
3.2 Research design	41
3.3 Research procedure and methods	42

3.3.1	Research data and information collection instrument.....	42
3.3.2	Structure of data collection instrument	42
3.3.3	Research data collection instrument – source	45
3.3.4	Target population and participant selection.....	45
3.3.5	Ethical considerations when collecting research data	48
3.3.6	Research data collection process	51
3.3.7	Data processing and analysis	53
3.3.8	Description of the research participants.....	55
3.4	Research strengthens—reliability and validity measures applied	57
3.5	Research weaknesses—technical and administrative limitations.....	58
4	PRESENTATION OF RESEARCH RESULTS.....	60
4.1	PPPs and LFPS as successful vehicles for the achievement of quality education in township schools.....	60
4.1.2	Comparison of research results to other similar studies.....	74
4.2	The customer wants and needs in fulfilling the quality education promise.....	75
4.2.1	Presentation of empirical results.....	75
4.2.2	Comparison of research results to other similar studies.....	77
4.3	Challenges faced by parents, and teachers in schools.	77
4.3.1	Presentation of empirical results.....	77
4.4	Summary of research results	82
5	THE BUSINESS VENTURE PROPOSAL.....	83
5.1	Executive Summary	83
5.2	Description of the business.....	84
5.2.1	Business details	84
5.2.2	Owner profile.....	84
5.2.3	Requirements - Licences, registrations, and permits	84
5.2.4	Vision, mission, and goals.....	85
5.3	Market Analysis	86
5.3.1	Macro-economic Environment Analysis.....	86
5.3.2	Industry analysis	88
5.4	Competitors	90
5.5	SWOT analysis	90
5.6	Problem Analysis.....	91
5.7	Products and services	91
5.8	Business Model Canvas.....	93
5.9	Products and services	95
5.10	Management and Organisation.....	96
5.11	Marketing Strategy	97
5.12	Funding Requirements	98
5.12.1	Financial forecasts.....	98
5.13	Financial Plan.....	101
6	SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS	102
6.1	Summary.....	102
6.2	Conclusions.....	104
6.3	Limitations	106

6.4	Recommendations	106
7	REFERENCES	107
	APPENDIX 1.1: DATA COLLECTION INSTRUMENT - PARENTS.....	113
	Appendix 1.2: Data collection instrument – Government (GDE)	114
	Appendix 1.3: Data collection instrument - LFPS/PPPs	116
	Appendix 2.1: One-page bio of the researcher including declaration of interest in the research and funders, if any.....	118
	Appendix 2.1: Ethics documentation- Research Info Sheet (Group 1)	119
	Appendix 2.2: Ethics documentation- Research Info Sheet (Group 2-4).....	120
	Appendix 2.3: Ethics documentation – Informed Consent Form.....	122
	Appendix 2.4: Ethics Clearance Certificate	124
	Appendix 2.5: Ethical documentation – Approval to Conduct Research (WCE)	125
	Appendix 2.6: Ethical documentation – Approval to Conduct Research (GDE).....	126
	Appendix 3.1: Research Tracking Tool.....	128
	Appendix 5.1: Business Owner - Executive Profile.....	129

LIST OF TABLES

Table 1: Summary of research questions	44
Table 2: Research Population	45
Table 3: The Research Sample.....	47
Table 4: Participant Response rate by group.....	52
Table 5: Description of the research participants	56
Table 6: Affordability vs Employment status	66
Table 7: Type of school vs school happiness.....	67
Table 8: Quality of education happiness vs willingness to send child to private school in township.....	68
Table 9: Roles played by key partners.	69
Table 10: Services offered by LFPS and PPPs.....	70
Table 11: Licence requirements.....	85
Table 12: Goals	86
Table 13: SWOT Analysis for Bokamoso.....	90
Table 14: Bokamoso School model.....	96
Table 15: Key Staff.....	96
Table 16: Required staff.....	97
Table 17: Promotional strategy.....	97
Table 18: Start-up costs	99
Table 19: Source of funds	100
Table 20: Operating expenses.....	100
Table 21: Profit and loss statement	101

LIST OF FIGURES

Figure 1: Poor Educational Outcomes (Amnesty International, 2020). Diagram formulated by researcher based on content from source.....	13
Figure 2: Quality Education Elements. (The Centre for Development and Enterprise, 2016). Diagram formulated by researcher based on content from source.	19
Figure 3: Framework for Understanding Education Quality (Tawil, Akkari, & Macedo, 2012) ...	20
Figure 4: The Business Model Canvas (Osterwalder & Pigneur, 2010).....	37
Figure 5: Major Themes.....	61
Figure 6: Adapted Framework for Understanding Education Quality (Tawil, Akkari, & Macedo, 2012)	64
Figure 7: Willingness to send child to a private school in the township	65
Figure 8: Affordable school fees for township private education	66
Figure 9: Participant's response to quality education.....	67
Figure 10: The Social Impact Bond (SIB) Mechanism (OECD, 2016).....	73
Figure 11: Customer Needs	76
Figure 12: Average number of learners in a class.....	78
Figure 13: Travel time from home to school.....	80
Figure 14: Participant Problems (Researchers own formulation).....	81
Figure 15: Percentage distribution of students in ordinary schools, by phase, in 2019 (Department of Basic Education, 2020)	89
Figure 16: Percentage distribution of Schools, Teachers and Learners in 2019.....	89
Figure 17: Comparison of education problems (Literature review vs Empirical results)	91
Figure 18: Bokamoso's Input-Process-Output Framework for Township Private Schools (Researchers own formulation).....	92
Figure 19: Business Model Canvas	94

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DEFINITION OF KEY TERMS AND CONCEPTS

Township – In relation to this study, the concept refers to racially segregated residential areas that were reserved for black people during apartheid, that is, Africans, Coloureds and Indians.

Quality Education - Education that develops every aspect of a child, mental, physical, emotional, behavioural, and other facets. It is equitable, resourceful and leads to positive outcomes for all involved.

Low Fee Private School (LFPS) – It refers to a private school that charges low fees.

Public Private Partnership (PPP) - A public school that partners with private companies or Non-Governmental Organisations (NGO) to deliver quality education. In South Africa, they also known as collaboration schools.

Scalable – In this context, refers to the ability to expand or grow.

1 INTRODUCTION TO THE RESEARCH

1.1 Background and context

The South African Bill of Rights, Section 29(1) states that everyone has the right to a basic education, including other levels and type of education, the South African government should make available and accessible to all (McConnachie, Skelton, & McConnachie, n.d.). Poor quality education is a reality for many students in South Africa (RSA), predominantly for the poor and marginalised, whose voice is silent and yet important.

This research assesses the quality of education received in township schools and progresses to an inclusive private education business model for township students. This section introduces the terms and concepts used in the conceptualisation of this research. The research conceptualisation section comprises the research problem statement and consequently, the purpose of this research, as well as the research questions. The delimitations and assumptions of the research study are in later sections. The significance of the research study is discussed and provides a preface to the research report. A private education business model for township students in Gauteng schools is developed.

1.1.1 History of public education in South Africa

In South Africa, the apartheid system negatively affected many aspects of South African society, including the education system. Schooling was used as a tool to perpetuate inequalities. The democratically elected government of RSA inherited an extremely unequal education system because of apartheid (Fitch Solutions, 2020). The legacy of apartheid in RSA continues to define the current South African education system. Union control and influence, language barriers, absenteeism, lack of resources and poor infrastructure are some of challenges experienced.

1.1.2 Quality of education

Today RSA finds itself with poor quality education, mostly affecting the disadvantaged and underprivileged. The low-quality education at primary level and lower secondary level is the main reason for poor educational outcomes. Poor quality education increases

poverty, unemployment and perpetuates inequalities. SA's economic growth has been slow as the economy has not grown by more than 2% annually since 2013. The country's unemployment rate is very high with the official unemployment rate said to be at 30,1% in quarter 1 of 2020 and lower at 23,3% in quarter 2 of 2020 (STATS SA, 2020).

1.1.3 The South African private and part public education system

Low fee private schools (LFPS) and Public–Private Partnership School (PPP) models are interrogated as part of developing a private education business model for township students in Gauteng schools.

1.2 Research conceptualisation

1.2.1 The research problem statement

South Africa's public education system is in a crisis with many of the public schools offering poor quality education. According to the World Bank, over 600 million children and youth in the world are unable to read and do not have the required proficiency levels for mathematics, digital and other critical skills like problem-solving (UNICEF, 2020). RSA has one the highest inequalities in the world, with a huge gap between the wealthy and the poor. This inequality has also contributed to unequal education opportunities for poor students who have limited choices and are forced to attend ineffective public schools.

This view is supported by Rogan and Reynolds (2016), inequality is a common characteristic of the South African education system; the differences in the quality of education for both primary and secondary schooling negatively affect the student's choices in higher education. RSA's public schooling system is struggling to achieve positive results. The government's increased investment in schooling is failing to translate into improved teacher and student performance (Machard & McKay, 2015). This unfortunately has led to RSA falling behind globally in mathematics, science and reading. This study aims to develop a private education business model for township students in Gauteng schools, therefore addressing the current problem of poor-quality education in RSA.

The challenges facing the South African public education system are arguably massive and have proven difficult to resolve by the government alone. Today RSA finds itself with poor quality education mostly affecting the poor and underprivileged. According to Machard and McKay (2015), the South African government's investment in education has been increasing year-on-year, however this has not achieved the desired outcome. The apartheid system negatively affected many aspects of the South African society including the education system and land use. Schooling was used as a tool to perpetuate inequalities.

Although RSA is a democratic country, it still carries the burden of the past, including racially segregated planning. The former white well-resourced schools that produce good matriculation results are in areas previously reserved for whites, whilst schools in black townships previously reserved for black students, although improved today, continue to produce poor matriculation results (Machard and McKay, 2015). Despite the increase in national government spending on education, there is still an education backlog and poor-quality education (Machard and McKay, 2015). According to Amnesty International (2020), Approximately 75% of nine-year-olds struggle to read for meaning, with Limpopo province depicting a high number of 91%. The number of learners who make to the university is far less compared to number of learners who start school at grade 1, refer to the figure 1 for an example

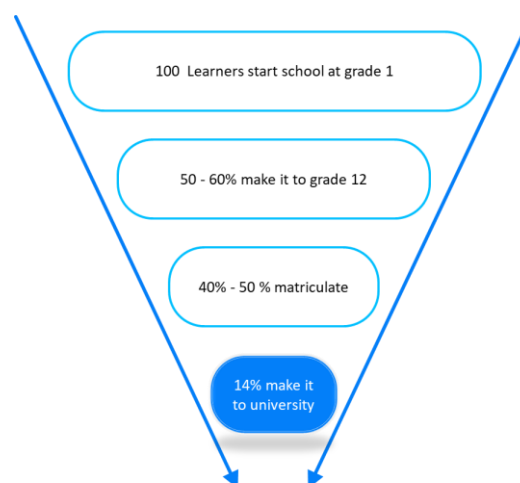


Figure 1:Poor Educational Outcomes (Amnesty International,2020). Diagram formulated by researcher based on content from source.

Perhaps the solution does not lie within the public education system but externally, as part of a successful private education system. Notably, the private education system in RSA is very expensive and is afforded by a select few. For the poor who need it most, it remains expensive and inaccessible. This report explores the concept of quality education in township schools. Central to this notion, is the availability of resources and how these resources are used to deliver quality education. The Resource Based Theory is applied to fully understand the problem that is poor quality education.

1.2.1.1 Resourced Based Theory

Resource Based Theory emphasises the importance of resources for an organisation to achieve a competitive advantage. Resource Based Theory holds the view that the exceptional performance of an organisation as well as its competitive advantage is an outcome of the uniqueness of its resources and capabilities. (Johnson et al., 2017; Hart, 1995). According to Johnson et al, (2017), the resources and capabilities of an organisation not only contribute to its competitive advantage, but also to its long-term survival. It is imperative to take note of the following core concepts of the theory, that is, resources, capabilities, threshold resources and capabilities, distinctive resources and capabilities and sustained competitive advantage (Wright, McMahan, & McWilliams, 1994; Johnson et al., 2017).

Resources are assets that organisations have; these assets can be classified into three categories, namely, physical (e.g. facilities), financial (e.g. funds) and human, for example, employees (Wright, McMahan, & McWilliams, 1994, Johnson et al., 2017). Previous scholars have defined resources into finer components that is tangible and intangible assets; this report uses a simple term ‘assets’ as adopted by Barney and other scholars (Barney, Della Corte, Sciarrelli & Arian, 2012).

Capabilities answer the ‘how’ question, that is, how resources are used or implemented, for example, efficient use of facilities and having skilled, experienced, and productive employees who add value to the organisation (Johnson et al., 2017). Threshold resources and capabilities are basic resources and capabilities that enable organisations to be at par with its competitors; without them, the organisation will cease to exist. However, they are not sufficient to enable the organisation to achieve competitive advantage. The organisation requires distinctive resources and capabilities to achieve

competitive advantage or sustained advantage. Distinctive resources add value to customers, in addition, they are rare, inimitable and provide organisation support. (Johnson et al., 2017; Hart, 1995). Esteve-Pérez and Mañez-Castillejo (2008) support this view and argue that distinctive resources and capabilities support organisations to survive and to be adaptable to volatile and competitive environments.

Similar to organisations, schools need resources and capabilities to provide quality education. According to the Resourced Based Theory, schools that lack threshold resources and capabilities will struggle to perform at par with their competitors or other schools (Johnson et al., 2017). Limited resources are a challenge and perpetuate inequalities and poor-quality education. Schools require distinctive resources and capabilities to achieve competitive advantage (Johnson et al., 2017; Hart 1995).

1.2.2 The research purpose

The purpose of the study was to explore a private education business model for township students in Gauteng schools and to interrogate the Business Model Canvas framework. The research contributes positively to the existing body of literature in the education space and provides suggestions to improve the South African education system.

In this study, a literature review was presented, comprising an analysis of the research problem with the focus on symptoms, root causes, and consequences of poor-quality education in public schools. The study outlined the results framework of the proposed intervention including inputs, activities, outputs, outcomes and impacts of the proposed intervention. In addition, a research strategy, design, and procedure is suggested with appropriate methods to develop a private education business model for township students. Lastly, data was collected and analysed to derive conclusions and recommendations.

The research questions are provided below.

1.2.2.1 Question 1: How can PPPs and LFPS be successful vehicles for the achievement of quality education in township schools?

1.2.2.2 Question 2: What does the customer want and need to fulfil the quality education promise?

1.2.2.3 Question 3: What are the challenges faced by parents, students, and teachers in schools?

1.3 Delimitations and assumptions of the research study

There are many root causes of poor-quality education in RSA. First, the legacy of apartheid is still evident and has created multiple challenges, including inequalities, poverty, a racially divided society and most important, an unequal education system, disadvantageous to the poor. Second, slow economic growth, which has created high unemployment rates in the country and consequently, increased poverty levels. Poverty has limited school choice for the poor. Third, ineffective government policies and lack of implementation and monitoring is also a root cause of poor education levels in RSA.

Arguably, the most impactful and destructive root cause is lack of resources. Lack of resources limits a school's capabilities and therefore it becomes difficult for the school to compete with well-resourced schools (Johnson et al.). It is therefore assumed that lack of resources contributes significantly to the poor quality of education in RSA.

1.4 Significance of the research study

It is important to address poor quality education in RSA because education increases employment opportunities, reduces poverty levels, and increases opportunities to skills development. According to Murtin (2013), levelling standards in school quality increases job opportunities, improve educational achievement. The inverse is however true if poor quality is not addressed. Poor quality education may affect an employee's productivity and their ability to find or maintain a job (Murtin, 2013). This study enhances existing knowledge in the education sector and provides possible new areas for research. Furthermore, the study contributes to improving the South African education system and potentially provides a basis for policy amendments or formulation.

1.5 Preface to the research report

The research report consists of six chapters. The current chapter which the introduction. Followed by Chapter 2 detailing a literature review and Chapter 3 discusses the research strategy, design, procedures, reliability and validity measures including research limitations. Chapter 4 and Chapter 5 present and discuss the findings of the research whilst interrogating the research questions. Chapter 6 summarises and concludes the research.

2 LITERATURE REVIEW

This chapter reviews literature with a focus on the following: research problem analysis, identification of the knowledge gap and in-depth discussion of the qualitative attributes.

2.1 Analysing the problem

The purpose of this section was to identify, analyse and discuss the symptoms, root causes and consequences of poor-quality education in public township schools in Gauteng. A thorough understanding of the basic and critical issues in the RSA education system is important to understand the magnitude of the problem and to assist in finding a sustainable solution to the learning crisis. The first part of this section discusses two main root causes and several symptoms of poor-quality education in RSA. The last part presents the consequences of poor-quality education for students, teachers, community, and RSA, at large.

2.1.1 Defining Quality Education

Several authors have attempted to define quality education but there is still no standard definition of quality education. However, according to the Centre for Development and Enterprise (2016) some authors view quality education as an outcome of education for example, economic participation while others as cognitive skills attained at school for example literacy. Similarly, Tawil, Akkari and Macedo (2012) argue there is no standard definition or approach for quality education hence there is multiple approaches and definitions based on varied assumptions. However, they note three different frameworks to define quality education. First, the Learner-Centered Approach, second the Inputs-Process-Outputs Framework and last the Multidimensional Social Interaction Approach. They conclude with the view, quality education is rather a combination of diverse interests and perception of stakeholders including parents, the government, teachers, learners, employers and other. According to Tawil, Akkari and Macedo (2012) quality education is an iterative process and an outcome of negotiations between various stakeholders.

The Centre for Development and Enterprise (2016) suggests there is consensus regarding elements of quality education which includes five elements as depicted in figure 1.

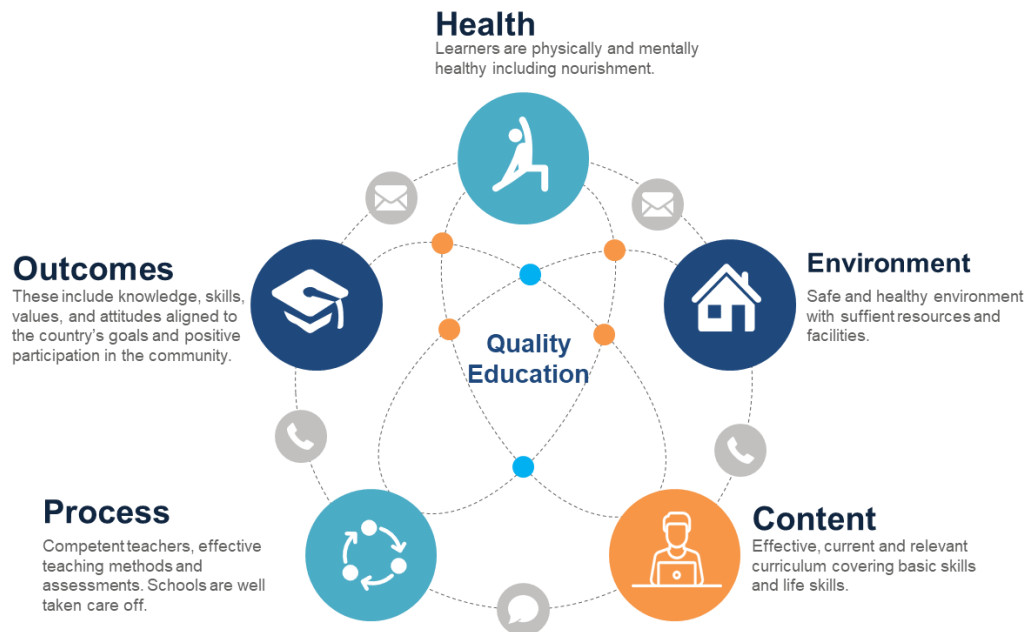


Figure 2:Quality Education Elements. (The Centre for Development and Enterprise, 2016). Diagram formulated by researcher based on content from source.

2.1.1.1 Input-Process-Output Framework

The Input -Process-Outcome Framework is one of the approaches used to define quality education as shown in figure 2. There are multiple variations of this framework in literature (The Centre for Development and Enterprise, 2016, Tawil, Akkari, & Macedo, 2012). Below is a brief description of each element on the framework as provided by the Centre for Development and Enterprise (2016) and Tawil, Akkari and Macedo (2012). (i)**Characteristics of the learner** – this element answers, what does the learner bring to the table? That includes all characteristics of the learner that enable learning.(ii) **Teaching and learning processes** at a school and classroom level. (iii) **Facilitating inputs** -resources required to carry out activities of the school including human capital, social capital, financial resources, time, infrasture, equipment, material, and other technical elements (Kinyuira & Kenyatta, 2019).(iv)**Outcomes** at school level includes short or medium changes as an outcome of the teaching and learning process (Margoluis, et al., 2013). (v)**Context** refers to the social, cultural, economic and pollical aspects that need to be taken not consideration for effective education

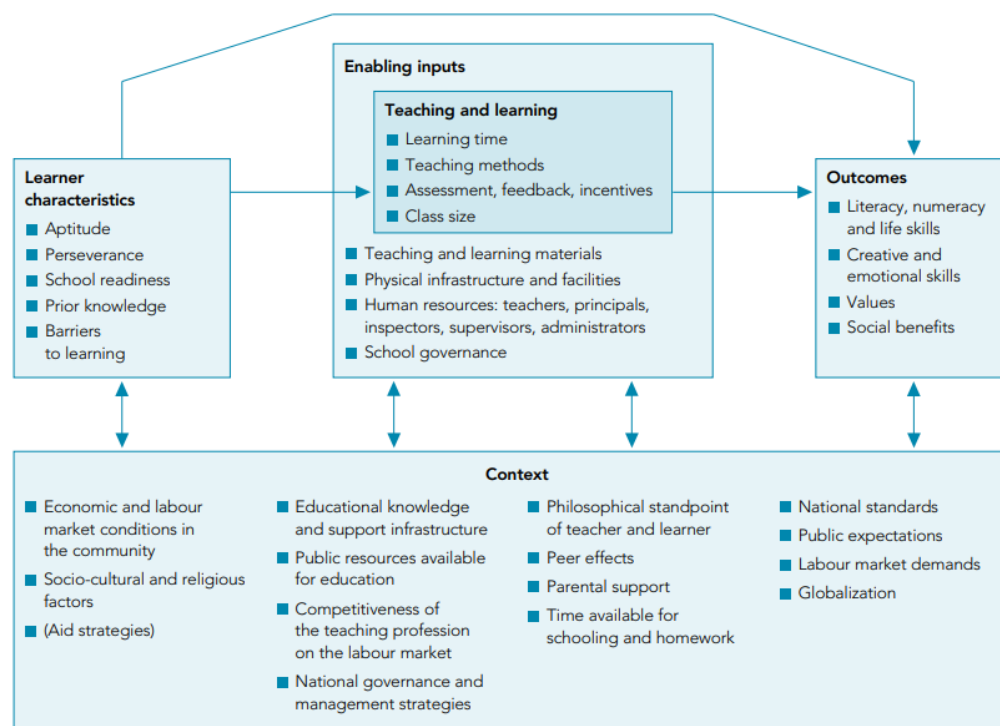


Figure 3:Framework for Understanding Education Quality (Tawil, Akkari, & Macedo, 2012)

2.1.2 Apartheid

The democratically elected government of RSA inherited an extremely unequal education system because of apartheid. Many black people were disadvantaged on the basis of their skin colour, gender and income and had fewer resources and infrastructure compared to other races (Fitch Solutions, 2020). Fitch Solutions (2020) argues that despite government's efforts to put an end to the education inequalities caused by apartheid, the legacy of apartheid in RSA continues to define the current South African education system. Similarly, Mlachila and Moeletsi (2019), Amnesty International (2020) and Spaull (2015) affirm that poor students in RSA continue to be disadvantaged by receiving poor quality of education post-apartheid because of where they are born, colour of their skin and wealth status.

