

AN INVESTIGATION INTO CHALLENGES OF FUNDING SOCIAL  
ENTERPRISES: A CASE STUDY OF SPECIAL NEEDS SCHOOLS IN  
WINDHOEK, NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT  
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## **ABSTRACT**

Social enterprises have the ability to impact nations economically, environmentally and socially by solving the most pressing problems through the provision of their innovative products and services. However, for social enterprises like special schools to deliver effective, efficient, innovative and quality services in response to their goals, they require sufficient and sustainable finances. Many researchers claim that lack of funding is one of the challenges that social enterprises face worldwide.

To find out the challenges that special schools face in Windhoek, the study employed an exploratory research design to shed some light. A mixed methodology approach was used. Quantitative data was collected through a questionnaire from 50 participants from public special schools in Windhoek. In addition, qualitative data was collected through structured interviews with key informants from 4 management staff of 2 special schools, one key informant from a philanthropic organisation and another one from the Ministry of Education in Windhoek.

The findings of the study indicate that with the dawn of free education in 2013, School Development Fund (SDF) as one of the crucial sources of funding in special schools was abolished. Schools started receiving a Universal Primary Grant (UPE) and a Universal Secondary Grant (USE) from the government. However, due to the financial crisis that the country is experiencing, the UPE budget was cut such that finances have become a challenge to the schools. Moreover, the financial burden is exacerbated by the inadequate support from the parents and private donors, and the inability of schools to generate alternative funding options. Nevertheless, special schools indicated that they get money from UPE and USE grants, fundraisings, donations and school fees that is charged to prevocational and vocational courses.

In conclusion, the recommendations are that there should be a special plan for intensifying private public partnerships for funding as the special schools' needs are much more than the normal ones. However, donor funding should not be a permanent way of funding because as of late, there has been a decrease in the number of donors. Therefore, special schools need to have other alternative innovative funding to supplement state funding and donations.

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## LIST OF ABBREVIATIONS

<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>BMC</b>	Business Model Canvas
<b>FDSE</b>	Free Day Secondary Education
<b>FPE</b>	Free Primary Education
<b>LRC</b>	Learner Representative Council
<b>MOEAC</b>	Ministry of Education, Arts and Culture
<b>NDP</b>	National Development Plan
<b>OT</b>	Occupational Therapy
<b>SDF</b>	School Development Fund
<b>SE</b>	Social Enterprise
<b>SEN</b>	Special Education Needs
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SSA</b>	Sub Sahara Africa
<b>UPE</b>	Universal Primary Grant
<b>USE</b>	Universal Secondary Grant
<b>VTC</b>	Vocational Training Centre

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## **DEDICATIONS**

I dedicate this thesis to my God for He is the one who has granted me the opportunity to live and influence the world as a “light and salt to the earth”. Secondly, I dedicate this thesis to all my family and friends who believed that I could do this research! Finally, I dedicate this thesis to all the social enterprises which are making an impact in the world and solving societal problems to make the world a better place to live!

## DECLARATION

I Lucia Sauti, declare hereby that this study about “**An investigation into challenges of funding social enterprises: A case study of special needs schools in Windhoek, Namibia**” is a true reflection of my own research, and that this work, or part thereof, has not been submitted for a degree in any other institution of higher education.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Orientation of the proposed study

Social Enterprise Alliance (as cited in Chong & Kleeman, 2011, p. 2) defines social enterprise as “an organisation or venture that achieves its primary social or environmental mission using business methods [...] the social enterprise movement includes both non-profits that use business models to pursue their mission and for-profits whose primary purposes are social.” Social entrepreneurship is a rapidly growing discipline that is attracting the interest of governments, researchers, media and organisations (Defourney & Nyssens, 2010; Stevens, Moray, & Bruneel, 2015). Social entrepreneurship is not only about making profit but it is also about changing the lives of people and transforming the world. To bring the desired transformation requires individuals with determination and who take advantage of opportunities in society. These individuals require outstanding leadership and innovative skills to solve societal problems and make the world a better place to live.

Entrepreneurial activities that embark on social entrepreneurship are called social enterprises. They differ from any other entrepreneurial organisations in that their major goal or focus is on social value creation. Social enterprises have the ability to impact nations economically, environmentally and socially by solving most pressing problems such as poverty, hunger, pollution and education to name but a few through the provision of their innovative products and services (Bugg-Levine, Kogut, & Kulatilaka, 2012; Smith, Cronley, & Barr, 2012).

Social enterprises can take any form of ownership such as non-profit making, profit making, public, private or hybrid organisations (Hare, Jones, & Blackledge, 2007). In Namibia, there are different types of social enterprises. Since social enterprises can either be public or private, the study focused on public social enterprises that offer special needs education to children who have struggled in mainstream schools. Public special schools can be considered as social enterprises because they are non-profit making and they have a social mission to reintegrate students with special needs back into formal education systems as well as work places.