Mlachila and Moeletsi (2019) further draw our attention to the inequalities found in the South African education system. They argue that both primary and secondary education is bimodal, meaning, 75–80 per cent of poor students depend on underperforming and ineffective public schools in townships and rural areas that are mostly no fee-paying schools and achieve poor outcomes, whilst the well-resourced 20–25 per cent of

students enrol in private schools and functional public schools i.e., former Model-C schools and achieve better academic outcomes. The top 200 schools attain more distinctions in mathematics compared to the bottom 6 600 schools combined (Amnesty International, 2020). The majority of poor students receives poor quality of education, for this reason, they struggle to compete with students from fee-paying schools (former Model-C and private schools) on many subjects and skills, including numeracy and literacy students (Spaull, 2015). Another reason the education system is performing poorly is because of the militant approach of trade unions which is becoming difficult for the government to control (Roodt, 2018).

2.1.3 Union power and influence

In RSA, unions are powerful institutions with a huge political influence due to the historically close relationship formed with the ruling party as part of the resistance movements during apartheid (Mlachila & Moeletsi, 2019). Most of the teachers are civil servants and more than 80 per cent of teachers belong to a union. According to Msosa (2020), the South African Democratic Teachers' Union (SADTU) has a large political influence and power which is observed at school level. In some schools, unions have an influence in the appointments of teachers, they oppose measures by government to improve education, for instance, the proposed electronic clocking-in system to curb teacher absenteeism and poor time management. The unions opposed this measure and asked the government to rather solve the cause of the absenteeism and not the symptom. Unions often use policy and strikes (legal/illegal) to exert force.

Furthermore, Mlachila and Moeletsi (2019) note the influential role played by unions in the decision to exclude South African teachers in completing the Southern and Eastern Africa Consortium for Monitoring Educational Quality II (SACMEQ II) teacher test section to assess their levels of content knowledge. They argue that unions exercise their power and control by accepting or declining policy reforms in RSA. The union protection enjoyed by teachers perpetuates low content knowledge, teacher absenteeism and lack of accountability and consequently leads to poor educational outcomes. Babson (2014) emphasises the role played by apartheid in limiting quality education to English and Afrikaans schools for white people. Post-apartheid language in RSA is still linked to ones social and economic status, in addition the type of school (Mlachila & Moeletsi, 2019).

2.1.4 Language Barrier

South Africa has 11 official languages with nine as indigenous languages. The RSA constitution embraces all nine indigenous languages, in addition it also embraces Afrikaans and English. The constitution highlights the importance of a learner's right to be educated in his/her official language of their choice, where reasonably practicable (Amnesty International, 2020, Babson 2014). Some preliminary work carried out several years ago attribute poor educational outcomes in RSA to inequalities as a result of language (Mlachila & Moeletsi (2019). Language is said to become a barrier when most students struggle with comprehending the language of instruction at school and therefore lack understanding of what they are being taught (Amnesty International, 2020). According to Mlachila and Moeletsi (2019), many learners, who are mostly black, are not able to articulate themselves well in English and are expected to learn using the language.

In SA, learners in the foundation phase, i.e. Grades 1-3 are taught in their mother tongue then at Grade 4, the language of instruction changes to either English or/and Afrikaans till Grade 12 (Amnesty International, 2020). At the foundation phase, the focus is on learning to read and from grade 4, it is about reading to learn. If the gaps are not adequately addressed in the foundation phase, these will keep growing at each grade until the learner cannot keep up academically and they repeat a grade or drop out (Spaull, 2015). According to Onwu and Schoole (2008), the language policy gives learners a right to be taught in one of the South African indigenous languages. However, the key challenge is the shortage of skilled language teachers and aligned curriculum to support the language needs beyond Grade 3. The shortage of vernacular or indigenous teachers contributes to a higher learner–teacher ratio that goes beyond acceptable standards and as a result, affects quality of delivery, productivity, and educational outcomes.

Onwu and Schoole (2008), Mlachila and Moeletsi (2019) and Amnesty International (2020) provide several challenges contributing to poor educational outcomes in RSA. These include but are not limited to:

- A shortage of teachers for the foundation phase who can teach in a mother tongue due to a low enrolment of African students at tertiary level.
- Lack of quality textbooks in a mother tongue,
- Lack of teachers who can teach in English and other African languages.

2.1.5 Teacher Absenteeism

The government's education policies have proven to be inadequate in addressing quality issues and academic performance in mathematics, science, technology, and literacy in RSA. The country scored 36.9 out of 100 regionally in general education and globally 128th (Fitch Solutions, 2020). Mlachila and Moeletsi (2019) argue that having multiple input-based education policies without complementary initiatives to improve accountability and pedagogy is essentially an unproductive exercise. Some of the adopted policies have unintended consequences, for example, in some schools in Gauteng province, teachers are only disciplined and a substituted if he/she is absent from work for more than 20 working days (Msosa, 2020). This policy contributes to teacher absenteeism, leads to poor performance and lack of productivity and therefore, poor quality of education.

Absenteeism is predominantly high and damaging to economies of developing countries such as RSA (Obiero, Mwebi, & Nyang'ara, 2017). In RSA, teacher absenteeism is higher in public schools that serve predominantly black people. Teachers in these schools spend less than 46 per cent of allocated teaching time in the classroom compared to former Model-C public schools. Furthermore, in RSA, on average 11 per cent of teaching time is lost to absenteeism (Mlachila & Moeletsi, 2019). According to Mlachila and Moeletsi (2019) and Msosa (2020), there are many reasons why teachers could be absent, however most reasons are not valid. Some reasons for teacher absenteeism include, job satisfaction, accountability, low subject expertise, motivation, overcrowded classes, management, the type of school where they work and ineffective governance. High absenteeism is costly, leads to loss of teaching time in the classroom, students' underperformance and therefore, the low quality of education (Obiero, Mwebi, & Nyang'ara, 2017).

2.1.6 Corruption

Corruption and irregular expenditure are two of the challenges facing the education sector (Fitch Solutions, 2020). Mlachila and Moeletsi (2019) put forward the view that distribution and efficient management of resources is problematic in RSA, however allocation of funding is not the core problem. In some schools, it has been alleged and reported that SADTU officials sell teacher posts; other corrupt activities include financial mismanagement and theft of funds (Roodt, 2018).

2.1.7 Lack of resources and infrastructure

The South African education system accounts for 18.7 per cent of the government's total expenditure, furthermore in 2019-2020, the government plans to allocate R30 bn to build new schools and maintain infrastructure (Fitch Solutions, 2020). Despite the increase in education expenditure, the allocation is still inadequate to address resource needs and to close inequalities in the education system. For instance, the fee-paying schools have more resources, better infrastructure and skilled and experienced teachers because of increased fees and therefore generous budgets as opposed to no-fee schools that rely on government funding only (Fitch Solutions, 2020). Lack of resources is an impediment to a school's ability to deliver quality education. According to Amnesty International (2020), from 23,471 public schools, 37 had no sanitation facilities at all; 86 per cent had no laboratory facilities; 77 per cent did not have a library; with 72 per cent no access to the internet and 42 per cent lacked sports facilities; lastly, 239 schools had no electricity. Similarly, STATS SA (2017) affirms the lack of basic infrastructure and resources in RSA schools such as access to laboratories, libraries and Internet connections and less qualified teachers.

The lack of dignified sanitation not only affects a learner's right to quality education, water and sanitation but other rights such as right to human dignity and privacy (Amnesty International, 2020). Lack of resources and poor infrastructure has a negative impact on students and teachers' performance. STATS SA (2017) and Amnesty International (2020) highlight the symptoms of lack of resources, that is, increased grade repetition and drop-outs, low teacher motivation levels, learning deprivation for students, increased absenteeism and high turnover. Consequently, this leads to a poor-quality education for the poor and marginalised. Fitch Solutions (2020), South African

Government (2014), Amnesty International (2020) and the Department of Basic Education (2019) argue, despite noticeable improvement in the enrolment rate by government schools, the dropout rates are still significantly high at secondary level and tertiary. Approximately 90 per cent of grade R learners are enrolled in school and more than half of those do not make it to matriculation. The drop-out begins to occur in large numbers from age 16-18 years. In 2017, the drop-out rate increased from 40 per cent to slightly above 50 per cent.

Government Communications (2019), Spaull (2015) and Amnesty International (2020) provide common drop-out reasons given by students include lack of money, poor academic performance, family commitment and no value in education. Arguably, low quality education at primary level and lower secondary level is the main reason for the poor educational outcomes.

South Africa is regarded as one of the highest unequal societies in the world with a huge gap between the rich and the poor (Amnesty International, 2020). The South African education system must be observed via the same lenses. Socio-economic status is a significant determinant of the level and quality of education for students based on income and geographical location. In general, poor learners are less likely to receive quality education as opposed to wealthier students, the same is true for rural learners versus urban learners (Mlachila & Moeletsi, 2019). Spaull (2015) further notes that learning gaps at school are strongly correlated with socio-economic status and quality of the school. The learning gaps lead to dropouts. Income in RSA is related to race and race is related to education expenditure (Amnesty International, 2020).

Consequently, the poverty levels of students affect their school attendance and academic performance (STATS SA, 2020). Although the government has put interventions to mitigate the imbalance in place, such a high budget allocation and no payment of fees to less resourced schools, additional costs such as transport, stationery, nutritional food, school uniforms remain a challenge for poor students (Amnesty International, 2020).

Approximately 80 per cent of S. A's underperforming schools are found in townships in rural areas where most teachers experience numerous challenges related to the curriculum (Mlachila & Moeletsi, 2019). These challenges include multiple changes to the curriculum, increase in content with less preparation time, less support for teachers, lack of professional development, lack of pedagogical skill, low subject content knowledge as a result of lack of engagement with curriculum subject matter experts (Amnesty International, 2020).

The low subject content knowledge by teachers negatively affects their ability to make sound and accurate judgements about their students' performance and to put in place remedial action. There is a considerable amount of literature that demonstrates the lack of basic content knowledge by RSA teachers (Spaull, 2015). Teachers, as a result of the above challenges, in turn, experience more stress and consequently the quality of education is comprised (Amnesty International, 2020). According to Onwu and Schoole (2008), in 2006, a new curriculum was implemented for grade 10-12, that is, the further education training (FET) band; this led to the introduction of new subjects such as mathematics literacy. The new curriculum intensified the teacher skills shortage in scarce subjects such as mathematics, science, technology, arts, economics and others.

Fitch Solutions (2020), South African Government (2014), Amnesty International (2020) comment that despite noticeable improvements in the enrolment rate by the government, the dropout rates are still significantly high at secondary level and tertiary level. Approximately 90 per cent of grade R learners are enrolled in school and more than half of the those do not make it to matriculation. The drop-out begins to occur in large numbers from age 16-18 years. Although in 2017, the drop-out rate increased from 40 per cent to slightly above 50 per cent, Government Communications (2019), Spaull (2015) and Amnesty International (2020) provide common drop-out reasons given by students include lack of money, poor academic performance, family commitment and no value in education. Arguably, low quality education at primary level and lower secondary level is the main reason for poor educational outcomes.

The low competency of pupils in science and mathematics subjects in secondary schools, limits or prevents students from studying STEM (science, technology, engineering and manufacturing) related qualifications at tertiary level, therefore creating

a shortage of skills in the labour market and RSA (Fitch Solutions, 2020). There is slow progress in primary reading literacy in RSA. Mlachila and Moeletsi (2019) say that, according to the 2016 results of the International Reading Literacy Study (PIRLS), 78 per cent of RSA's Grade 4 students cannot read for meaning in any language (Mlachila & Moeletsi, 2019). In addition, RSA secondary education is failing to close the literacy, mathematics and science gap. Although the validity of the tests has been questioned by some researchers based on methodology used, there is overwhelming evidence confirming literacy and STEM challenges in RSA (Amnesty International, 2020).

Overcrowded classes, shortage of supply of qualified teachers and high workload cause fatigue. Teacher retention and recruitment is a challenge with the poorer provinces mostly affected (Amnesty International, 2020). Onwu and Schoole (2008) suggest one reason for the shortage is due to changes in teacher training and education post 1994. Post-apartheid, the government implemented interventions such as the closure and incorporation of teacher colleges into universities, curriculum changes, deployment of teachers in areas with high demand and lastly, voluntary severance packages. Over time, the enrolment of student teachers declined, further graduate output of teachers also has been declining, resulting in a shortage. Mlachila and Moeletsi (2019), Onwu and Schoole (2008) and Makhuzeni and Barkhuizen (2015) provide several reasons for the decline i.e., lack of interest in the teaching profession, strenuous working conditions, low teacher morale, student discipline, low salaries, teacher migration, resignation, medical boarding, dismissal, lack of development and support and lack of recognition. In addition, there is an oversupply of teachers for some subjects and shortage for others, for instance, there is shortage of teachers in Mathematics, Science and Technology and Language (Department of Education, 2006). Teacher turnover leads to less teaching time and quality of delivery by teachers and therefore reduced quality of education and poor educational outcomes.

2.1.8 Consequences of poor quality education

South Africa's economic growth has been slow, the economy has not grown by more than 2% annually since 2013 (Fitch Solutions, 2020). The country's unemployment rate is very high with the official unemployment rate said to be at 30,1% in quarter 1 of 2020 and lower at 23,3% in quarter 2 of 2020 (STATS SA, 2020). Literature affirms a direct

correlation between quality and duration of schooling with employment prospects (Spaull, 2013). The poor quality of education has caused a skills deficit which perpetuates high unemployment in RSA. Spaull (2013, 2015), Roodt (2018) and Mlachila and Moeletsi (2019) argue that poor quality education is a poverty trap for those previously disadvantaged. It contributes to slow economic growth and an inclusive economy. Poor quality education increases poverty, unemployment and perpetuates inequalities. The bimodal education system contributes to the inequalities and poverty levels in RSA. In South Africa, poverty and unemployment figures are directly proportional to levels of education and race (Mlachila & Moeletsi, 2019). Most black people continue to receive poor education and are less educated when compared to other races and as a result, the majority remains poor.

2.2 Research knowledge gap analysis

This section introduces methods, data, findings, and conclusions in the current body of literature that focuses on private education, LFPS and PPP Schools in Sub-Saharan Africa, RSA, Pakistan, New Zealand and Ghana. The aim of this section is to identify a research knowledge gap in the current body of literature by reviewing past and current similar research. The section is organised as follows: Part 1 discusses similarities identified in past and current research. Part 2 explores the differences in past and current research while Part 3 draws conclusions on the knowledge gap(s).

Low-fee private schools are non-government schools that deliver education to the poor; they are also known as low cost schools (LCS) and LFPS (Brion, 2020; Tooley & Longfield, 2016). PPP schools are described as private schools that are controlled and managed by educational entrepreneurs, Non Governmental Organisations (NGOs) and philanthropists. This is a partnership between the public and the private sector to achieve educational outcomes, social and economic goals. (Amjad & MacLeod, 2014, LaRocque, 2008).

Amjad and MacLeod (2014) investigated how effective PPPs and LFPS are in Pakistan. The study used Pakistan's 2011 Annual Report, a nationwide survey to evaluate educational outcomes by comparing performance of private students to that of government school students in Pakistan with a focus on rural areas. This study was

carried out by comparing student test scores for arithmetic and English in private as well as public schools. The study results showed a superior performance by private school compared to government schools, this is possibly due to school type. In addition, PPP schools perform better than government schools, however they demonstrate a performance that is almost equivalent to private schools. The authors conclude the study by affirming the need to do more research regarding the effectiveness of both private and PPP schools.

In the past, Machard and McKay (2015) examined the commute by Johannesburg students from their homes to their inner city, low-cost private schools. The purpose of the study was to understand elements of the commute with respect to time, money and mode of transport, as well as the reasons behind it. The data collection instrument used was a structured self-completion questionnaire that was completed by parents. Furthermore, a survey was distributed to all Grade 8 students in all participating schools and 200 surveys were received. The SPSS statistical package was used to analyse data.

Some of the results of the study showed that 86% of learners attending the inner-city schools are black, with 13% as coloured, 8% white learners and 3% Asian/Indian. The good academic performance of inner-city LFPS was the main attraction (Machard & McKay, 2015). The study found that school choice in the inner city was partly because a shift in how land used that is the inner city that is from residential to commercial. In addition, government has not made provision to build public schools in the inner city hence the residents' choice becomes limited to private schools, despite their low incomes. Students from Soweto and Alexandra commute to these schools because of their parent's perceptions on quality education offered (Machard & McKay, 2015).

The Centre for Development and Enterprise (2015), as part of the study, analysed the financial viability of LFPS, stand-alone and chain schools in RSA to determine a financial viability model, key factors and possible solutions. They used quantitative and qualitative data to develop a model. The study used an interview schedule, questionnaire, obtained documents from the schools directly, and from their websites. The model hypothesised two financially viable LFPS; firstly, a standard primary school offering basic education, and secondly, an innovative secondary school.

A recent review of literature on LFPS in RSA found that low-fee private primary schools, in all three regions use resources efficiently, resulting into improved performance. Notably when Piek and others (2017) compared schools in similar school fee ranges, the findings were mixed and differed by geographical area, indicating that independent primary schools in Gauteng perform better than those in the Western Cape.

A study in New Zealand on PPPs by Olofson (2018), used an holistic case study to explore how PPPs align themselves with these values, and how public discourse frames both types of schools. The data collection process entailed multiple engagements with public and partnership schools, data was then collected using interviews, observations, and field evidence. Furthermore, interviews were semi-structured and observations were unstructured. Data was analysed and themes were constructed, the author prefigured codes describing different constructs. Data from various sources was reviewed and grouped, then coding of interview transcripts, and other documents was done in accordance to the various aspects of the identified values (Olofson, 2018).

Bauma, Cooperb and Lusk-Stoverb (2018) explored market entry theoretical frameworks that were existing and low-cost private school regulation in Sub-Saharan Africa. They found that current regulatory systems are failing to address market failures resulting from private schools and governments' lack of capacity creates opportunities for corruption or bribes. Furthermore, difficult market entry regulations set by the government pose challenges for the legitimate private education markets, in contrast contribute to the growth of illegal markets.

Another study (McKay, Mafanya, & Horn, 2018) on Johannesburg's inner-city private schools examined the teacher profile of inner city schools, and their working conditions and reported that most teachers were younger than fifty years of age, African and were Zimbabwe foreign nationals, and other. Some teachers were underqualified and were unhappy with poor working conditions in the schools, unattractive salaries and long working hours. Some of the key issues raised include, lack of teaching materials, infrastructure and sports fields.

Härmä (2019) explores experiences of those who form part of private schools regulation in three sub-Saharan African cities. The author uses three case study areas - Abuja,

Accra, and Kampala, and draws qualitative data through means of interviews and surveys. The survey instrument utilised in the study was a structured questionnaire. Data was processed using thematic analysis. Findings indicated the regulation of all schools is not functional, and corruption is central to the relationship between government and private schools.

More recent evidence on LFPS in Ghana (Brion, 2020) suggests that parents choose Christian LFPSs due to quality of education and religious purposes. Additional reasons include small class size, distance from home to school, quality of teachers, quality administration and other extracurricular activities. Christian LFPSs have no different challenges compared other LFPSs, that is, poor infrastructure, lack of skilled teachers who are motivated, lack of resources and financial resources. This may be due to late or no payment from parents and therefore reducing the school's revenue and exposing it to operational risks and other risks.

There are numerous studies supporting the view that LFPS and PPP schools perform better than government schools and therefore may be seen as the ultimate solution to many governments' challenge to provide access and quality education. Amjad and MacLeod (2014) found that private schools and PPP schools perform better than government schools. Similarly, Machard and McKay (2015) found that 65 per cent of the inner-city LFPS had a good academic performance.

In contrast, there is also evidence that indicates poor performance of LPS due to lack of adequate teaching materials, financial challenges, poor infrastructure and lack of skilled teachers (McKay, Mafanya, & Horn, 2018, Brion, 2020). Bauma, Cooperb and Lusk-Stoverb (2018) and Brion (2020) likewise found that current regulatory systems are failing to address market failures resulting from private schools.

2.2.1 Research limitations and knowledge gap

Although the aim of the study by Härmä (2019) was to bring forth experiences of those involved in the regulation and also operation of private schools, the study fell short because the author used an unstructured interview with poorly planned questions, consequently they were not able to collect quantitative data on highly sensitive issues. This may have been because of lack of interviewing skills and might have had a negative

impact on the study because not all perspectives and experiences of individuals were brought forward. Machard and McKay (2015) note one limitation of their study is not capturing all reasons for choice due to the question type that is closed ended.

Previous work including the above literature has mainly focused on school choice, impact of regulations on LFPS and PPP Schools, effectiveness of academic performance of LFPS and PPP schools in comparison to public schools and student fees and costs. There is little known about PPP schools and LFPS in RSA townships. Although there is an interest in studying LFPSs in different contexts and geographical areas, no studies have yet attempted to explore a private education model for townships in RSA.

2.3 Qualitative attributes key to the research

This section of the report presents qualitative attributes key to the research. Key attributes in developing a private education business model for township students in Gauteng schools are identified and discussed. This section is important to understand the data and information that was pursued as part of the study to answer the research questions and prove the research propositions. The section includes a list of qualitative attributes.

The key qualitative attributes identified for this study include revenue streams, cost structure and management. These attributes are explained in depth below.

2.3.1 Revenue Streams

Revenue generation is an essential part of any business organisation; without revenue, the business is not financially viable and therefore may struggle to deliver on its mandate. Several authors have attempted to define revenue. According to Libby, Libby and Hodge (2017), organisations earn revenue as a result of sales for goods or services they offer to their customers. Similarly Trekman (2014) defines revenue as the means by which an organisation derives value as a result of sales of its goods and services. He further emphasises revenue as an essential element of a business model.

Private schools require numerous revenue streams to be sustainable. Private schools exist in different forms, locally and internationally, for the purpose of this study, the focus is on revenue streams for LFPS and PPP schools as they serve mainly the poor and marginalised. Private school revenue streams include government subsidies, school or tuition fees, donations, sponsorships, philanthropic activities, fundraising and vouchers. Government subsidies in RSA are limited to schools that serve the poor (OECD, 2014; The Centre for Development and Enterprise, 2015; Amjad & MacLeod, 2014)

Some scholars argue that the revenue generation model of LFPSs creates issues of equity as students whose parents can no longer afford payment or are unable to pay may get expelled from the school. In addition financial viability is also a challenge because LFPSs mainly rely on school fees to operate (Brion, 2020). Furthermore, Tooley and Longfield (2016) bring forth a debate regarding LFPSs' lack of affordability, they state that, according to literature, some poor households have to spend 30 per cent of their income to send only one child to a LFPS.

2.3.2 Cost Structure

Like many businesses, private schools have to manage their costs effectively to be financially sustainable. To be cost effective, private schools have to use their resources carefully to avoid high expenditure and spend wisely, thereby achieving the best possible results (Mastry & Bisschoff, 2003). The cost structure of most private schools whose core service is to deliver educational services, include teacher salaries, teaching and learning material, administration costs, construction and maintenance costs. Teacher salaries make up the biggest portion of a school's costs, ranging from 60 to 80 per cent, furthermore low teacher student ratios also contribute to increasing costs (OECD, 2014; The Centre for Development and Enterprise, 2015; OECD, 2014).

According to literature, economies of scale are essential to manage operational costs and drive cost efficiencies in LFPSs (The Centre for Development and Enterprise, 2015).

Some of the challenges faced by LFPSs include reducing operational costs, insufficient government subsidies and no payment of school fees and limited room to increase fees, as a result, such schools often do less building maintenance, rent low cost buildings and others (McKay, Mafanya, & Horn, 2018).

2.3.3 Management

School Management is mainly responsible for direction setting, planning, organising tangible and intangible resources, controlling, setting and improving quality standards. Tangible resources comprise human capital, material (building and equipment), financial and intangible resources, that is, reputation and brand of the school (Everard, Morris, & Wilson, 2004; Anderson & Lumby, 2005). Effective management of the school is essential to manage costs, generate revenue and deliver quality education.

According to Everard, Morris, and Wilson (2004), good management is an important part of delivering education services and thereby promoting effective teaching and learning. Similarly, Mastry and Bisschoff (2003) argue that school managers are required to manage their schools efficiently and economically. In general, privately managed schools are said to have more autonomy, resources and out-perform public schools (OECD, 2012).

The three key qualitative attributes discussed above, that is, revenue streams, cost structure and management are crucial in delivering quality of education for township students. The next section discusses a framework for interpreting research findings.

2.4 Framework for interpreting research findings

This section of the research interrogates the business model canvas framework to develop a viable private education model that is desired by township students and their parents in Gauteng. The purpose of the section is to interrogate a framework to be applied in interpreting research findings. The section starts by providing a basic understanding of the business model canvas framework and explains the various components of the framework.

It is important to understand the concept of an interpretative framework before explaining the various components of the business model canvas framework. “An interpretative framework is defined as set of logical and well-constructed assumptions, ideas and principles that allow researchers to challenge the status quo, identify problems and come up with solutions therefore opening the data to particular interpretations (Moisander & Valtonen, 2011). As part of the study, the various frameworks were initially considered, however the business model canvas framework was selected.

The business model canvas framework was initially developed in 2004 as part of a Doctor of Philosophy dissertation on business model innovation, completed by Alexander Osterwalder and Professor Yves Pigneur in Switzerland. The authors aim was to develop a business model that was simple and easy to understand (Ching, 2013; Qastharin, 2015). In 2006, the world started taking note of the proposed ideas in the dissertation and companies like Deloitte and Ericsson started applying the approach. The authors were subsequently challenged to write a book based on the approach.

Osterwalder and Pigneur heading the call, developed the book using innovating methods, co-authored by 470 subject matter experts in business modelling and over 4000 hours were invested (Osterwalder & Pigneur, 2010).

The business model canvas is described as a tool that provides a rationale on how organisations create, deliver and capture value, using a shared language (Osterwalder & Pigneur 2010; Rytönen & Nenonen, 2014; Rytönen & Nenonen, 2014; Qastharin, 2015). It is visual and is suitable for describing, assessing, and changing business models. The framework is described by Osterwalder and Pigneur, (2010), Ching, (2013), Qastharin, (2015), Kucukaltan, Irani, and Acar (2020) through nine basic logical building blocks, mapped on a canvas, hence the name business model canvas (refer to figure 3 for more details).

1. **Customer segments** – The customers (individuals, groups and organisations) the organisation wants reach and serve. Who are the target customers?
2. **Value propositions** – Refers to products and services that create value for customers. Value creation can be quantitative and/or qualitative. What customer problems are you solving for? What is your customer promise?
3. **Channels of communication** - How an organisation connects with its customers to deliver value. The channels of communication may be direct and/or indirect. Where can the customer access the products or services on offer?
4. **Customer relationships** – The kinds of relationships an organisation builds with its customers.
5. **Revenue streams** – The cash generated by an organisation from each customer segment. What do you can get in return of the value provided to customers?
6. **Key resources** – These are crucial assets that unlock value creation for the organisation and include financial, physical, and other resources
7. **Key activities** – Actions by the organisation to realise value, increase revenue, growth, and market share.
8. **Key partnerships** – They include suppliers and partners who contribute to the organisation. Who are your crucial partners and what resources do you get from them?

9. **Cost structure** - All costs incurred to operate.

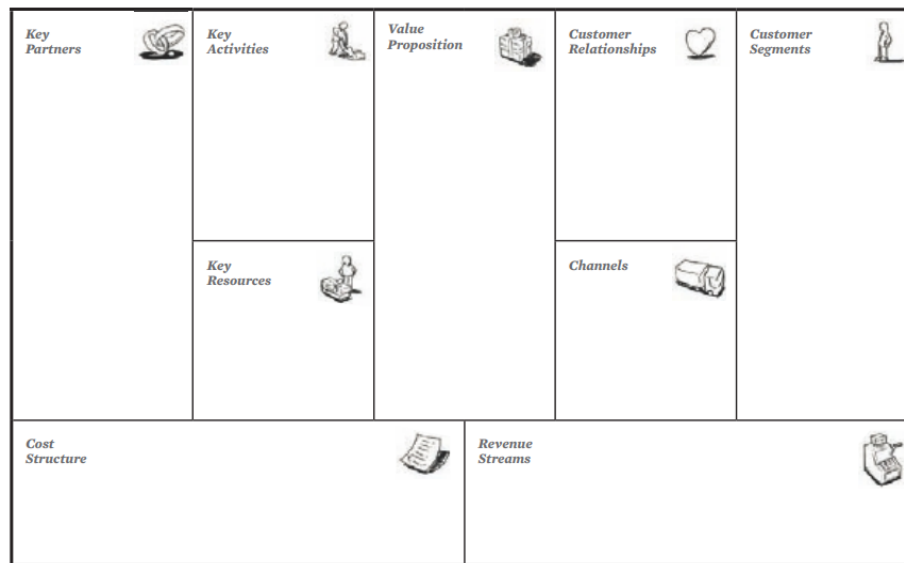


Figure 4: The Business Model Canvas (Osterwalder & Pigneur, 2010)

One of the advantages of the model is that it becomes a common language of explaining and transforming business models and therefore makes it easier to have a progressive dialogue, map ideas and challenge assumptions (Osterwalder & Pigneur, 2010; Ching, (2013). The model helps to improve existing businesses, build new ones, creates value, models innovation, is simple, practical, enables quantitative analysis through qualitative information collected from the model (Rytkönen & Nenonen, 2014; Ching, 2013; Qastharin, 2015; Kucukaltan, Irani , & Acar, 2020; Carvalho, Galina, & Sánchez-Hernández, 2020).

Similarly, Carvalho, Galina, and Sánchez-Hernández (2020) note that the business model canvas is an easy-to-use tool that promotes divergent thinking and helps with conceptualising new products and services. This model is relevant for this study because it makes it easier to challenge assumptions or the status quo regarding education. The canvas is used to create, deliver and capture value through innovative and customer-centric solutions (Osterwalder & Pigneur 2010; Rytkönen & Nenonen, 2014; Rytkönen & Nenonen, 2014; Qastharin, 2015).

In contrast, it has been criticised for only visualising some key elements of an organisation and omitting the others. Moreover, the model does not include an

organisation's mission (Anderson & Lumby, 2005), vision and strategic objectives, analyses of competition, KPI and performance measurements and lack of mandatory quantitative attributes (Ching, 2013; Rytönen & Nenonen, 2014; Qastharin, 2015). It argued that the business model canvas assumes all organisations exist to make a profit, however, this is not true for social enterprises, like NGOs, whose main aim is to achieve a social impact (Ching, 2013; Qastharin, 2015). This study aimed to develop a private school business model that positively contributes to quality of basic education in township schools in Gauteng. Therefore, it is important to talk about the disadvantages of the model when applying it as an interpretative framework. The study therefore proposes mitigating solutions.

2.5 Summary and conclusion

2.5.1 Summary of literature reviewed.

This chapter examined the literature related to the research undertaken, the research problem was identified, analysed and discussed, including symptoms, root causes and consequences of poor-quality education in South African public schools. An in-depth understanding of the basic and critical issues in the RSA education system was essential to understand the magnitude of the problem and to assist in crafting a sustainable solution.

The identified knowledge gap is that little is known about PPP schools in RSA and LFPS in townships areas. Although there is an interest in studying LFPSs in different contexts and geographical areas, no studies were identified that attempted to explore a private education model for townships in RSA. Revenue streams, cost structure and management was identified as qualitative attributes for the study. The business model canvas framework for interpreting the research findings was interrogated.

2.5.2 Proposed research strategy, design, procedure and methods arising from the literature reviewed

The research used a qualitative research strategy. A case study research design was selected. This research made use of an interview schedule, specifically, a semi-structured interview and a questionnaire. The identified target population of this study comprised parents (over the age of 18) who live in the township and have school-going children.

The target population also included senior managers from the Department of Basic Education, chain or standalone LFPS and PPP schools in RSA. A purposive sampling strategy was selected.

3 RESEARCH STRATEGY, DESIGN, PROCEDURE AND METHODS

In the previous section, three research questions were posed namely, (i) ‘How can PPPs and LFPS be successful vehicles for the achievement of quality education in township schools?’, (ii) ‘What does the customer want and need to fulfil the quality education promise?’, (iii) ‘What are the challenges faced by parents, students, and teachers in schools?’. Literature reviewed was completed and an interpretative as well as conceptual framework was developed to guide the choices of techniques used.

This chapter comprises the research approach, design, procedure, and methods that inform the data collection, processing, and analysis process. In addition, there is a discussion of the reliability and validity measures, technical and administrative limitations.

3.1 Research strategy

Broadly, a research strategy, also known as a research approach, is like a compass whose role is to provide direction, likewise a research strategy provides direction for the research. The research strategy informs the research process (Remenyi, Williams, Money, & Swartz, 1998). A research strategy comprises three main strategies, namely, qualitative, quantitative, and mixed.

In this study, a qualitative research strategy was applied. A qualitative research study is concerned with subjective, descriptive and interpretive analysis of the world, it is unstructured and allows the researcher to get in-depth insights on complex topics or topics about which little is known. When researchers use this approach, they can collect information on participants’ thoughts, perceptions, feelings and experiences. It puts emphasis on generalisations (Kumar, 2019; Leedy & Ormrod, 2019).

Guest, Namey, and Mitchell (2013) further note that qualitative research is concerned about understanding the meaning that people construct about the world and it studies things in their natural settings. A qualitative strategy was selected due to its interpretive and descriptive nature. The aim of this study was to develop a private school business model for township students and in doing so, contribute to resolving challenges in

accessing quality education. A qualitative research strategy enabled the author to get an in-depth understanding of the status quo and to interpret findings to develop a suitable transformative business model.

In a recent study by Härmä (2019), a qualitative research approach was used to collect evidence. As previously indicated, the study explored the experiences of those involved in private school regulation. This strategy allowed the author to gain insights on perspectives and experiences of participants because it was unstructured, explanatory and less rigid.

3.2 Research design

Research design refers to a plan that the researcher aims to follow in collecting data (Remenyi, Williams, Money, & Swartz, 1998; Kumar, 2019; Leedy & Ormrod, 2019). There are five generic research designs: cross-sectional, longitudinal, case study, comparative, and experimental. Fundamental is that a research design is a way that a researcher collects data.

In this study, a generic research design is used, namely, a case study. In a case study design, a single case of an individual, programme, event, or area is studied to gain the insights of a group from which the case study is drawn (Kumar, 2019; Leedy & Ormrod, 2019). A case study has a defined period of study and it is based on assumptions that insights gained are representative of the population group (Kumar, 2019). A case study of education in the township was chosen to ensure the topic was explored from different perspectives, thereby providing an in-depth understanding and broader view of specific case sites and organisations.

The case study comprised the following sources of data, that is, four groups, namely,

- **Group 1:** Community, this group was chosen because of its experience of education in the township and views on quality education.
- **Group 2 – 4:** Expert Organisations, these organisations were selected based on the critical role they play in the education sector in RSA.

In the earlier study by Härmä (2019), the author used a case study design of three Sub-Saharan African capitals that is Abuja, Accra and Kampala. The design gave the author

an opportunity to get diversified perspectives from each city and to make assumptions about the chosen cities. This design benefited this study because it was focused on specific expert organisations and groups, therefore, there was more time to interrogate the problem.

3.3 Research procedure and methods

This section details the procedure and the methods used in this research to collect, collate, process, and analyse empirical evidence. The following are discussed: data and information collection instruments, the target population and sampling of participants, the ethical considerations during the research process, data and information collection process and storage, data and information processing and analysis, as well as the background description of the participants who provided empirical evidence for this research study.

3.3.1 Research data and information collection instrument

Data collection instruments are tools used by researchers to collect data (Kumar, 2019). There are the two types of data collection instruments, namely, observation schedule and interview schedule. This research used an interview schedule, to be specific, a semi-structured interview and an interview schedule adapted to a questionnaire.

3.3.2 Structure of data collection instrument

The structure of data collection instruments is important in deciding what information needs to be collected and how the data collection instrument structure exists in three forms that is unstructured, semi-structured, and fully structured (Guest, Namey, & Mitchell, 2013). An unstructured data collection instrument is often used by researchers when little is known about the research topic under study and to gain in-depth understanding (Wotela, 2017), however Guest, Namey, and Mitchell (2013) argue that the less structure one has into the research process, the more challenging it gets to conduct a basic comparative analysis.

The researcher may not be comparing like for like. A semi-structured instrument is preferred when more is known about the topic of study but certain aspects are not well known and therefore the researcher may want to probe further. A fully-structured data

collection instrument is ideal when the topic under study is well established (Wotela, 2017). Bairagi and Munot (2019) point out that to decide on the appropriate data collection method, a researcher must first be familiar with the various types of data that exists and thereafter decide on the type of data required to answer the research questions and to select a method. They further argue that these will reduce errors in the selection and use of appropriate data collection instruments. It is for this reason that the researcher of this study studied the different types of data and assessed the type of data required to answer the research questions. The researcher decided on a semi-structured interview and a fully structured questionnaire due to their suitability to the study.

A semi-structured interview was chosen because it allows the researcher to probe and thereby enrich the quality of responses and research. Making use of open-ended questions in the interview schedule enabled the researcher to explore the qualitative aspects of the study. The instruments used in the study are attached in Appendix 1.1 - 1.3, however a summary of the interview questions is provided below (table 1).

This study bears a resemblance to a study conducted in New Zealand about what the economic values framework reveals about the partnership school policy and the ways different stakeholders conceptualise it. A semi-structured interview was used together with other data collection instruments (Olofson, 2018). This gave the researcher autonomy to ask additional questions which they may have not planned.

Table 1: Summary of research questions

Objective	Research Questions
To determine if PPPs and LFPS can be successful vehicles for the achievement of quality education in township schools (Value Proposition).	- How much is school fees monthly? - Is your child exempt from paying school fees? - How do you feel about private education in the township? What is affordable school fees for private school in the township? - What is your understanding of PPPs? - Can PPP be used as a tool to deliver quality education in SA? - What is the level of interest from governments on PPPs as part of a solution to address challenges of quality education in primary and secondary schooling in SA? - Provide a list of all PPPs initiatives in basic education? - How is success measured? - What happens to a PPPs when there is change in political leadership?
To know what the customer wants and needs (Value Proposition)	- What is quality education? - Are you happy with the quality of education your child is receiving? - What are the characteristics or elements of an ideal school? - List the school's customers? - What services does the school offer? - How does the school differentiate itself?
To determine challenges faced by parents, students, and teachers in schools (Value Proposition).	- What is the average number of students per class? - What is the language of instruction? - Does your child commute to school? If yes how long? - What are some of the challenges you experience regarding public schools?
Basic Education Challenges and Solutions	- Name five challenges faced by government in basic education in S.ASA - What is the role of school management in delivering quality education? - What makes a good school management team? - What is your view regarding drop-out rates at grade 10-12? - What is your view regarding teacher absenteeism? - Name five possible solutions to resolve challenges in basic education. - Do you think the private sector has a role to play?

3.3.3 Research data collection instrument – source

The questions in the instrument were created by the researcher of the study and informed by literature. Bairagi and Munot (2019) draw a distinction between two types of data sources, that is primary and secondary data, with primary referring to data collected by the researcher for the first time and secondary data referring to data already collected by someone and used in previous research. The study makes use of primary data sources, data was collected using semi-structured interviews and an interview schedule adapted to a questionnaire from the following participant groups.

- **Participant group 1** – Parents (Community member)
- **Participant group 2** - Senior manager from GDE (Expert Organisation)
- **Participant group 3** - Chain LFPS (Expert Organisation)
- **Participant group 4** – PPP schools in RSA (Expert Organisation)

3.3.4 Target population and participant selection

3.3.4.1 Research target population

A target population includes a group of people, employees of an organisation, a community, a country and other, from which a researcher draws a sample to generalise (Remenyi, Williams, Money, & Swartz, 1998; Kumar, 2019). The identified target population of this study comprises parents (over the age of 18) who live in the township and have school-going children. The target population further includes senior managers from the Department of Basic Education, chain LFPS and PPP schools in RSA. Refer to table 2 for more details.

Table 2: Research Population

<i>Participant group</i>	<i>Description</i>	<i>Age range</i>
Community member	Parents	Over 18
Expert Organisation	Senior managers from the department of basic education	Over 18
Expert Organisation	Chain low fee private schools	Over 18
Expert Organisation	public – private partnership schools in South Africa	Over 18

The method used in this study was, to some extent, similar, however it varied from the Centre for Development and Enterprise's (2015) study that investigated the financial viability of LFPS stand-alone and chain LFPS to determine important elements influencing financial viability and possible solutions. The Centre used a qualitative research strategy to obtain qualitative insights and financial information from a target population of stand-alone LFPS and chain LFPS schools in RSA. The Centre for Development and Enterprise used the R12 000 annual school fee as a criterion to define LFPS. The target population was selected because the study aimed at investigating the financial viability of this growing market of LFPS.

3.3.4.2 Research Sampling

Sampling is a process using a small percentage of participants drawn from a population. A sample is then studied, and inferences are made about the population (Kumar, 2019; Wotela, 2017). There are three approaches to sampling, that is, random (probability), non-random (non-probability) and mixed sampling (Kumar, 2019). In qualitative studies, a sample size and sampling strategy are not crucial to the sampling process because qualitative studies are concerned with diversity and therefore data can be collected till saturation point. The total sample size chosen for this study was twenty-one participants from various groups to increase diversity as this is a qualitative research. However, Kumar (2019) notes that qualitative researchers can use a non-probability sampling strategy. It based on this reason that a purposive sampling strategy was chosen for this study.

Purposive sampling relies on a researcher's judgement on who they think can provide the best information to contribute to the research (Kumar, 2019). In a recent study that aimed to understand the role religious LFPSs play in Ghana and how they achieve specific goals to ensure inclusive and equitable education, a purposive sampling strategy was selected (Brion, 2020). The strategy was used in the sampling of senior teachers, teachers, and parents (Brion, 2020).

The researcher chose a purposive sampling strategy to avoid unnecessary costs and time delays when conducting the research. In addition, this was intended to increase the quality of the research by purposively selecting participants best suited to contribute meaningfully to the research. The researcher conveniently shared the criteria or description of the desired community participants (parents) with their network which included colleagues, friends and family. Participants were randomly selected by the network, based on the criteria provided. The network shared contact details with the researcher through WhatsApp (a social media platform). The researcher carefully checked for adherence to the set criteria before sending a request to participate in the study that was shared with all potential research participants through WhatsApp and telephonically.

The researcher followed a purposive sampling strategy for the remaining three expert organisations, that is, the Gauteng Department of Education, Chain LFPS and a PPP. The Gauteng Department of Education (GDE) was chosen because of the expert knowledge, experience in policy development, influence and impact in the Gauteng education sector. The chain LFPS was selected due to their expert knowledge of low fee private education with a focus on private education in the township. Lastly, a PPP School was chosen because of their experience and knowledge gained from participating in a collaboration school pilot programme rolled out by the Western Cape Education Department (WCE). Refer to table 34 for more details.

Table 3: The Research Sample

Participant group	Description	Age range	No.of participants
Community members	Parents	Over 18	18
Expert Organisation	Senior manager from GDE	Over 18	1
Expert Organisation	Chain low fee private schools	Over 18	1
Expert Organisation	Public – private partnership schools in S.A (WCE)	Over 18	1
Total Sample Size			21

3.3.5 Ethical considerations when collecting research data

Ethics refers to moral values that guide professionals on how to conduct themselves with reference to the conduct of research (Kumar, 2019). Ethics is very important in research to protect all stakeholders involved from unethical behaviour that may cause harm. Kumar (2019) notes various ethical issues to consider in relation to all stakeholders involved in research, that is, participants, researcher, sponsoring organisations and collection of secondary data. This view is supported by Wotela (2017), who argues that ethical research considerations provide for legitimate and moral research procedures and methods, therefore researchers should take note of them. The following are the key ethical considerations to which researchers should pay attention.

3.3.5.1 Deception

There are two forms of deception, that is, intentional and non-intentional. The former refers to when a researcher purposefully misleads or withholds information from the research participants. The latter refers to when a researcher does not fully disclose details of the research to the participants, including what the study involves (Bordens & Abbott, 2018).

This study ensured participants were not deceived by providing all participants with the nature and purpose of the research before they participated (Bordens & Abbott, 2018). Participants were also issued with an informed consent form prior to participating. A letter requesting permission to participate in the study was sent through email to all selected research participants in groups two to four. A copy of the permission letter

from the respective groups is attached in Appendix 2.2: Ethical documentation- Research Information Sheet (Group 2-4). Parents in group one received a WhatsApp message with similar contents to the letter distributed to other groups (3 and 4); the purpose was to request permission to participate in the study. An example of the WhatsApp permission sent to group 1 is attached in Appendix 2.1: Ethical documentation- Research Information Sheet (Group 1).

In addition to the permission letter, the GDE and WCE required the researcher to comply with their internal processes by applying for an approval letter. The process was then followed, approval letters to conduct research were later obtained from both GDE and WCE. Refer to Appendix 2.5 and 2.6 for more details.

3.3.5.2 Harm

Researchers should not unnecessarily subject participants to research which may harm them physically or psychologically, that is, cause unusual stress, embarrassment, or loss of self-esteem (Leedy & Ormrod, 2019). Harm refers to when participants feel discomfort, invaded, or abused (Kumar, 2019). If the research is going to harm participants, the risk should not be greater than the normal risks of day-to-day life, therefore the risk must be minimal (Leedy & Ormrod, 2019; Kumar, 2019).

This study was evaluated by the Wits Business School Ethics Committee to ensure that no physical or psychological harm would occur to those partaking in the research. An ethical clearance was issued by the committee which served as confirmation that the study has no intention to cause physical or psychological harm to participants. A copy of the ethics clearance certificate is attached in 'Appendix 2.4: Ethics Clearance Certificate'. The researcher followed all ethical considerations to ensure the safety of participants.

3.3.5.3 Informed Consent

Researchers should obtain informed consent prior to obtaining information from participants by means of a written permission (Kumar, 2019; Leedy & Ormrod, 2019). According to Kumar (2019), Leedy and Ormrod (2019) and Bordens and Abbott (2018), informed content should include:

- (1) making participants fully aware of the nature of the study,
- (2) type of information one requires from them, expected duration, and procedures.

- (3) why and for what purpose,
- (4) study expectations, and
- (5) direct or indirect impact,
- (6) their right to decline or withdraw before or during the research,
- (7) prospective research benefits,
- (8) rewards for participation; and
- (9) who to contact regarding the rights of participants and research questions?

It is important to note that any participation in research should be voluntary (Leedy & Ormrod, 2019).

As part of the study, participants were issued with an informed consent form made available to them before the start of each interview. The informed consent form was sent to participants once permission to participate in the study was received. The consent form was sent through multiple communication channels to participants, that is, email, Ms Forms and some participants preferred a printed copy. Refer to Appendix 2.3: Ethic documentation – Informed Consent Form for more details.

3.3.5.4 Invasion of privacy

Research that involves human beings should ensure participants' right to privacy; the right to privacy includes anonymity and confidentiality (Leedy & Ormrod, 2019). Researchers should ensure anonymity of participants and confidentiality of their responses. To ensure anonymity of participants, researchers must guarantee participants that they will not be identifiable as participants in the study. Confidentiality is ensured by guaranteeing the security of their responses (Bairagi & Munot, 2019).

The study ensures anonymity and confidentiality of participants by not requesting participants to provide their names, identity document numbers and employee numbers as part of the data collection process. Although participants did volunteer their names for ease of communication, the researcher ensured their anonymity as stipulated in the informed consent form by assigning code identities to each participant, for example, Participant 1 is coded as Part01. (Appendix 2.3: Ethic documentation – Informed Consent Form). Furthermore, all raw data collected was,

- (i) Organised and saved into folders by type. Version control was applied. For instance, main folder – data collection, sub folder – Participant 01- Interview Transcript_23 January 2021_Part01_v2, Audio_23 January 2021_Part01.
- (ii) Saved files were encrypted with password protection for security and confidentiality. The researcher also backed up the files using Dropbox, a cloud solution to secure data against loss.

3.3.6 Research data collection process

There are four methods in collecting research data - participant observation or ethnography, interviews (face-to-face, telephone, or internet-based), focus group discussion, documents.

An interview is a face-to-face, telephonic or virtual engagement between two or more people; it includes reading of questions, recording of answers (Kumar, 2019). A questionnaire is like an interview in that it has questions to be answered but does not have face-to-face or other types of engagement (Kumar, 2019). As part of the study, A total of forty-five interview requests were communicated and only twenty-one participants agreed to participate in the study. Table 5 below shows participant response rate by group. There are various reasons for the variance, some participants indicated that they did not wish to participate, others did not respond after a couple of follow-ups and some were 'no shows'. Interviews were conducted with parents and representatives from various expert organisations. A sufficient number of interviews was determined by the saturation point reached when no or little new information was received from participants (Guest, Namey, & Mitchell, 2013).

The interview dates varied in accordance with participant availability. According to Guest, Namey, and Mitchell (2013), a one-on-one interview format is beneficial because it allows the researcher to be more attentive to the participants' responses, focusing on their tone, content and body language. This format also maximises confidentiality. It is for this reason that the study used one-on-one semi-structured interviews.

The established baseline for the parent interviews was approximately thirty minutes. Fifteen parent interviews were conducted through Skype and the remaining three with

Ms Teams. Most parents did not have access to the Ms Team application and preferred a call than a scheduled meeting. Whilst most interviews were audio or virtual interviews and others video, one of the challenges experienced was to secure interviews with parents, face-to-face, because of strict COVID regulations. Furthermore, network coverage and bandwidth were also a challenge and had an impact on the quality of certain interviews and their duration. An effort to seek an alternate network provider was made by the researcher to overcome the network challenge.

Table 4: Participant Response rate by group

Participant groups	No. of requests	Total no. of responses
Parents	35	18
Senior manager from GDE	3	1
Chain low fee private schools	6	1
Public – private partnership schools in S.A (WCE)	1	1
Total	45	21

The interviews with representatives of expert organisations took approximately an hour and half to two hours. The interview with a representative from GDE had to be cut short due to time limitations and it was decided between the researcher and participant the remaining part of the interview would be converted to a questionnaire. The researcher had to rephrase some questions where necessary, to ensure understanding and certain questions were adapted accordingly, for example, the question, does your child commute to school? Some participants assumed the question was referring to commitment and not travel. Questions were rephrased to ensure no meaning is lost. The researcher also asked follow-up questions based on participants' responses and willingness to answer. In some instances, the researcher also summarised participant responses for clarity and understanding.

During the interviews, the researcher also took notes and recorded verbal and nonverbal cues from the participants. All interviews were recorded and saved on the computer and the files encrypted with password protection for security and confidentiality. A participant recruitment tracking tool was used by the researcher to track progress against sampling target and data processing. Refer to Appendix 3.1: Research Tracking Tool.

The data collection process followed in this study is similar to that put forward by Härmä (2019) in a study exploring quality education in relation to LFPS and government regulation in three Sub-Saharan African capitals. The study used a rough list of questions for interviews, enabling discussions, and a structured survey instrument. Some interviews took several hours. All participants gave informed consent.

3.3.7 Data processing and analysis

3.3.7.1 Data processing

Research data processing is the steps that the researcher follows to process data. There are different research data processing steps for qualitative studies as opposed to quantitative. Leedy and Ormrod (2019) argue that how one processes data in a qualitative study is dependent on how one intends to communicate findings. They further provide a basic three step outline on how one can go about processing data in the research situation, that is, (i) develop a narrative to describe the situation, (ii) identify the main themes from transcription and quoting verbatim, (iii) quantify main themes to show prevalence. This study follows a process similar to that proposed by Leedy and Ormrod uses to process qualitative data. The steps include,

- (i) transcription
- (ii) determination of themes using a blend of theoretically and data-driven or thematic analysis,

In addition to the above, data processing also includes coding of participants names into source IDs followed by transcription, translation, coding and quantification and data reduction data (Guest et al., 2013).

3.3.7.2 Transcription

This step involves the interpretation of audio or video recording into text (Leedy & Ormrod, 2019). The data were transcribed using mainly Descript software and other software packages like otter.ai. Twenty-one audio and video recorded interviews were transcribed. Some research participants responded in English and others in isiZulu and South Sotho. It was noted that some participants felt comfortable communicating in an African language as opposed to English.

The interviews in IsiZulu and South Sotho required translating first, therefore took longer to transcribe. Guest et al. (2013) provide a guideline on the type of transcription a researcher can adopt, based on their research objectives. Verbatim transcription is recommended for researchers whose aim is to analyse how participants respond (manner and mode) in alignment to the content. Paraphrased transcription is recommended for those researchers interested in the range of responses. However, they point out that most studies find a middle ground between the two transcription styles. This study, similar to most studies, applied a blend of both styles by omitting filler words and paraphrased some content to read well.

3.3.7.3 Data analysis

Research data analysis is an important part of qualitative research. As previously stated, this study uses content analysis to analyse data. Content analysis refers to analysis of data collected using various instruments to identify the main themes (Leedy & Ormrod, 2015). Determining themes includes going through descriptive responses for each question from participants to derive meaning. Broad themes are developed and categorised in alignment with the literature review (Kumar, 2019).

According to Leedy and Ormrod (2015), the data analysis process includes the following steps,

- **Step 1:** Identification of the major themes
- **Step 2:** Code assignment to themes.
- **Step 3:** Classifying participant responses to themes. This step involves using direct quotes from the data to support the themes.
- **Step 4:** Integrating the identified themes and quotations to the research report.

Once all the interviews and the questionnaire were concluded and transcribed, the researcher read through all the transcripts to determine high level themes. Codes were assigned using Atlas.ti, a qualitative analysis software application. Although all twenty-one research participants had different experiences, views, and expertise, the researcher grouped their statements under common code labels. Each coding label was

accompanied by a quotation. A report was generated from Atlas.ti and used for further analysis. Three major themes emerged.

This approach to processing research data and information was selected because it is one of the most practical and widely used in qualitative research. The approach adopted in the study is similar to and was inspired by a recent study by McKay, Mafanya, and Horn (2018) who outlined the teacher profiles and working conditions. As part of the qualitative study, data was collected and processed as follows, responses were coded by category to determine the themes that emerged. The survey used open-ended questions, five major themes were identified and ranked.

3.3.8 Description of the research participants

The participants were to provide specific information in the interviews to authenticate them against a set sampling criterion. The sample comprised the following characteristics, refer to table 6.

Table 5: Description of the research participants

Participant group	Description	Position	Employed Y/N	Township	Age range	No. of children	Participant ID
CM	Parent	N/A	Y	Orange Farm	Over 18	2	Part01
CM	Parent	N/A	N	Westbury	Over 18	1	Part02
CM	Parent	N/A	Y	Westbury	Over 18	1	Part03
CM	Parent	N/A	Y	Protea Glen extension 11(Soweto)	Over 18	2	Part04
CM	Parent	N/A	Y	Meadowlands- Zone 11	Over 18	2	Part05
CM	Parent	N/A	Y	Lolly (Just moved there from Soweto)	Over 18	3	Part06
CM	Parent	N/A	Y	Newlands	Over 18	2	Part07
CM	Parent	N/A	N	Protea Glen extension 11 (Soweto)	Over 18	2	Part08
CM	Parent	N/A	Y	Shawela (Soweto)	Over 18	1	Part09
CM	Parent	N/A	Y	Daneyville (Vaal)	Over 18	2	Part10
CM	Parent	N/A	Y	Mofolo Central (Vaal)	Over 18	2	Part11
CM	Parent	N/A	Y	Naledi (Soweto)	Over 18	1	Part12
CM	Parent	N/A	Y	Previously Soweto but staying in Midrand	Over 18	2	Part14
CM	Parent	N/A	Y	Diepsloot	Over 18	1	Part15
CM	Parent	N/A	Y	Kibler Park previously stayed in Eldorado Park	Over 18	1	Part16
CM	Parent	N/A	Y	Ennerdale	Over 18	1	Part17
CM	Parent	N/A	N	Windmill Park	Over 18	1	Part19
CM	Parent	N/A	Y	Windmill Park	Over 18	1	Part20
EO	Senior manager from GDE	Acting GT Director	Y	N/A	Over 18 (53 years)	N/A	Part21
EO	Chain low fee private schools	Group CEO	Y	N/A	Over 18 (48 years)	N/A	Part13
EO	Public – private partnership schools in S.A (WCE)	Head of Operations, history teacher, WCE post level 2	Y	N/A	Over 18	N/A	Part18
Total Sample Size							21

CM – Community member

EO – Expert Organisation

3.4 Research strengthens—reliability and validity measures applied

Generally, validity refers to appropriateness and accuracy. It is applied to every aspect of the research process, reliability is concerned with consistency and stability of measures (Kumar, 2019). The concept of validity and reliability is essential to achieve quality standards in research.

3.4.1.1 Research reliability

Research reliability refers to how accurate and predictable a research instrument is (Kumar, 2019). It is the level at which measurements are consistent and able to provide similar results when used repeatedly (Remenyi, Williams, Money, & Swartz, 1998). This study ensured reliability by avoiding ambiguity by asking all the questions in the instruments, however due to nature of the instrument used, the researcher also asked follow-up questions for clarity. All interviews were conducted through Skype and MS Teams therefore were predictable and stable.

3.4.1.2 Research Validity

Validity is more associated with the measurement of procedures. It answers the question, does the instrument measure what it is meant to measure? Is the instrument measuring what it claims to measure? (Kumar, 2019; Leedy & Ormrod, 2019). Central to the concept of validity is trustworthiness - how trustworthy is the data collection and verification process of the research? Trustworthiness was ensured by applying the following: credibility, dependability, transferability, and confirmability (Kumar, 2019).

Credibility

It entails verifying the credibility of qualitative results with the research participants (Kumar, 2019). Research participants were given an option to withdraw from the research at any stage of the data collection process to ensure responses were authentic and trustworthy. The research results were verified by the research supervisor and the researcher conducted an in-depth analysis of the data to ensure that the research recommendations were aligned to the data.

Dependability

In qualitative research, dependability refers to being able to replicate the results if the study is repeated (Kumar, 2019). It asks, is the study dependable? In this study, the researcher documented detailed records of each stage, including the changes that occurred as part of the research have been detailed and their impact discussed.

Confirmability

It is the level at which research results can be confirmed by others (Kumar, 2019). This study ensured validity through ethical recruitment and authentication of participants in line with the criteria. In addition, the researcher shared the research results with research supervisor for a second opinion. The researcher kept an audit trail of all steps followed in data collection, verification and analysis.

Transferability

The extent to which the results can be generalised to other situations (Kumar, 2019). Similar to dependability, the research provided detailed notes describing the research context and process, therefore making it easier for other researchers to be able to transfer the results.

In addition to the above, content validity is about assessing whether the research instrument adequately covers the topics under study (Kumar, 2019; Bordens & Abbott, 2018). There should be alignment between the research instrument and content of the study. The researcher ensured this by consistently checking if the questions in the instrument were aligned to key areas of the study. Furthermore, expert advice was solicited from the research supervisor.

3.5 Research weaknesses—technical and administrative limitations

First, the study is qualitative, consequently is vulnerable to a researcher's subjectivity and bias (Kumar, 2019). Second, the study used a semi-structured interview which requires considerable level of interviewing skills. However, the researcher in this study is not an experienced researcher. Third, the sample size of the study was twenty-one participants which was then inferred to a huge population. This may reduce the strength of the research and possible infer unreliable research results.

Some of the technical limitations experienced include limited time frame to design, conduct and analyse results. This may have a negative impact on the quality of the research presented. Initially, the researcher had intended to interview a larger sample, located in one township (Vaal) and face-to-face, however due to the COVID-19 restrictions, the researcher was unable to do face-to-face interviews. In addition, some participants were not comfortable and chose not to participate in the study. This limitation also presented the researcher with an opportunity to diversify the sample by interviewing participants from different townships thereby strengthening the research.

4 PRESENTATION OF RESEARCH RESULTS

South Africa's (RSA) public education system is in a crisis with many of the public schools offering poor quality education and therefore failing to translate input into improved teacher and student performance. The purpose of the study was to develop a private education business model for township students in Gauteng schools.

In this chapter, empirical research results are presented with the focus on the following research questions, that is, 'How can PPPs and LFPS be successful vehicles for the achievement of quality education in township schools? 'What does the customer want and need to fulfil the quality education promise?', 'What are the challenges faced by parents, students, and teachers in schools?'

The empirical results are an outcome of a stringent research process that entailed, (i) collection of data from a diverse sample of twenty-one participants using a semi-structured interview and a structured questionnaire, (ii) data was transcribed and translated, followed by assigning coding labels and lastly, identification of themes.

4.1 PPPs and LFPS as successful vehicles for the achievement of quality education in township schools

This section presents the empirical results examining how PPPs and LFPS can be used as vehicles to achieve quality education in Gauteng township schools. Furthermore, a brief discussion of the identified individual themes is presented, followed by a response to the research question. Lastly, the study looks at a comparison of the current research results to other earlier studies.

Further analysis of participants responses revealed the four major themes as shown in figure 43.

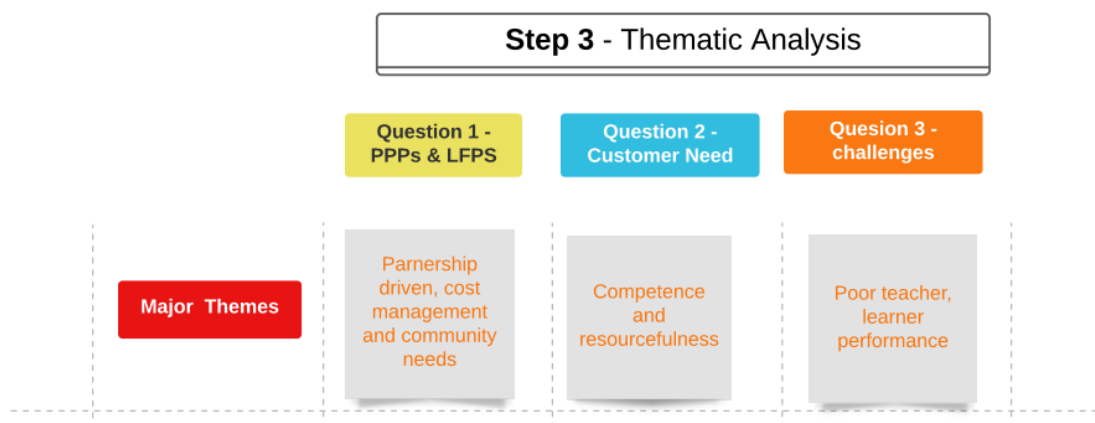


Figure 5: Major Themes

4.1.1.1 Discussion of key themes

There are two main themes identified in this section, firstly, PPPs are partnership driven and require deep understanding of community needs. PPPs are seen as a mandatory and feasible solution in resolving the education crisis. Their strength lies in strong partnerships and donors, scalability, remedial focus, and deeper understanding of the environment in which they exist, hence the additional support provided.

Secondly, a key theme identified for LFPS is efficient cost management and a deep understanding of community needs. LFPS form part of the solution in addressing education challenges. They are a long-term business driven by cost efficiencies, academic and financial performance. They are capital intensive and provide holistic education. Similarly, LFPS provide additional support beyond academia to students through deep understanding of the community they service.

4.1.1.2 Response to the research question

In response to question 1, that is, how can PPPs and LFPS be successful vehicles for the achievement of quality education in township schools? The accompanying proposition, if township schools had effective PPPs and charged low fees, they would achieve quality education.

Defining quality education

The participants (group 2-4) were asked to define quality education in accordance with their own understanding. The participants indicated that quality education is about acquiring knowledge, academic performance, growth, empowerment, and that it should be values based, that is teach a child how to behave in the real world.

Participant 18 stated quality education is about, *“Acquiring knowledge, content teaches itself. I am a history teacher, and it is not about the cold war and other content. It is about learning how to be people, how to construct arguments, how to think, process and how to ask questions. So, quality education is education that produces people who want to learn, who see the value in acquiring knowledge. It does not produce people who are good at writing tests. Education is about growth, development, knowledge, and empowerment. Teaching them how to deal with future challenges of life”*.

Participants were asked to provide their own understanding of the concept of quality education. Approximately one-third of the participants (group1) felt that quality education is about a student's understanding of what is being taught. Participant 07 commented

“I think quality education is when the child is understanding what they are learning and being able to understand at a certain grade, being able to work independently”.

Some participants further suggested that quality education is equitable education, meaning education that is fair and equal for all students irrespective of their race, gender, and affordability.

“What I want to add to quality education is that I wish even though we cannot afford to take our children to private schools, government should improve standards so that our kids can get equitable education and experience. Our children should be the same as those in private schools” Participant 06.

Teachers' competence and how they deliver the curriculum was highlighted as important by participants. Participants also reported quality education as education that goes beyond academic performance and gives students skills, values, confidence, and the ability to work independently. A minority of participants indicated that quality education includes access to resources, communication skills, high standards and career

development. Being able to express oneself in English and attending a multi-racial school was viewed by some parents as quality education

In summary, quality education is defined by participants as education that enables learners to acquire knowledge, skills, and ability to work independently. It is empowering, enables growth and improves academic performance. What was interesting is that all participants groups noted, quality education as values-based education, equipping learners with not only knowledge and or skills but also teaching them the right behaviours. Most parents emphasised equality as central to the concept of quality education, meaning, education that is equal for all irrespective of your gender, race, economic status and other.

According to literature there is no standard definition or approach for quality education hence there is multiple approaches and definitions based on varied assumptions. Quality education is rather a combination of diverse interests and perception of stakeholders including parents, the government, teachers, learners, employers and other (Tawil, Akkari, & Macedo, 2012). The various groups or stakeholders interviewed in the study had diverse interests and perceptions about quality education therefore fit the notion that there is no one size fit all in defining quality education. Figure 5 shows a revised Input-process-output framework based on participant responses. An interesting observation is that most participants definition of quality education was focused largely on outcomes followed by processes, inputs, context and least on learner characteristics.

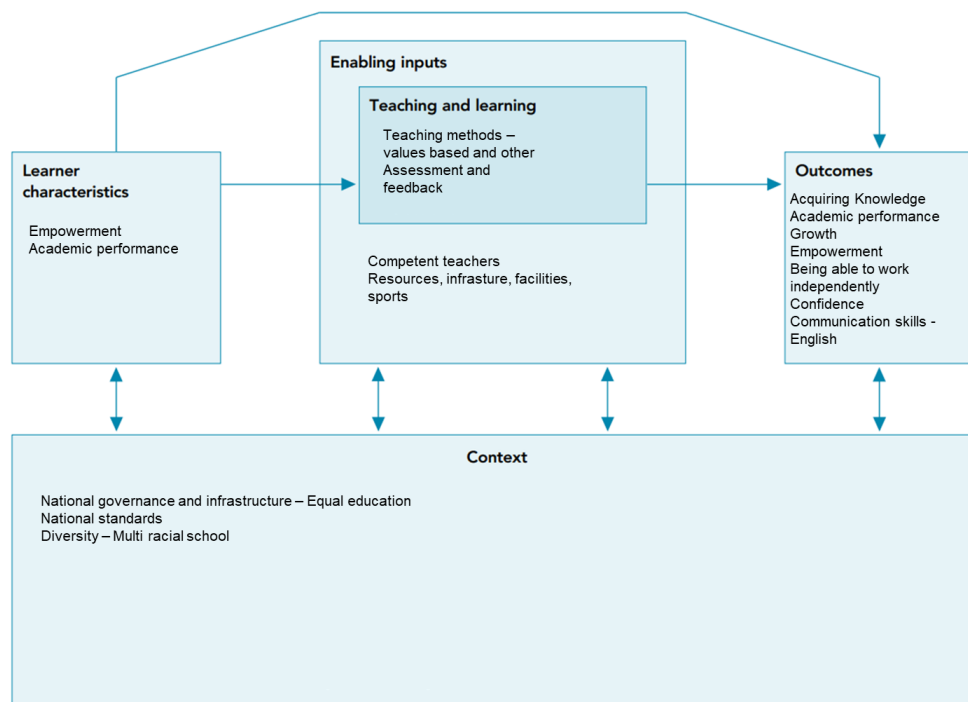


Figure 6:Adapted Framework for Understanding Education Quality (Tawil, Akkari, & Macedo, 2012)

Private education in the township

Participants were further asked how they felt about bringing private education into the township. Participants reported conflicting views; some felt that private education will not work in the township due to lack of affordability because of poverty. Participant 18 commented,

“The parents in this community can’t afford to pay school fees or buy school shoes. We got sponsored shoes a year ago. If I ask a parent to get a flip file, I have to give them a month notice for a flip file. The challenge will be affordability”.

However, participants suggested that private education could work if corporates lend a hand. Participant 21 stated *“The minute we privatise education it’s going to be too costly for students unless it is privatised and corporate is paying for the fees or it is subsidised.*

Yes, the option of governments subsidising students in private schools will be there”. Other participants felt positive about the idea and argued that there is a potential and a market for private schooling in the township.

Figure 6 shows willingness of parents to send their children to a township private school. Of the 18 parents who participated in the study, more than 83 per cent

responded positively when asked if they are willing to send their children to a private school in the township. Very few participants responded negatively.

Participant 01 noted *“I do not have any problem. It would be an advantage for us to spend less money like on transport. Some people they do qualify, or they do have money to pay for private school, but when you like add money for transport, it’s becomes more, so more if we had private schools in the township. It would be an advantage for a lot of people”*.

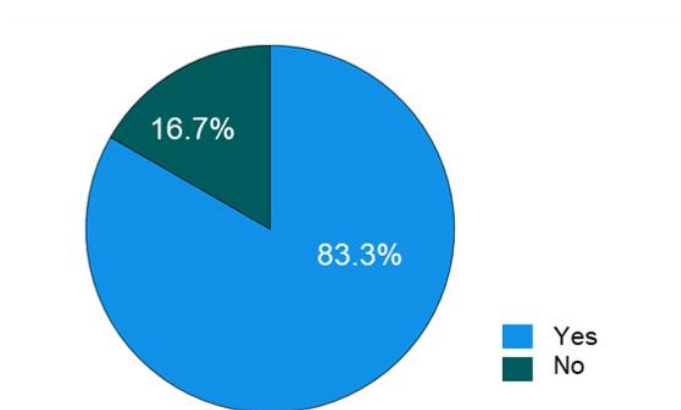


Figure 7: Willingness to send child to a private school in the township

The issue of affordability was raised by the majority of participants suggesting that most people in the township cannot afford private education because of high unemployment rates. Participant 06 commented *“As mentioned most people in the community are unemployed and my children travel a long distance to go to school. I can’t afford transport for my children because I use their grant money however there are those parents who can’t even afford the grant money is maybe used for food. The child travels long distance by foot from school to home or vice versa”*.

Participant 09 noted *“I think that will be great. I am product of that. The problem is that most people could not afford it. I see private schools are mushrooming in the township however most people still cannot access them. The schools are there, you seem them but not accessible due to affordability”*.

When participants were asked how much school fees they would be able to afford as individuals or /and the community for private education in the township. As shown in figure 7, forty-one per cent (41,2%) indicated R1001 – R2000 and thirty-five per cent (35.3%) suggested R501-R1000.

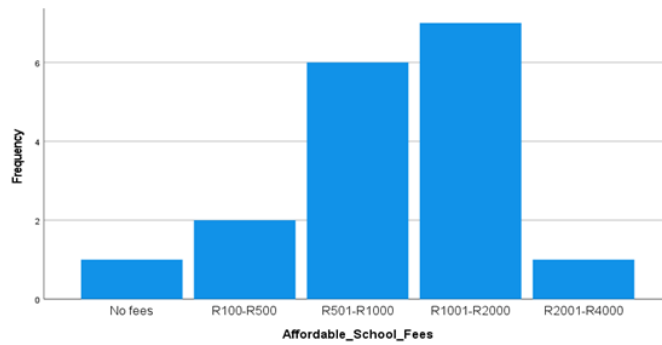


Figure 8: Affordable school fees for township private education

Table 6 shows a comparison of participant affordability to employment status, the results showed that those who are unemployed would also be willing to pay R501 – R2000. Interestingly, according to participant 13, affordable private school fees for learners in township is R2000 all-inclusive of textbooks, remedial classes, sports, and cultural activities. The R2000 fees are in alignment to what parents are willing to pay, although it is at the maximum of their affordability bracket. In addition, this LFPS charges R2000 for their schools based in the townships. They also receive a subsidy from government which is paid timeously. The PPP is a no fee school.

Table 6: Affordability vs Employment status

		Employment status			
		Employed		Not Employed	
		N	%	N	%
Affordable_School_Fees	No fees	1	6.7%	0	0.0%
	R100-R500	2	13.3%	0	0.0%
	R501-R1000	5	33.3%	1	50.0%
	R1001-R2000	6	40.0%	1	50.0%
	R2001-R4000	1	6.7%	0	0.0%
	> R4000	0	0.0%	0	0.0%

Although, a significant number of participants are willing to send their children to private schools in the township, affordability remains a challenge. The researcher probed further to understand why the participants are keen on private schools in the township and some of the reasons given were, convenience, private schools have high standards compared to public, they are well resourced and offer extra mural activities and offer quality education. According to literature, in RSA the majority of poor students receive poor quality of education for this reason struggle to compete with students from fee paying schools (former model -c and/ private schools) on many subjects and skills

including numeracy and literacy students (Spaull, 2015). It is for this reason that private schools in the township should be affordable for the majority to ensure inclusion.

Participants were asked if they were happy with the quality of education their child is receiving. Broadly, the response to this question was unexpected because over half (55.6%) said they are happy with the quality of education received and the remaining forty-four per cent (44.4%) indicated they are not happy. Refer to figure 8 for more details.

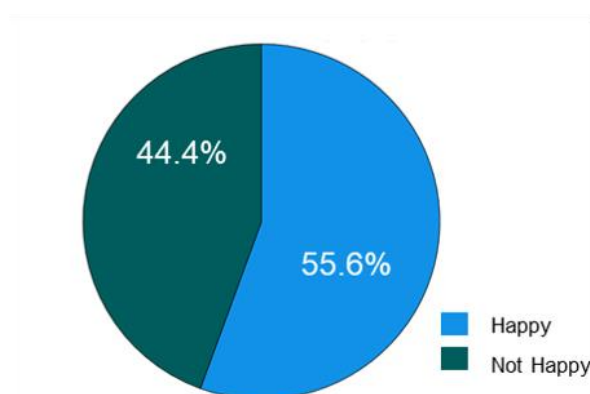


Figure 9: Participant's response to quality education

In addition, almost 60 per cent of participants who have children attending public schools are happy with the quality of education as shown in table 7. Participants with children attending PPPs indicated that they are not happy.

Table 7: Type of school vs school happiness

		Hap_with_child_edu_rec			
		Happy		Not Happy	
		Count	Row N %	Count	Row N %
Type_of_School	Private	2	100.0%	0	0.0%
	PPP	0	0.0%	2	100.0%
	Public	8	57.1%	6	42.9%

When comparing participants who were happy with quality of education received with willingness to send their children to a private school in the township, further analysis revealed that 90 per cent (90%) of the participants that are currently happy with quality of education

received are willing to send their children to a private school in the township as shown in table 8

Table 8: Quality of education happiness vs willingness to send child to private school in township

		Wil_to_send_child_private_school			
		Happy		Not Happy	
		N	%	N	%
Hap_with_child_edu_rec	Happy	9	90.0%	1	10.0%
	Not Happy	6	75.0%	2	25.0%

Admittedly, over half (55.6%) of participants said they are happy with the quality of education received, with 57.1 per cent from public schools. Upon further analysis most participants that indicated they are happy with quality of education received also showed high interest in private education in the township indicating a demand for something different and or better. Notably, the majority of participants that indicated they are happy with quality of education noted the following reasons, the school has a strict principal and friendly teachers, children come back home with homework, improved academic performance and ability to read.

In contrast, participants also provided challenges faced including lack of resources, low standard of education, grade repetitions, less support, employment of foreign teachers who can't speak and teach in english, poor teaching methods, lack of hygiene and water at schools and lack of security (violence and bullying). It's true that some of these challenges are experienced by many poor students in RSA. According to Amnesty International (2020), from 23,471 public schools, 37 had no sanitation facilities at all; 86 per cent had no laboratory facilities; 77 per cent did not have a library; with 72 per cent no access to the internet and 42 per cent lacked sports facilities; lastly, 239 schools had no electricity. STATS SA (2017) and Amnesty International (2020) highlight the symptoms of lack of resources that is, increased grade repetition and drop-outs, low teacher motivation levels, learning deprivation for students, increased absenteeism, and high turnover. Consequently, a poor-quality education for the poor and marginalised.

School Management

It was noted that school management has an important role to play in delivering quality education. This view is supported by Everard, Morris and Wilson (2004) good management is an important part of delivering education services and thereby promoting effective teaching and learning. School management should come up with initiatives to strengthen curriculum delivery. They should be inspirational leaders. Participant 21 felt that a good school management team has,

“The ripple effect. We need responsive, interactive, proactive, practices to lead every day. During COVID success cannot be guaranteed unless you are responding super-fast to students. Also, schools that interact with students, you can only interact with your students if you know their profiles for example which students are from child headed household, students with psycho-social issues, lost parents due to COVID. Proactivity – accessing parents via WhatsApp. Great schools are schools that have service routines”.

Participants from group one also said they are happy with the quality of education received due to the leadership and/or management of the principal. A competent principal is important to delivering quality education.

Key Partnerships

All participants agreed that partnerships are central to delivering quality education. Participants from different school types reported that their school had key partners, each serving a different purpose. These partners contribute to the success of the school through the different roles they play.. Some of roles played by the key partners included,

Table 9: Roles played by key partners.

LFPS	PPPs
Real estate partnership – Buying land in new affordable developments to build schools.	Identifies donors to address gaps.
Finance	Provides guidance, resources, and has a say in school governance.
Subsidy	Funding
	Psychosocial support – counselling, psychology services and other

Customers and services

Most participants indicated that their main customers are both students and parents.

“Largest is government employees, parents between 25 – 45, that earn between R500 – R600k pa. Most of them are full time employees”. Participant 13. Surprisingly, although participants service different townships, they reported that the townships they service have complex social issues that cannot be ignored as they impact on the academic performance of students. Hence, it was necessary for the schools to have a deep understanding of the community needs and services to offer to achieve quality education.

Participant 13 added, *“Education and social support. Social support includes our school counsellor that is single parent families, trauma, dealing with gender-based violence, academic performance. These children come to school with some baggage, and we cannot isolate them from their environment and that impacts their performance. How do you deal with a parent that has just died, rape and gender-based violence in the community, career plan and mental health?”* The services offered by the schools include,

Table 10: Services offered by LFPS and PPPs.

LFPS	PPPs
• Education	• Education.
• Social Support – Counselling offered by the school counsellor to child headed families, students dealing with trauma, gender -based violence, loss of a loved one, impact of Covid-19, rape, mental health, and career planning.	• Access to development networks and psychosocial support. Partnership with an NGO providing counselling, psychological services to assist students to deal with trauma, abuse, child headed homes, absent parents and violence.
• Remedial	• Teacher support to parents on how to solve issues and parent networks.
	• Remedial

Participants reported that their schools offered remedial classes because they receive students with huge learning deficits from previous grades or schools. Participant 18 noted *“We aim for a couple options. We do provide remedial options for both first additional and home language. We have kids that are foreign nationals, and we have to close gaps. We focus very heavily on numeracy and literacy; all classes have posters with numeracy and literacy in both languages. Communication with parents is done in IsiXhosa.*

When they start in grade 8, they usually have massive deficits coming from primary schools. One of the things we are trying to do is build relationships with primary schools to resolve the deficit problem. Why we are getting these deficits. For remedial we also had a remedial programme with an exchange German remedial university student. We also work with different NGOs around the world. At grade eight, we do assessments to check level of readiness”.

In addition, remedial classes were cited as crucial to address the learning losses caused by Covid-19 because most schools had implemented a rotational plan. Students were not attending class daily but on a rotational basis, in schools with limited resources that meant no school no learning. Online learning was not possible due to the lack of resources. Like organisations, schools need resources and capabilities to provide quality education. According to Resourced Based Theory schools that lack threshold resources and capabilities will struggle to perform at par with their competitors or other schools (Johnson et al, 2017). Limited resources are a challenge and perpetuate inequalities and poor-quality education. Schools require distinctive resources and capabilities to achieve competitive advantage (Johnson et al, 2017, Hart, 1995).

Cost and Revenue

The majority of the participants reported that staff salaries was by far the highest cost in schools (LFPs, PPPs and Public). However, the key to running a successful LFP is to minimise costs. This view is supported by Mastry and Bisschoff (2003), private schools have to manage their costs effectively to be financially sustainable. To be cost effective private schools have to use their resources sparingly to avoid high expenditure and spend wisely therefore achieving best possible results. The cost structure of most private schools includes teacher salaries, teaching and learning material, administration costs, construction and maintenance costs. Teacher salaries make up the biggest portion of a schools costs ranging from 60 to 80 percent, (OECD, 2014, The Centre for Development and Enterprise, 2015, OECD, 2014). It was suggested that schools can manage costs through planning with school governing bodies (SGB) and therefore prioritising needs, cost projections and partnerships with parents to leverage their experience and expertise.

In addition to the school fees, the following alternate revenue streams were recorded,

- Rental of school facilities e.g., school hall

- Selling school uniform
- School tuckshop
- Fundraising
- Donations
- Government subsidy

Further insights drawn from data regarding social impact bonds (SIBs) include confidence by governments in SIBs as a tool to deliver quality education in townships. SIBs were defined by participant 21 as

“It involves investors who through intermediaries identify social issues that require funds to address and who locates service providers such as NGO’s to undertake the task – usually in governments spheres where social outcomes are prioritised (Literacy/ numeracy/ Health etc – UNESCO GOAL OR NDP GOAL RELATED)”.

According to literature, SIBs are innovative financing tools also known as pay for success bonds whereby an outcome payer mostly government pays for social outcomes. The investment returns are paid to a bond holder. As part of an SIB, an agreement is exists between the government, a social service provider(s) for example non-profit organisations (NPOs) and investors (Caerus Capital , 2017, OECD, 2016). The participant indicated that investors and intermediaries (those who design funding model) are key players in SIBs. In addition, SIBs are initiated by investors without money and concluded by stating that government will have a high interest in SIBs because of the positive injection of skills, money and additional resources.

Similarly, OECD (2016) notes SIBs are born when an intermediary (bond issuing organisation) raises funds from investors including private companies, charities, angel investors and others. The funds are then paid to a service provider for operational costs. Government then pays the intermediary or investors when the social outcomes are met. OECD (2016), further notes key stakeholders in SIBs as the investor, service provider, government, an intermediary, an evaluator (assess outcomes and impact) and beneficiaries of the SIB intervention. If successful, SIBs can provide financial and social returns. Figure 9 shows various stakeholders involved in SIBs and how SIBs work in general.

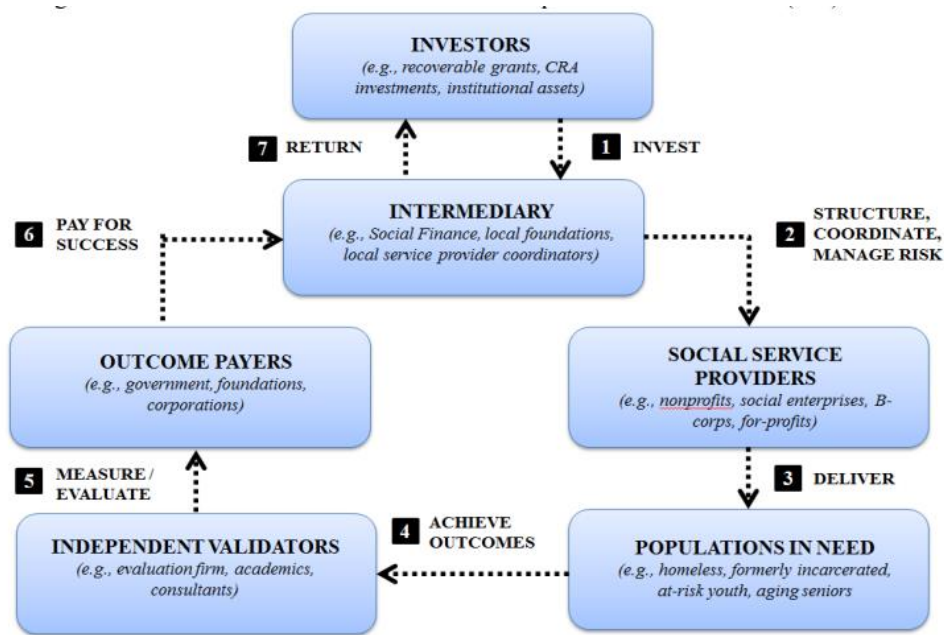


Figure 10: The Social Impact Bond (SIB) Mechanism (OECD,2016)

Participants broadly indicated PPPs can be used as a tool to deliver quality education. PPPs can enhance existing skills, close skills gaps, provide monetary benefits, capacity building and increase students’ performance in scarce skills. PPPs were reported as more responsive than public schools to the changing environment. Furthermore, it was suggested that a blend of PPPs, private schools and public schools is necessary in RSA. Private schools are not a solution on their own however a mix is necessary. Private schools are still costly for learners unless corporate pays for the learners’ fees or it is subsidized.

One participant felt there is a high interest in PPPs from government and the risks from partnerships are managed through a Memorandum of Understandings (MOUs). Some of the examples of PPPs provided by participant 21 include, Click Foundation for remote learning; Siyavula Resources in Schools; Higher Education Institutions (HEIs) – University of Witwatersrand; University of Johannesburg (UJ) AND University of Pretoria (UP) for mainly subject performance and other related areas; Zenex for maths and science Performance; New Leaders Foundation for data driven dashboards.

The success of PPPs was reported to be measured through learner performance with the impact of teacher training as one of the difficult areas to measure. It was suggested

the PPPs model is scalable and feasible, hence the WCE pilot was extended. However, changes in political leadership can undermine the sustainability of projects due to new strategies being introduced and attitude towards existing partners. Similarly, it was suggested the LFPS model is profitable, takes time to break even, has small margins and requires cost efficiencies. The business must take a long-term view to maximise social impact. It was further noted that the LFPS model is scalable. Participant 13 commented

“Yes, we have proven that we started with one school and now we have five. It is scalable but it is capital intensive. That is the weakness of the model. You must have patience, equity, and the appetite for debt. You cannot do this with all your money”.

According to literature economies of scale are essential to manage operational costs and driving cost efficiencies in LFPs (The Centre for Development and Enterprise, 2015). When participants requested to rate the performance of the school on a scale of 1-5 (Bad-Exceptional), a 4,5 was noted for academic performance and 3,5 financial sustainability for LFPS. The PPPS, academic performance was rated at 3.

In relation to the strategic positioning of these schools, participants were asked how their schools differentiated themselves in the market. The PPP stated that their differentiation is through passion for what they do and the support they offer. A participant from LFPS responded as follows.

“We differentiate ourselves on two things. Firstly, our track record. We have been operational for more than 28 years. The other affordability, we feel our offering is better value for money than our competitors. Also, our partnerships with a well-known financial services organisation in RSA and large property developer in affordable housing projects gives us an urge. Performance, matric results as a result of our track record” (adopted by the researcher to protect confidentiality of the participant).

4.1.2 Comparison of research results to other similar studies.

As reported by Amjad and MacLeod (2014), who investigated the effectiveness of private and PPP schools in Pakistan, the results of the study showed that private schools perform better than government schools, possibly due to school type. In addition, PPP schools perform better than government schools and are almost equivalent to private

schools. Our empirical results further support their findings because when comparing academic performance of LFPS scored at 4,5 to PPPS (3), it is evident that LFPS outperform PPPS. Given the empirical results of the study is based on a limited number of participants the above results should therefore be treated with considerable caution.

4.2 The customer wants and needs in fulfilling the quality education promise

In this section, empirical results are presented to determine the customer wants and needs for quality education. Identified themes are discussed and a response to the research question is provided. To conclude the section, a comparison of the research results of the current study to other studies is provided.

4.2.1 Presentation of empirical results

4.2.1.1 Discussion of key theme

Customers want education that is not only affordable but develops an holistic being. Education should be driven by competent, qualified, and experienced teachers supported by a fully resourced school.

Customer needs

Participants communicated different needs as shown in figure 10. The needs are recorded in order of prevalence and emphasis. The majority of the participants said they need and want qualified, experienced, well trained teachers who are motivated and passionate.

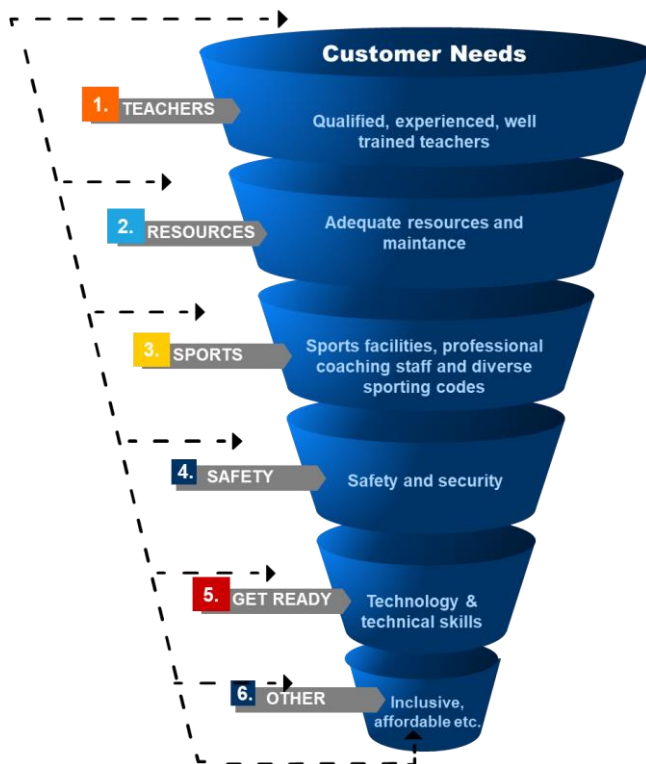


Figure 11: Customer Needs

The second highest identified customer need recorded by participants was adequate resources and maintenance of the resources. The required resources include,

- Science laboratories
- Teaching staff
- Classrooms – manageable/smaller classes
- Water and sanitation
- Computers

The third highest customer need suggested by participants was sports facilities, professional coaching staff and diverse sporting codes. This was followed by the need for safety and security at school. In addition, approximately thirty per cent of the participants felt that technology should be a priority and schools should offer technical or practical skills. Very few participants indicated they want an inclusive and affordable education, feeding schemes, hygiene, proximity, and values-based education.

4.2.2 Comparison of research results to other similar studies.

Our results are similar to Brion (2020), who found that parents choose Christian LFPSs for the quality of the education and religious purposes. Additional reasons include small class size, distance from home to school, quality of teachers, quality administration and other extracurricular activities.

4.3 Challenges faced by parents, and teachers in schools.

The aim of this section is to present research results answering the question, what are the challenges faced by parents, students, and teachers in schools? Identified themes are put forward and a response to the research question.

4.3.1 Presentation of empirical results

4.3.1.1 Discussion of key themes

The thematic analysis process revealed a common thread to participant responses, that is, poor educational outcomes. There are massive challenges in the education system causing poor teacher and students' performance.

4.3.1.2 Response to the research question

The last research question is, what are the challenges faced by parents, students, and teachers in schools? The accompanying proposition states challenges. Participant 19 commented

"I have experienced lack of hygiene at the school, sometimes the toilets are not working. Sometimes they run out of water in the public school. So, the most is the hygiene of the school".

Participant 11 added *"It's for example, lacking laboratories at school, when children are given work to do there are no facilities that assist them to complete their work. Also, there are no computers".*

The average number of learners per class reported by participants is shown in figure 11. Fifty per cent (50%) of participants reported that on average 31 – 40 learners per class (different grades). These numbers are similar to the ones reported by the LFPS, where on average the number of learners per class is 30-35 for their township private schools.

The average class size reported by the PPP is 40 learners per class before Covid -19 and half during Covid-19 because of the school's rotational plan. A small portion of the parents reported classroom size of more than 40 learners. Some parents raised a concern regarding overcrowded classrooms and its impact on quality education. According to Mlachila and Moeletsi (2019) and Msosa (2020). some reasons for teacher absenteeism include, job satisfaction, accountability, low subject expertise, motivation, overcrowded classes, management, the type of school where they work and ineffective governance.

Participant 8 expressed the below views,

“When they build the school, for example it was built for one class to carry 30 children. But now because of over population, and everyone who is near the school would want their child to go to that school. So everyone will register even if they see that the school is full, they will continue registering children. So that makes it overpopulated. And now they won't get any quality education when the students are overpopulated because once there is 60 children or 40 children in one class, the teacher will not be able to check the learners understanding”.

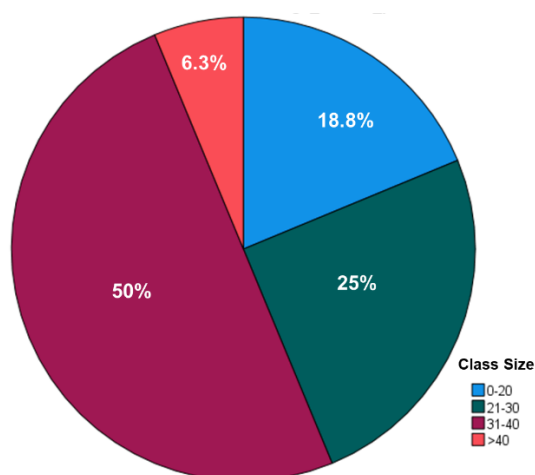


Figure 12: Average number of learners in a class

Participant 21 provided five main challenges faced by the Gauteng Department of Education that is, curriculum overload and gaps, lack of technology in schools, poverty and language barrier, crowded classrooms and lack of remedial programmes for lower grades and children with disabilities. When participant 21 was asked to provide views regarding drop-outs due to gaps in foundation phase, they reported.

“Yes, there are learning losses. Due to COVID there will be more learning losses. We have to determine what are the critical learning losses. How do we remediate the learning losses that occurred last year? If we did not have the Senior Secondary Intervention programme (SSIP), we would be in trouble. It is a great programme it looks the learning losses and how to remediate them. Similarly, we need a programme like that for grade 1-11. There needs to be stringent homework timetable for all rotations. Learners cannot be losing content. Having been township schools recently I observed that there are children who are not doing work outside the school and without masks. There are also those who are diligently working outside their houses in the garden in groups of three’s in their masks. These tells us that there are schools that are using their Learner activity packs (Laps) very seriously. We will need to connect with you and your parents on WhatsApp. We need a commitment between the teachers, learners, parents, and the community”.

Participant 21 added the following regarding teacher absenteeism

“GDE is also monitoring that very closely. It is also an imperative from national. On a monthly basis national requires these data that is teacher and learner attendance. There is also a platform we use to manage attendance nationally it is called the Distract Data Dashboard (DDD). The dashboard tracks learner attendance and teacher attendance its data driven. It workflows from the schools via SSM. It is not just for COVID, but it has been tracked for years. By managing absenteeism, we will be reducing the learning losses. Leadership is also critical in managing absenteeism. We need an inspirational school were teachers and learners are inspired with or without resources.

Teacher absenteeism was reported as a challenge by some participants. In RSA teacher absenteeism is higher in public schools that serve predominantly black people. Teachers in these schools spend less than 46 percent of allocated teaching time compared to former model- public schools (Mlachila and Moeletsi, 2019).

Participants were asked to provide information regarding duration of travel from home to school and state if there are any challenges experienced. Sixty-one per cent (61.1%) of parents interviewed confirmed that their children travel to school and the remaining thirty-eight per cent (38.9%) responded with a no. Approximately thirty – nine per cent (38.9%) of those who confirmed their children travel to school indicated that on average the commute is between 21-30 minutes. Refer to figure 12 for more details. Some parents raised concerns regarding the long distance travelled from home to school.

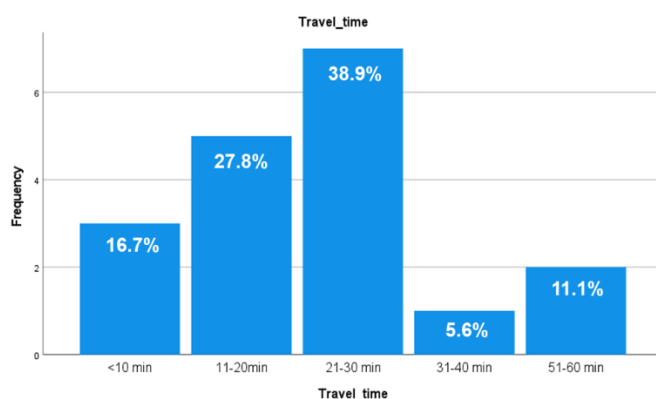


Figure 13: Travel time from home to school

Language barriers were also noted by some of the parents, expressing the need for their children to learn English and to be able to speak fluently like model c or private school children. Some parents felt that learners who can speak English fluently are more likely to get a job. This notion was also noted by Mlachila and Moeletsi (2019) post-apartheid language in RSA is still associated with one's economic status, standing in the society and type of school.

Participant 18 also noted the following concerns regarding language barriers

“English however, we are a IsiXhosa school (Home Language). We are first additional English and all the other subjects have to be written in English or Afrikaans. Which is wrong and has an impact on our results. However, we do our best to overcome language barriers. Our kids are Xhosa, we have grades 8 who cannot speak English at all and we have to close the gaps”.

According to literature, language is said to become a barrier when most students struggle with comprehending the language of instruction at school and therefore lack understanding of what they are being taught (Amnesty International, 2020).

Problems depicted in figure 13 were reported by participants in group 1-4

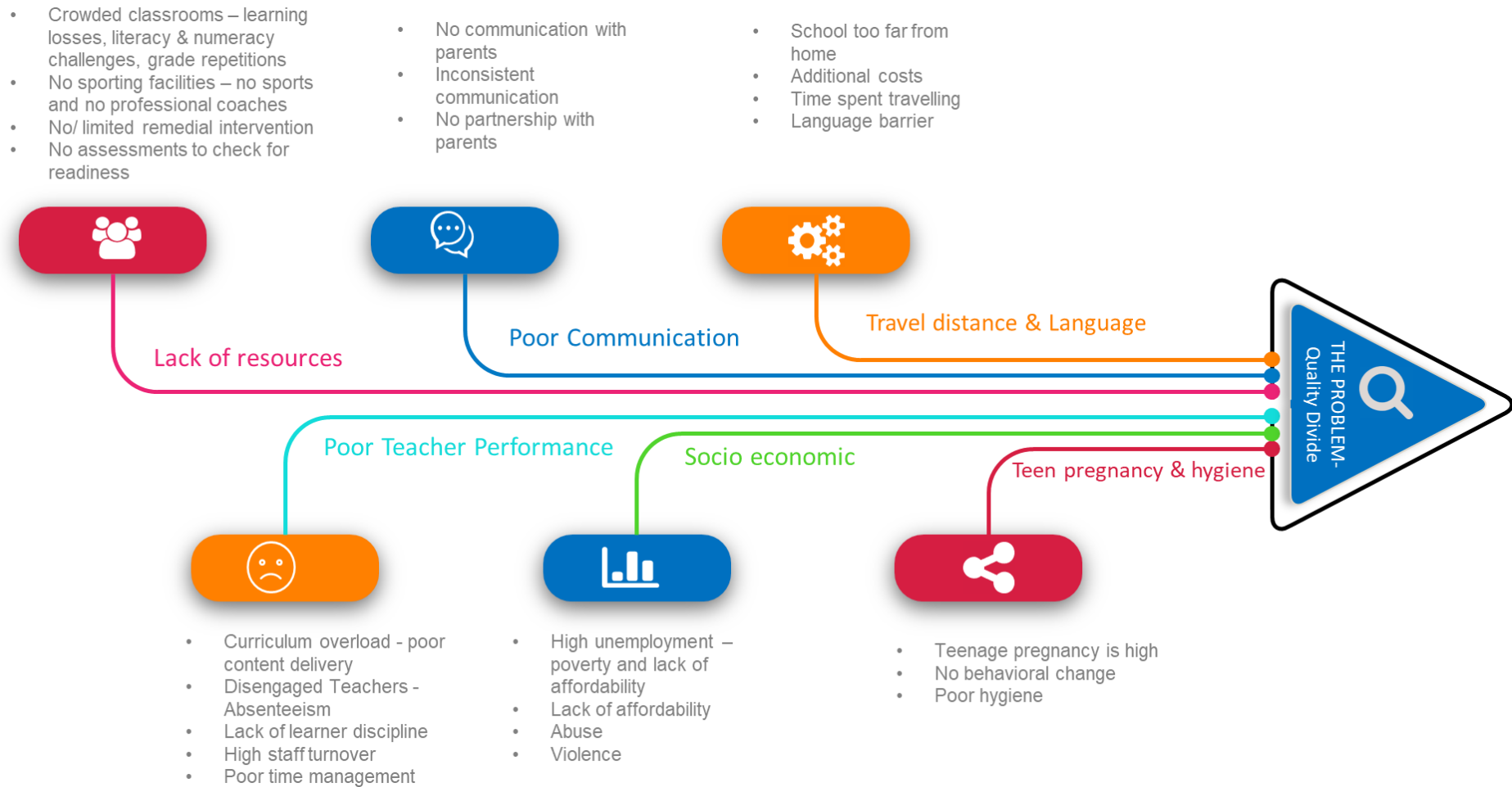


Figure 14: Participant Problems (Researchers own formulation).

4.4 Summary of research results

In this chapter empirical research results were presented in attempt to answer three main research questions first, 'how can PPPs and LFPS be successful vehicles for the achievement of quality education in township schools? Empirical results revealed that both PPPs and LFPS can be used as successful vehicles to achieve quality education in the township. A definition of quality education was provided using a combination of diverse interests and perceptions of the participants. Participants showed willingness to enrol their children in a private school. Some participants confirmed that they are happy with quality of education in public schools. School management was said to be crucial for the management and operations of the school. Key partnerships were reported as central to the delivery of quality education in PPPs and LFPS. Townships have complex social problems that require fit for purpose solutions. The highest cost for schools is salaries, however schools have multiple revenue streams available to them. SIB's were explored as tool to deliver quality education in the township.

Second, 'what does the customer want and need to fulfil the quality education promise? Majority of participants said they need and want qualified, experienced, well trained teachers and resources and should be well maintained. Lastly, 'what are the challenges faced by parents, students, and teachers in schools?'. Challenges were grouped into six main categories namely, lack of resources, poor communication, travel time, poor teacher performance, socio-economic, hygiene and teenage pregnancy. The objective of the next chapter is to prepare a business venture proposal based on theoretical and empirical evidence.

5 THE BUSINESS VENTURE PROPOSAL

5.1 Executive Summary

Bokamoso is an independent education provider that provides an affordable and holistic learning experience for all students. Our focus is to identify talent, nurture it and prepare it for the future. We do this by providing quality values-based education, blended learning, academic excellence, technical and life skills. The South African Bill of Rights, Section 29(1) notes that all people have the right to a basic education (McConnachie, Skelton, & McConnachie, n.d.). In SA, the government has made great effort in ensuring access to education, however not everyone has access to quality education. The private school education system continues to provide positive educational outcomes for those who can afford it.

Private school education has grown significantly in RSA in past four years. The upward trajectory is said to continue in the coming years, mostly in the townships. This is an opportunity for Small Medium Enterprises like Bokamoso to address the inequalities and poor-quality education in the townships.

Bokamoso will introduce affordable, holistic, and blended learning in the townships. The company plans to first roll out its school in the Vaal. Bokamoso has one school model with nine core pillars servicing students in foundation phase, Intermediate Phase, General Secondary Phase and Further Education Phase/ (National Certificate Vocational (NVC). The rollout will be phased. Bokamo's main customers are parents and students who live in the township.

The recommended minimum school fees is R1500 for those who can afford. The school will have diversified sources of funds and key partnerships to accommodate poor learners. The school will use social media, word of mouth, website, wall murals, Search Engine Optimisation (SEO), content and print to increase enrolment and attract partners and/or donors. Bokamoso will be buying land in the townships and building affordable and functional schools. Mmasechaba, the founder and CEO, has extensive adult learning experience, business experience, a business administration qualification and a passion for growing and developing. She is completing her MBA at the Wits Business School.

5.2 Description of the business

5.2.1 Business details

Description of business: Bokamoso is an independent education provider that intends providing an affordable and holistic learning experience for all students. Our focus is to identify talent, nurture it and prepare it for the future. We do this by providing quality education,

- Blended learning
- Academic excellence (Know)
- Technical skills (Do) – Various streams
- Life Skills (Be)
- Sports Excellence (Do)
- Values based education (Be)

Business name: Bokamoso Schools Pty Ltd (The Future)

Type of industry: Education - Private

Business structure: Company (Proprietary limited)

Business location: Township (Vaal Triangle)

Buy/lease: Buy and build.

5.2.2 Owner profile

Business owner: Mmasechaba Matli

Experience: Mmasechaba's extensive adult learning experience, business experience, business administration qualification and passion for growing and developing talent makes her a suitable owner and leader for this business. A detailed executive profile is attached in Appendix 5.1, Business Owner - Executive Profile.

5.2.3 Requirements - Licences, registrations, and permits

Bokamoso will require the following to get started, refer to Table11 (Independent Schools Association of Southern Africa, 2021).

Table 11: Licence requirements

Requirements	Institution	Channel
Business registration	Companies and Intellectual Property Commission (CIPC)	Online
Depart of Basic Education Registration	Provincial Education Department (GDE)	Branch/Office
Independent Schools Association of Southern Africa (ISASA) Membership	ISASA	Online
School Accreditation	UMALUSI	Online

5.2.4 Vision, mission, and goals

Vision statement

Equal and quality education for all

Mission statement

To provide affordable and holistic quality education

Core Values (RISSC)

- **Respect** – acknowledging and accepting that which is different.
- **Innovation** – continuously asking why and challenging oneself to think beyond the known.
- **Sharing Knowledge** – embracing a culture of learning and creating opportunities for sharing knowledge with one another.
- **Service** – commitment to excellence by identifying and meeting our customer needs and responsive service.
- **Collaboration** – Intentionally investing in partnerships to achieve equal and quality education for all.

Goals

Table 12 shows Bokamoso's goals, timeline and proposed metrics.

Table 12: Goals

Goals	Timeline	Metrics
Improve quality of education in townships	Long term	Percentage change in total passes over the previous year Percentage change in student scores, literacy rate and numeracy Completion rate (CR) Literacy & proficiency levels Grade repetition rate Dropout rate
Improve customer service	Short term	Customer satisfaction levels, customer retention rate
Increase revenue (diversify and grow revenue streams).	Medium – Long term	Net profit margin, gross margin and other
Leader in education	Long term	Market share

5.3 Market Analysis

5.3.1 Macro-economic Environment Analysis

Bokamoso is private education provider and will be impacting the macro-economic environment in which it will operate. A PESTEL analysis is completed to provide the macro-economic environment context.

Political: The legacy of apartheid in RSA continues to define the current South African education system. The education inequalities caused by apartheid have unfortunately created the education crisis in RSA (Fitch Solutions, 2020). Although government embarked on a transformative journey to address the inequalities, it will take longer to level the playing field; there the ruling party in RSA has a large role to play. Policy direction and political stability consequently may affect Bokamo's ability to provide quality education.

Economic: South Africa's economic growth has been reported as slow with marginal growth of not more than 2% annually since 2013. In addition, the COVID-19 pandemic had a negative impact on the South African economy and has led to an increase in unemployment rates (STATS SA, 2020). High unemployment rates affect parent affordability levels and may reduce interest in private education, therefore lower profit margins for Bokamoso.

Social and Technology: The education sector exists in the world of technological disruption. According to the World Bank (2020), the Covid-19 pandemic caused a crisis in the education sector and highlighted the inequalities in digital access for many students. Technology will play an important role in bridging the gaps. Bokamoso schools will have to implement a digital strategy ensuring business continuation and access to learning.

Legal: The education sector is a highly legislated environment in South Africa. Bokamoso will be required to comply to some of the following legislation (SME South Africa, 2018) ,

- The Higher Education Act 101 of 1997
- The Higher Education and Training Laws Amendment Act 25 of 2010
- The South African Schools Act 84 of 1996
- The National Education Policy Act 27 of 1996
- The Regulations for the Registration of Private Higher Education Institutions 2016
- The Basic Education Laws Amendment Act 15 of 2011
- The Further Education and Training Colleges Act 16 of 2006
- The National Qualifications Framework Act 67 of 2008
- The Continuing Education and Training Act No. 16 of 2006

Bokamoso is not immune to the impact of the macro-economic environment. The leadership team will constantly scan the external environment to manage risks.

5.3.2 Industry analysis

In South Africa, the education system is overseen by the Department of Basic Education (DBE) responsible for policy, implementation and monitoring for schools and Grade R. The DBE enables nine provincial departments (PDEs) of education to administer norms and standards, curricular and conditions of employment of school staff as set by the DBE. Early childhood development (ECD) is looked after by three departments, that is DBE, Department of Health and Social Development (Taylor & Shindler, 2016).

The South African education system has three broad bands as part of the National Qualifications Framework (NQF), namely, (i) the General Education and Training (GET) phase, (ii) Further Education and Training (FET), and (iii) Higher Education and Training (HET) (Fitch Solutions, 2020). The broad bands include the following,

- **GET** (Age 7-15) – Grade 0 (Grade R) to Grade 9 for both public and private schools. Includes Adult Basic Education and Training and the following phases.
 - Pre-primary Phase: Grades 0000
 - Foundation Phase: Grades 1-3
 - Intermediate Phase – Grades 4-6
 - General Secondary Phase: Grades 7-9
- **FET** (Age 16-18) – Grade 10 to Grade 12 for both public and private schools. This band also includes career-orientation education and training offered in other Further Education and Training institutions. Tertiary colleges include technical, private and community colleges.
 - Further Education Phase: Grades 10-12
- **HET** (Age +/-18) – Applicable to universities and technikons (Fitch Solutions, 2020; Independent Schools Association of Southern Africa, n.d.).

Figure 8 depicts the 2019 percentage distribution of students in ordinary schools by phase. The highest proportion of students is observed in the foundation phase followed by the intermediate phase (Department of Basic Education, 2020).

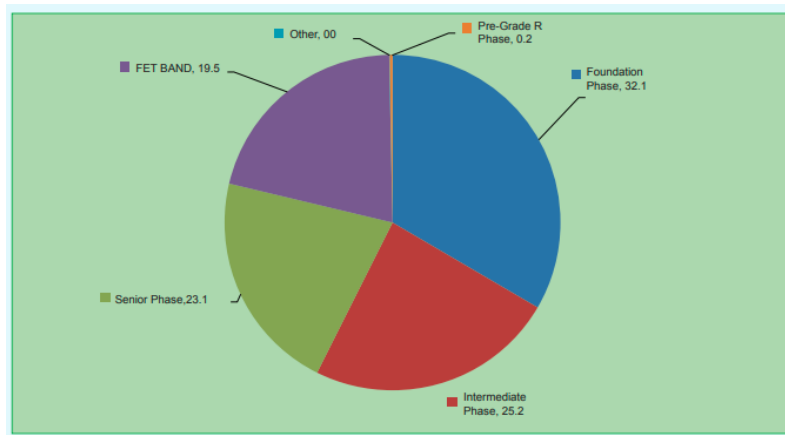


Figure 15: Percentage distribution of students in ordinary schools, by phase, in 2019 (Department of Basic Education, 2020)

According to the Department of Basic Education (2020), in 2019, 13 041 198 students attended both public and private schools in RSA, with a total of 24 998 schools and 444 857 teachers. Figure 9 shows the percentage distribution of schools, teachers and students for both public and private schools for 2019 in RSA. It is evident that the private education industry in RSA is much smaller in size compared to the public sector.

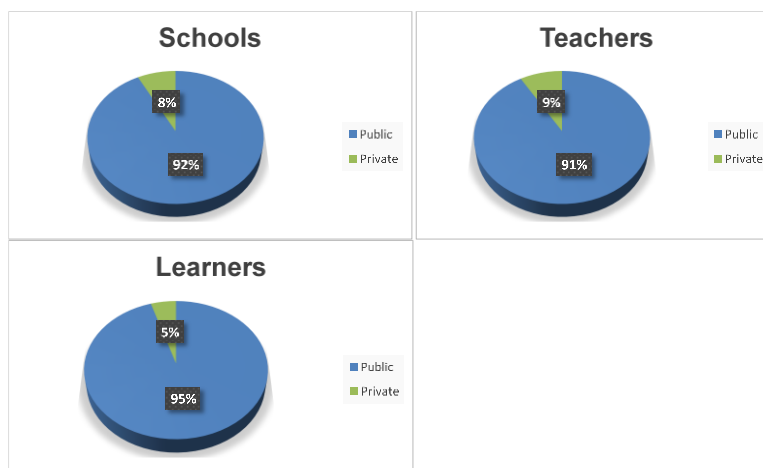


Figure 16: Percentage distribution of Schools, Teachers and Learners in 2019

Private education in South Africa

The private education industry may be smaller in size compared to the public, however, according to SME South Africa (2018), private school education has shown significant growth from 2 per cent to 6 per cent of the total number of enrolled students approximately 13 million in RSA over the past four years. The upward trajectory is said to continue over the next couple of years, mostly in townships. This presents an

opportunity for Small Medium Enterprises like Bokamoso to address the inequalities and poor-quality education in the townships.

5.4 Competitors

The below companies have been identified as Bokamo's competitors.

- Curro holdings
- Royal Schools
- Spark Schools
- ADvTECH

5.5 SWOT analysis

Table 13: SWOT Analysis for Bokamoso

Strengths	Weaknesses
• Passion for education • Small classes • Competitive and affordable school fees • Holistic education model • Customer Service excellence • Township experience • Location • BBBEE Level 1 provider • Black African Women Ownership	• Lack of skilled staff • No infrasture • Lack of financial resources • Lack of experience in setting up and running a school. • No established brand
Opportunities	Threats
• Increase in demand for private education. • Rising black middle class • Strategic partnerships	• Long registration process • Beauracacy • Excessive legislative requirements for SME's • Security threat in the township • Bullying tactics from dominant players • Poor economic performance • Political instability • Lock down due to Covid-19

5.6 Problem Analysis

Interestingly, when comparing education challenges reported in the empirical results to those identified by literature, analysis revealed a fifty per cent (50%) fit, as shown in figure 16. Lack of resources and infrastructure are significant problems causing overcrowded classrooms and other problems. Furthermore, language barriers, poor teacher performance, systemic socio-economic challenges, literacy and numeracy, lack of STEM focus, remain a challenge for many in the township. This supports the view that most students in township schools experience poor quality education.

Challenges/Problems	Literature Review	Empirical Results	Variance
Lack of resources & infrastructure	✓	✓	✓
Poor communication & partnerships	✗	✓	✗
Travel distance	✗	✓	✗
Language barrier & Learning gaps	✓	✓	✓
Poor Teacher performance, Absenteeism, curriculum, disengagement, high turnover	✓	✓	✓
Socio- economic challenges	✓	✓	✓
Teen pregnancy & hygiene	✗	✓	✗
Literacy & Numeracy, STEM	✓	✓	✓
Trade union influence & control	✓	✗	✗
Lack of professional development	✓	✗	✗
Overcrowded classrooms	✓	✓	✓
Supply Shortage of qualified teachers	✓	✗	✗
	75%	75%	50%

Figure 17: Comparison of education problems (Literature review vs Empirical results)

5.7 Products and services

After careful analysis of the problems, Bokamoso proposes an Input-Process-Output Framework. The inputs will contribute to the processes that will drive outputs for Bokamoso and ultimately achieve quality education. In addition to the framework a business model canvas is provided to show how Bokamoso intends to capture value. A combination of these two models/frameworks gives rise to Okamoto's product and service offerings underpinned by the pillars.

Inputs/Resources	Education as a process	Education outputs	Education as an outcome
Inputs for consideration: • School Management and Teachers • School Board • Budget (Money) • Principal (Human Capital) • School Governing Body (SGB) • Subject Matter Experts • Trainer • Budget (Money) • Training Material • Teachers • Venue/Facility • Publishers and library suppliers • Department of Basic Education • Donors • Resources (Textbooks, information & communication technologies (e.g., phones, tablets, computers), Teacher guides and other supplementary material, Transport, Food and other) • Corporate • NPO's • Volunteers • Community • Remedial SME's • ICT • Administrators • South African Police Service • Reward and Remuneration Specialist	Bokamoso plans to implement the following: • Language policy • Talent attraction strategies • Continues professional development • Resource mobilisation and partnerships • Instructional strategies • Classroom management • Policies • Low fees/ No fees / Donations / Subsidies • Assessments • Remedial teacher support • Mentorship programme • Regular reports and communication (parents, SGB) • Sex and substance abuse training • School Administration • Clear roles and responsibilities for teachers, management/leadership • Management /Leadership development programme • Performance Management System • Remuneration policy & philosophy • Career development • Infrastructure • Class size • Security	Deliverables: • Blended learning • Blended learning • Academic excellence (Know) • Technical skills (Do) – Various streams • Life Skills (Be) • Sports Excellence (Do) • Values based education (Be) • Teacher Subject Matter Mastery and cognitive competence in the language • Learning and teaching material including technology • Adequate instructional time • Revenue Streams/Student centered funding model • Remedial programme(s) • Parent/stakeholder Partnerships • Effective school management • Performance Management and Reward strategies • Desirable working conditions	Aspirations: • Improved quality of education in the townships • Improved customer service • Increased academic performance at primary and secondary schools. • Reduced drop-out rates at secondary school • Lower teacher absenteeism

Determinants of private education

Dimensions of private education

Figure 18: Bokamoso's Input-Process-Output Framework for Township Private Schools(Researchers own formulation)

5.8 Business Model Canvas

Figure 11 shows a completed business model canvas for Bokamoso. The canvas is used by Bokamoso as a tool to create, deliver and capture value (Osterwalder & Pigneur 2010; Rytönen & Nenonen, 2014; Rytönen & Nenonen, 2014; Qastharin, 2015).

Bokamoso' Business Model Canvas

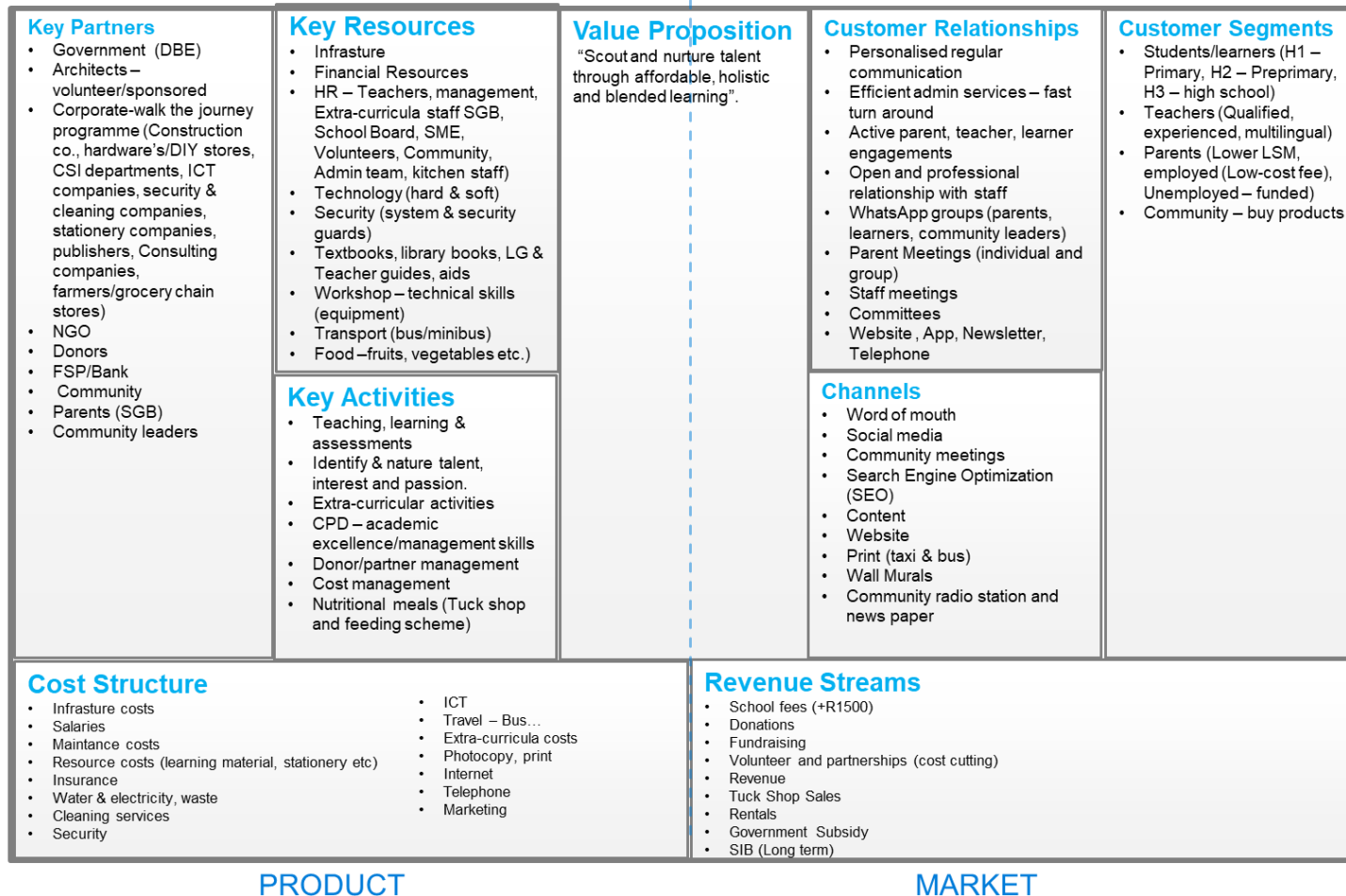


Figure 19: Business Model Canvas

5.9 Products and services

Bokamoso's education model has nine core pillars namely,

- Clear learning objectives
- Nurturing environment
- Blended learning
- Appropriate and balanced curriculum
- Inclusive teaching, assessments, and remedial methods
- Integrated values
- Technical and life skills development
- Advanced talent identification and management methods
- Sports excellence

The following model is proposed. A PPP that offers quality education through

- Blended learning
- Academic excellence (Know)
- Technical skills (Do) – Various streams
- Life Skills (Be)
- Sports Excellence (Do)
- Values based education (Be)

Our PPP schools will be funded through SIBs in the long term, government subsidies, donations from individuals and corporate companies, fundraising activities, school fees for those who can afford and investors.

Table 14: Bokamoso School model

Phase	Capacity (classes per grade)	Students Teacher Ratio (LTR)	Price (R)	Age (yrs.)	Timeline
Foundation Phase: Grades 1-3	4-6	20:1	R1500	7 -9	Phase 1
Intermediate Phase – Grades 4-6	4-6	25:1	1600	10-12	Phase 1
General Secondary Phase: Grades 7-9	4-6	30:1	1700	13-15	Phase 2
Further Education Phase: Grades 10-12/ (National Certificate Vocational (NVC))	4-6	35:1	+/-1800	16-18	Phase 3

The rollout will be in phased approach in the medium to long term. It is anticipated that demand will initially be high and hence the increase in LTR however once more resources become available the LTR will be reduced and capped at 20:1 – 25:1. It is important to note that all primary school classes will have teacher assistants

5.10 Management and Organisation

Key staff

Staff currently employed by Bokamoso and required.

Table 15: Key Staff

Name	Job title	Skills/qualifications/strengths
Mmasechaba Matli	CEO	Refer to the executive profile

Table 16: Required staff

Job role	Quantity
Teachers and Assistant	+32
Principal	1
Admin team	2
Extra curricula Staff	4
Remedial Specialist	1
Psychologist	1
Speech Therapist	1
Occupational Therapist	1
Total	+43

A minimum of 43 staff members would be required by Bokamoso to provide quality education.

5.11 Marketing Strategy

Table 17: Promotional strategy

Promotional strategy	Expected business improvement	Cost (R)
Social Media Marketing • Facebook • Twitter • Instagram	Increase enrolment. Attract partners and donors. Improve communication with customers. Build positive image (increase brand presence)	R6000
Word of mouth	Increase enrolment.	R0
Website	Increase enrolment. Attract partners and donors. Improve communication with customers. Build positive image (increase brand presence)	R15 000
Search Engine Optimization (SEO)	Increase enrolment.	R10 000
Content e.g., Blog	Improve communication with customers. Build positive image (increase brand presence)	R5000
Wall Murals (Painted wall advert)	Increase enrolment.	R10 000
Print (taxi and bus commuters)	Increase enrolment.	R5000
Community radio station and news paper	Increase enrolment. Attract partners and donors. Improve communication with customers. Build positive image (increase brand presence)	R2500
		R53 500

5.12 Funding Requirements

5.12.1 Financial forecasts

5.12.1.1 Start-up costs

The overall start-up costs for one Bokamoso school is R19 944 570.00. This is a high capital business and will require opening more schools, maximum efficiencies and increased partnerships to manage costs.

Table 18: Start-up costs

Expense	R	Notes
Accounting and legal fees	R 5 000,00	
Construction	R 15 000 000,00	
Building Plans	R 60 000,00	
Land	R 1 000 000,00	
Business cards/letterheads/graphics	R 11 500,00	
Business name/domain registration	R 475,00	
Computer equipment	R 140 000,00	
Fit-out costs/signage	R 10 000,00	
Insurance	R 25 000,00	
Licences, permits and registrations	R 10 000,00	
Motor vehicle expenses	R 10 000,00	
Office furniture and supplies	R 240 000,00	
Launch	R 35 000,00	
Stationery and office supplies	R 20 000,00	
Promotion (Marketing)	R 53 500,00	
Subtotal:	R 16 620 475,00	
Contingency (add 20% to subtotal)	R 3 324 095,00	
TOTAL START-UP COSTS:	R 19 944 570,00	

The estimated average construction cost of a brick-and-mortar school is R14.5 million that is R1.08 million per classroom. However, if alternative construction methods are utilised, the estimated average cost per school is R9.2 million and cost per classroom is R692 514.00 (Infrastructure, 2013). Inflationary increase from 2013 has been incorporated in the financial forecasts.

5.12.1.2 Source of Funds

One of the strengths of Bokamo's business model is establishing and maintaining strategic partnerships. A Bokamoso's main source of funds initially will be angel investor (s), government subsidies and ESD support programme (s). The collaboration partners have not been included in the start-up funds.

Table 19: Source of funds

Sources of funds	R	Notes
Owners Capital	R 50 000,00	
Loans from family/friends	R 300 000,00	
Bank loans	R 3 000 000,00	
Angel Investor	R 6 000 000,00	
Crowd funding	R 2 000 000,00	
Enterprise and Supplier Development (	R 5 000 000,00	
TOTAL START-UP FUNDS:	R 16 350 000,00	

5.12.1.3 Operating expenses forecast

The forecast operating expenses is R1 997 000.00 per month.

Table 20: Operating expenses

Expense	R	Notes
Accounting and legal fees	R 2 000,00	
Marketing	R 10 000,00	
Business loan repayments	R 300 000,00	
Electricity and gas	R 8 000,00	
Equipment lease and hire purchase	R 10 000,00	
Insurance	R 10 000,00	
Interest and bank charges	R 30 000,00	
Memberships	R 2 000,00	
Owner's drawings (salary)	R 40 000,00	
Printing, postage, stationery, packaging	R 10 000,00	
Registrations, licences, permits	R 6 000,00	
Repairs, maintenance and cleaning	R 20 000,00	
Stationery and office supplies	R 5 000,00	
Subscriptions and training	R 10 000,00	
Taxes		
Security	R 20 000,00	
Extra-curricula costs	R 45 000,00	
Telephone	R 5 000,00	
Vehicle operating expenses	R 20 000,00	
Other expenses		
Wages and salaries	R 1 444 000,00	
TOTAL:	R 1 997 000,00	

5.13 Financial Plan

Profit and loss statement

The forecast net profit/loss for Bokamoso for year one is minus R4 575 440.00. This figure has not taken into account the collaboration partners (partnerships). The Forecast breakeven point is in year three.

Table 21: Profit and loss statement

Item	Year 1
Sales	R22 809 600.00
Gross profit	(R1 154 400.00)
Gross profit margin	5%
Expenses	R23 964 000.00
Net profit	(R4 575 440.00)

6 SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

In the previous section, research results were translated into a business venture proposal. This section summarises the research report, presents conclusions based on research findings, notes limitations of the study and provides recommendations for possible solutions as well as suggests future research.

6.1 Summary

The aim of this study was to develop a private education business model for township students in Gauteng schools and to interrogate the Business Model Canvas framework. In summary, the study outlined six components of a research report divided into chapters, namely, (i) introduction to the research report (research conceptualisation), (ii) reviewing literature to derive the conceptual framework, (iii) research strategy, design, procedure, and methods, (iv) presentation of empirical research results, (v) business venture proposal and (vi) last the current section, summary, conclusions, limitations, and recommendations.

The research began by briefly introducing the terms and concepts used to conceptualise it. The first component (i) introduction to the research outlined the research problem statement, the purpose of this research, as well as the research questions. The following research questions were presented, that is, how can PPPs and LFPS be successful vehicles for the achievement of quality education in township schools? what does the customer want and need to fulfil the quality education promise? what are the challenges faced by parents, students, and teachers in schools? This was followed by the delimitations and assumptions of the research study. The significance of the research study was discussed, and the chapter was concluded by providing a preface to the research report.

The second component, (ii) literature review was presented, comprising an analysis of the research problem with a focus on symptoms, root causes, and consequences of poor-quality education in South African schools. The two main root causes presented by literature are apartheid and lack of resource and infrastructure. The study further outlined

the results chain framework of the proposed intervention including inputs, activities, outputs, outcomes and impacts of the proposed intervention.

Third, research strategy, design, and procedure were identified for the study. A qualitative research strategy was chosen to enable the researcher to get an in-depth understanding of the status quo and to interpret findings. In addition, a case study research design was adopted. The study made use of a semi-structured interview and a questionnaire. The researcher chose purposive sampling strategies to avoid unnecessary costs and time delays when conducting the research. A total sample size of twenty-one participants, including eighteen parents from the township, one senior manager from GDE, one chain LFPS, one PPP school in RSA (WCE – collaboration school). Ethical considerations of deception, harm, informed consent, and invasion of privacy were detailed. The study detailed a research data and information collection process which comprised translating and transcribing interviews, assigning codes using Atlas.ti and thematic analysis.

Furthermore, a detailed description of the participants was provided. The chapter also described the reliability and validity measures that the researcher applied to make it credible as well as the technical and administrative limitations.

The fourth component, (iv) presentation of empirical research results put focus on the research questions and their accompanying propositions. The first section presented empirical results examining how PPPs and LFPS can be used as vehicles to achieve quality education in Gauteng township schools. Two main themes identified, firstly, that PPPs are partnership driven and require deep understanding of community needs. The sub-themes identified were private education, school management, key partnerships, customers and services and cost and recovery.

In this section, empirical results were presented to determine the customer wants and needs for quality education. Identified themes were discussed and a response to the research question was provided. A comparison of the research results of the current study to other studies was provided. The sub-themes identified include quality education and customer needs.

The aim of this section was to present research results, identified themes were put forward and a response to the research question. Lastly, a comparison of the research results of the current study to other studies is provided. The thematic analysis process revealed a common thread to participant responses that is, poor educational outcomes. There were significant challenges in the education system causing poor teacher and students' performance.

Fifth, (v) a business venture proposal was prepared, based on theoretical and empirical evidence. The research translated the business idea and identified opportunities into a business venture and start-up.

6.2 Conclusions

The unequal education system caused by apartheid and lack of resources and infrastructure has created an education crisis with the poor and marginalised receiving poor quality education. For many students in the townships, prospects of furthering studies in higher education institutions or finding employment opportunities are limited. They also have a limited choice in terms of schools available in the townships. The aim of this study was to develop a private education business model for township students in Gauteng schools and to address the poor education problem.

The evidence of this study suggests that quality education is equitable education, and it is concerned with developing a holistic being includes acquiring knowledge, a student's understanding of what is being taught, academic performance, values, growth and empowerment, skills, confidence, and ability to work independently. In addition, evidence suggests that parents living in the township are open and willing to send their children to a township private school if it is affordable. The affordable school fees for a local private school suggested by parents ranges from R501 - R2000.

The results further suggest that school management has an important role to play in delivering quality education and it should come up with initiatives to strengthen curriculum delivery. Schools require competent and inspirational leaders. Partnerships are central to delivering quality education; it is important for schools in general to partner with various stakeholders, including corporates, government, financial institutions, and parents. Township schools need to have a deep understanding of the

community needs, the complex social issues and therefore tailor their services accordingly. One of the key service offerings for township schools suggested by research is social support services and remedial education. Social support includes counselling, and career planning.

The evidence of the study suggests that staff salaries are by far the highest cost in schools (LFPs, PPPs and Public). However, the key to running a successful LFP is to minimise costs. In addition to the school fees paid by parents, alternate revenue streams for schools include rental of school facilities, selling school uniforms, school tuckshops, fundraising, donations, and government subsidies. In general, the results suggested that both PPP and LFPS models can be used as successful vehicles to deliver quality education. PPPs can enhance existing skills, close skills gaps, provide monetary benefits, capacity building and increase students' performance in scarce skills. The model is scalable and feasible. The LFPS model is profitable, however it takes time to break even. The margins are small and require cost efficiencies. The findings further suggest that both models are scalable. Evidence also points towards the notion that private schools perform better academically than public or PPPs.

The study suggests that just over half of the township parents are happy with the quality of the education received in public schools. Parents first, want qualified, experienced, well-trained teachers who are motivated and passionate. Second, the highest identified customer need recorded by participants was adequate resources and maintenance of the resources. Third, sports facilities, professional coaching staff and diverse sporting codes were needed. Fourth, safety and security at school is necessary. In addition, technology and technical or practical skills should be catered for.

The problems affecting the quality of education in the township are lack of resources, poor communication, poor teacher performance, socio-economic issues, travel distance, language barriers, teenage pregnancy, and hygiene. In conclusion, the findings suggest that there is a demand for good quality education in the township. The proposed solution must be inclusive, affordable, holistic, and equitable. There is however a considerable number of parents who are happy with the quality of education in the public schools.

6.3 Limitations

There are several potential limitations to the study. First, the study sample was localised in Gauteng townships and therefore it may not be suitable to generalise the results to townships outside of Gauteng and other suburban areas. Second, although the sample size is diverse, it is small, and it may be challenging to infer the results. Third, the developed private education business model is hypothetical and has not been tested, therefore its effectiveness cannot be proven.

6.4 Recommendations

It is proposed that further research needs to be done to investigate, the possible effective funding sources for PPPs in the township and how PPPs can leverage on them. Research should also assess the effectiveness of township private schools in delivering quality education to the poor. It is further proposed that government should create a conducive ecosystem in education by reviewing ineffective policies that are contributing to some of the challenges. Government should also consider regulatory frameworks for LFPS and SIBs as key enabling tools and use of social impact bonds to deliver quality education for the poor. The role and impact of partnerships at school level and the impact of policy should be investigated. The Department of Education should consider establishing a team whose role is to drive innovation in the education space through partnerships with other government departments and corporate companies.

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APPENDIX 1.1: DATA COLLECTION INSTRUMENT - PARENTS

(Interview Schedule)

1. How old are you?
 - a. Under 18,
 - b. Over 18
2. What is your employment status?
 - a. Employed,
 - b. Unemployed
3. How many school going children do you have?
4. Type of school they attend.
 - a. Private,
 - b. PPP,
 - c. Public
5. Was it by choice? If not, why?
6. How much is school fees monthly?
 - a. R 0, R100 – R500,
 - b. R501-R1000,
 - c. R1001 – R2000,
 - d. R2001-R4000,
 - e. +R4000)
7. Is your child exempt from paying school fees?
8. What is the average number of students per class?
9. What is the language of instruction?
10. What is quality education?
11. Are you happy with the quality of education your child is receiving?
12. Does your child commute to school? If yes, how long is the commute?
13. How do you feel about private education in the township? What is affordable school fees for private school in the township?
14. What are some of the challenges you experience regarding public schools?
15. What are the characteristics or elements of an ideal school?

APPENDIX 1.2: DATA COLLECTION INSTRUMENT – GOVERNMENT (GDE)

(Interview Schedule)

Screening questions

16. How old are you? (Under 18, over 18)
17. What is your current position?

Basic Education Challenges

1. Name five challenges faced by government in basic education in SA
2. What is the role of school management in delivering quality education?
3. What makes a good school management team?
4. What is your view regarding drop-out rates at grade 10-12?
5. What is your view regarding teacher absenteeism?
6. Name five possible solutions to resolve challenges in basic education.
7. Do you think the private sector has a role to play?

School Cost Structure

1. What is the major cost for schools monthly?
2. How can schools manage costs efficiently?
3. What measurements are tracked monthly?

Public Private Partnerships (PPPs)

1. What is your understanding of PPPs?
2. Can PPP be used as a tool to deliver quality education in RSA?
3. What is the level of interest from governments on PPPs as part of a solution to address challenges of quality education in primary and secondary schooling in RSA?
4. Provide a list of all PPPs initiatives in basic education?
5. How is success measured?
6. What happens to a PPPs when there is change in political leadership?

Social Impact Bonds (SIB)

1. What is your understanding of a social impact bond?
2. Who are the key players in a SIB agreement?
3. Who originates a SIB?
4. What are the prerequisites for starting a SIB in RSA?
5. Can SIB be used as a tool to deliver quality basic education in township schools?
6. What is the level of government's interest in a SIB as part of a solution to address challenges of quality education in primary and secondary schooling in RSA?
7. What happens to a SIB when there is a change in political leadership?

Subsidies and vouchers

1. What are the qualifying criteria?
2. What is the minimum and maximum amount payable per child?
3. How often is it paid out?
4. What outcomes are measured to ensure delivery?

APPENDIX 1.3: DATA COLLECTION INSTRUMENT - LFPS/PPPS

(Interview Schedule)

Screening questions

1. How old are you? (Under 18, over 18)
2. What is your current position?
3. What is the type of school?
 - a. Private
 - b. Public- Private Partnership
4. If private is your school a
 - a. Stand alone.
 - b. Chain school
5. How much is school fees per month?
 - a. R 0 (No fees), R100 – R500,
 - b. R501-R1000,
 - c. R1001 – R2000,
 - d. R2001-R4000,
 - e. +R4000
6. What is the average number of students per class?
7. What is the language of instruction?
8. How do you feel about private education in the township? What is affordable school fees for private school in the township?
9. What is quality education?
10. What alternative revenue streams does the school have?
11. Does the school receive any of the following from government?
 - a. Subsidy
 - b. Vouchers
 - c. Other?
12. List the school's key partners?
13. List the school's customers?
14. Where do most of your students reside?
 - a. Suburb
 - b. Township

c. Squatter camp

15. What are the most important costs of the school?

a. Salaries

b. Maintenance

c. Other

16. What services does the school offer?

17. How does the school differentiate itself?

18. What is the performance of the school?

5 scale (Bad – Exceptional?)

19. Is your business model scalable? If yes how?

APPENDIX 2.1: ONE-PAGE BIO OF THE RESEARCHER INCLUDING DECLARATION OF INTEREST IN THE RESEARCH AND FUNDERS, IF ANY



Mmasechaba holds a B.A Degree in Industrial and Organisational Psychology (2007) from the University of Witwatersrand (Wits). Furthermore in 2010, she obtained a Honours Degree in Industrial and Organisational Psychology from the University of South Africa (UNISA). She is currently completing a Master degree in Business Administration (MBA) at Wits Business School (WBS). She has 13 years' experience in Human Resources with specialisation in Learning and Development. She has experience in Wholesale, Retail, Media, Banking and the Insurance industry.

As a Master student at the Wits Business School (WBS), my interest in this research is purely for academic reasons. I have no sponsors for this study and do not stand to gain any commercial benefit. I assure you that I will:

APPENDIX 2.1: ETHICS DOCUMENTATION- RESEARCH INFO SHEET (GROUP 1)



Hi

My friend/sister/colleague's name is Mmasechaba Matli, and she is a master's student in Business Administration at the Wits Business School (Wbs), University of the Witwatersrand. As part her studies, she has to undertake a research project, investigating a private education business model for township students in Gauteng schools under the supervision of Dr Robert Venter. The aim of this research project is to develop a private education business model for township schools.

As part of this study, she would like to invite you to take part in an interview. This activity will involve answering questions and will take approximately an hour for an interview. Please note, there will be no personal costs to you if you participate in this study, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. All interviews will be video recorded using MS Teams or Skype.

If you have any questions during or afterwards about this research, feel free to contact her on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, she will be happy to send it to you (optional). Her contact details are found below.

Mmasechaba Matli

0416235t@students.wits.ac.za

Supervisor:

Robert Venter, robert.venter@wits.ac.za, 011 717 8090

APPENDIX 2.2: ETHICS DOCUMENTATION- RESEARCH INFO SHEET (GROUP 2-4)



Dear Sir / Madam

Title of project: A private education business model for township students in Gauteng schools.

My name is Mmasechaba Matli, and I am a Masters student in Business Administration at the Wits Business School (WBS), University of the Witwatersrand. As part of my studies, I have to undertake a research project, and I am investigating a private education business model for township students under the supervision of Dr Robert Venter. The aim of this research project is to develop a private education business model for township schools.

I am conducting research on poor quality education in public schools with the aim of developing a private education business model for township Students. Today, South Africa finds itself with poor quality education mostly affecting the poor and underprivileged. The low-quality education at primary level and lower secondary level is the main reason for poor educational outcomes. Poor quality education increases poverty, unemployment and perpetuates inequalities. South Africa's economic growth has been slow, the economy has not grown by more than 2% annually since 2013. The country's unemployment rate is very high. It is because of the above reasons that this topic was selected.

Previous literature has mainly focused on school choice, impact of regulations on Low Fee Private Schools (LFPS) and Public – Private Partnership (PPP) Schools, effectiveness of academic performance of LFPS and PPP schools in comparison to public schools and student fees and costs. There is little known about PPP schools in South Africa and LFPS in townships areas in South Africa. Although there is interest to study LFPSs in different contexts and geographical areas, no studies have yet attempted to explore a private education model for townships in South Africa. Your office was selected to participate in

the research due to support it provides to Gauteng schools and most importantly the knowledge and experience gained over the years.

I would like to invite you as to participate in this study. If you agree, you will be invited to an interview. An interview will take approximately one hour. The interview will take place online during working hours (flexible). The interview will be video recorded using MS Teams or Skype.

You will be asked to give written or verbal consent before the research begins. Your response will be treated confidentially, and your identity will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study.

This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you.

As a research participant you will not be advantaged or disadvantaged in any way. You can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. No participant will be paid for this study.

All research data will be stored in a password protected computer and destroyed after 3 years. I therefore request permission in writing to conduct my research.

Please let me know if you require any further information. I look forward to your response as soon as it is convenient.

Yours sincerely,
Mmasechaba Matli

0416235t@students.wits.ac.za

Supervisor:

Robert Venter, robert.venter@wits.ac.za, 011 717 8090

APPENDIX 2.3: ETHICS DOCUMENTATION – INFORMED CONSENT FORM



Title of project: A private education business model for township students in Gauteng schools.

My name is Mmasechaba Matli, and I am a Masters student in Business Administration at the Wits Business School (WBS), University of the Witwatersrand. As part of my studies, I have to undertake a research project, and I am investigating a private education business model for township students in Gauteng schools under the supervision of Dr Robert Venter. The aim of this research project is to develop a private education business model for township schools.

Participant

I, ... agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

As part of this study, I would like to invite you to take part in an interview / answering a questionnaire. This activity will involve answering questions and will take approximately an hour for an interview. Please note, there will be no personal costs to you if you participate in this study, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to.

(Please circle the relevant options below).

I agree that my participation will remain anonymous	YES	NO
---	-----	----

I agree that the researcher may use anonymous quotes in his / her research report	YES	NO
---	-----	----

I agree that the interview may be audio/video recorded	YES	NO
--	-----	----

I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO
--	-----	----

..... (signature)

..... (name of participant)

..... (date)

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you (optional).

Yours sincerely,

Mmasechaba Matli

0416235t@students.wits.ac.za

Supervisor:

Robert Venter, robert.venter@wits.ac.za, 011 717 8090

APPENDIX 2.4: ETHICS CLEARANCE CERTIFICATE



SCHOOL OF GRADUATE SCHOOL OF BUSINESS ADMINISTRATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: WBS/BA041623T/132

PROJECT TITLE

Developing a sustainable private education business model for township students in Gauteng schools

INVESTIGATOR

Mrs Mmasechaba Matli

SCHOOL/DEPARTMENT OF INVESTIGATOR

MBA (Social Entrepreneurship Project)

DATE CONSIDERED

24 November 2020

DECISION OF THE COMMITTEE

Approved unconditionally

RISK LEVEL

MINIMAL RISK

EXPIRY DATE

30 JUNE 2021

ISSUE DATE OF CERTIFICATE 7 December 2020

CHAIRPERSON _____

Matshabaphala
(Dr MDJ Matshabaphala)

cc: Supervisor: Mr Venter

DECLARATION OF INVESTIGATOR

To be completed in duplicate and ONE COPY returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.



Signature

Date 08 / 12 / 2020

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX 2.5: ETHICAL DOCUMENTATION – APPROVAL TO CONDUCT RESEARCH (WCE)



**Western Cape
Government**
Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20210215-1010
ENQUIRIES: Dr A T Wyngaard

Mrs Mmasechaba Matli
32 Charbury Village
Lynes Lane
Leith Road
Bartlett
Boksburg
1459

Dear Mrs Mmasechaba Matli

RESEARCH PROPOSAL: DEVELOPING A SUSTAINABLE PRIVATE EDUCATION BUSINESS MODEL FOR TOWNSHIP STUDENTS IN GAUTENG SCHOOLS

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **17 February 2021 till 30 September 2021**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 16 February 2021

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

APPENDIX 2.6: ETHICAL DOCUMENTATION – APPROVAL TO CONDUCT RESEARCH (GDE)



GAUTENG PROVINCE

Department of Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	11 February 2021
Validity of Research Approval:	08 February 2021– 30 September 2021 2021/25
Name of Researcher:	Matlin M
Address of Researcher:	32 Charbury Village, Lynes Lane Leith Road Bartlett / Boksburg
Telephone Number:	010 214 3497 /081028 0346
Email address:	0416235t@students.wits.ac.za
Research Topic:	Developing a sustainable private education business model for township students in Gauteng schools.
Type of qualification	Master's in Business Administration (MBA)
Number and type of schools:	Districts / Head Office
District/s/HO	District/s/HO

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.
4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director, Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 16/02/2021

2

Making education a societal priority

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Email: Faith.Tshabalala@gauteng.gov.za

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APPENDIX 3.1: RESEARCH TRACKING TOOL

Participant Code	Race	Date	Consent Form	Interview	Transcribed
Parents					
Part01_P	A	23/01/2021	✓	✓	✓
Part02_P	C	23/01/2021	✓	✓	✓
Part03_P	C	24/01/2021	✓	✓	✓
Part04_P	A	24/01/2021	✓	✓	✓
Part05_P	A	24/01/2021	✓	✓	✓
Part06_P	A	25/01/2021	✓	✓	✓
Part07_P	C	25/01/2021	✓	✓	✓
Part08_P	A	26/01/2021	✓	✓	✓
Part09_P	A	27/01/2021	✓	✓	✓
Part10_P	A	28/01/2021	✓	✓	✓
Part11_P	A	31/01/2021	✓	✓	✓
Part12_P	A	01/02/2021	✓	✓	✓
Part14_P	A	23/02/2021	✓	✓	✓
Part15_P	A	23/02/2021	✓	✓	✓
Part16_P	C	10/03/2021	✓	✓	✓
Part17_P	C	11/03/2021	✓	✓	✓
Part19_P	A	12/03/2021	✓	✓	✓
Part20_P	A	14/03/2021	✓	✓	✓
Private Schools					
Part13_PR	W	26/01/2021	✓	✓	✓
PPP-WCED					
Part18_PPP	W	11/03/2021	✓	✓	✓
GDE					
Part21_GDE	I	19/03/2021	✓	✓	✓

APPENDIX 5.1: BUSINESS OWNER - EXECUTIVE PROFILE



Mmasechaba Matli

Execute profile

Mmasechaba is passionate about growing and developing talent. She helps individuals to achieve their career goals, increase performance in their roles and unlock potential. She does this by creating learning opportunities through customised learning programmes, performance coaching, curated learning, on the job development, bursaries, Learnerships, graduate development programmes and other.

She is a qualified and experienced professional; she holds a B.A Degree in Industrial and Organisational Psychology (2007) from the University of Witwatersrand (Wits). Furthermore in 2010, she obtained a Honours Degree in Industrial and Organisational Psychology from University of South Africa (UNISA). She is currently completing a master's degree in business administration (MBA) with the University of Witwatersrand (WBS).

Mmasechaba began her career in the wholesale and retail sector as an HR Trainee at Edcon. She was later promoted to a Learning specialist. She then joined Multichoice as a Learning Delivery Specialist. Her love and passion for business gave birth to Improved Learning Resources Pty Ltd, known as People Craft. As Managing Director of People Craft, she gained solid negotiation and relationship building skills. She spent five years in the banking industry (Nedbank) as a Specialist and later as a Learning Manager. Mmasechaba is currently responsible for managing a Learning and Development function at Rand Mutual Assurance.

She is known for her excellent leadership skills and her ability to get things done. She is passionate about education and making a difference in the society, this is evident

through her selfless contribution in the education and learning space (volunteer services – NGOs in the basic education space e.g., School Aid). Mmasechaba Matli is also Founding Director (Chairperson) of Bala Afrika, a Non-Profit Organisation working with local and international partners to promote literacy and support functional school libraries in Africa.

<http://www.balaafrika.org/>