Education however is very important for all children regardless of their condition (Namibia Education Act, 2001). Learners with special needs usually struggle intellectually or they cannot fit into main stream schools due to a variety of physical disabilities. Nonetheless, once these learners undergo training to acquire practical skills at special schools, they become able to realise their full potential.

Therefore, in order for social enterprises including special schools to function effectively and efficiently, deliver innovative and quality goods or services, and achieve their goals, they need sustainable funding (Hofstrand, 2013; Bugg-Levine et al., 2012; Martin, 2015; Tulchin & Lin, 2012). However, Bugg-Levine et al. (2012) claim that the lack of funding is one of the challenges that social enterprises face worldwide. Chong and Kleeman (2011) further explain that due to the global economic crisis, social enterprises are facing challenges in accessing funding for their institutions. Fortunately, this crisis has also led to many opportunities for the concerned entities to come up with alternative sources of funds. While there is a plethora of alternative sources of funding, there is stiff competition to access them

(Chong & Kleeman, 2011). Consequently, social enterprises can no longer rely only on one form of funding but need alternative forms of funding for them to survive.

It is thus important for social enterprises to know how to source funds for their businesses. Martin (2015) explains that these sources can range from traditional to modern methods of funding such as philanthropic grants, donations, revenue streams, personal savings, loans, equity and debt capital, crowd funding and social impact bonds. Nevertheless, the source of funding to be used by any social enterprise will depend on the type or size of that social enterprise. The findings of this study will help special schools to identify various sources of funding that may contribute towards the attainment of the schools' goals, that is, to deliver quality education and effectively and efficiently run the schools.

## **1.2 Statement of the problem**

Statistics show that 5% of the Namibian population lives with some form of disability; hence, in 2014 the Ministry of Education introduced the Sector Policy on Inclusive Education to reach out to all types of learners (Uukongo, 2014). This policy helps some learners with disabilities to be catered for in normal schools. However, there is a quest to improve the quality of services in special schools (Diego, 2015).

However, ever since the global economic crisis of 2008, the economic climate has become tough and investors have tightened their funding procedures for both public and privately owned enterprises (Chong & Kleeman, 2011). Due to this dilemma, there is stiff competition among social entrepreneurs to source for funding.

Balhao (2016) proffers that financial educational constraints in Namibia began from the time that the Ministry of Finance in Namibia announced that the payment of both primary and secondary school fees would be abolished. This led to a paradoxical situation; on one hand, parents were relieved that learners could now go to school for free; whereas on the other hand schools were affected negatively because the funds supplied are in most cases they are not enough and usually come late (Tjitemisa, 2015). It has therefore become common for schools to look for other sources of funding to alleviate the challenges they are facing.

In addition, special schools have been affected by this crisis. In addition, the termination of SDF to remove “barriers to education for children whose parents cannot afford to make contributions” has exacerbated the financial crisis at special schools. Furthermore, many principals and teachers lament, because the funds are not sufficient to effectively run their schools (Nakale & Nuukala, 2017).

In addition, Udu and Nkwede (as cited by Balhao, 2016), argue that insufficient funds have led to less infrastructure being built such as libraries and classrooms, and also the provision of inadequate teaching and learning materials. Moreover, Kaguri, Njati, and Thiaine (2014) say that the formal scrapping of fees without increasing public funding from the government has had catastrophic effects on the quality and sustainability of education.

Nevertheless, schools still need additional funding and voluntary contributions from parents and other stakeholders to deliver quality education. More so, the government still needs to look at their expenditure and “promote pro-poor financing of education

whilst not compromising existing models that are working (i.e. SDFs for well-resourced schools)” (UNICEF, 2018, p. 2). Therefore, there is adequate justification why the study sought to investigate the funding challenges that special schools face and explore various sources of innovative and sustainable funding methods that can increase income streams which contribute towards the purchase of resources and thus the efficient running of schools.

### **1.3 Objectives of the study**

Against the background of the research problem highlighted, the aims of this research were therefore to:

1.3.1 Investigate the major challenges of financing special schools in the public education sector.

1.3.2 Explore the sources of funding available to special schools in the public education sector.

### **1.4 Significance of study**

The findings of this study add to the body of research knowledge about special schools in Namibia as well as may assist interested students or researchers who may want to carry out similar studies in future. The study may help social enterprises to understand how to overcome funding challenges and acquire knowledge on ways to fund their institutions. Furthermore, the recommendations may also guide the government, specifically the Ministry of Education’s policy makers to improve policies regarding other funding sources for public schools. In addition, parents, sponsors, principals, staff members and other stakeholders can get guidelines on how to generate extra funds for special schools.

## **1.5 Limitations of study**

Although the study was able to achieve its aims, there were some limitations in carrying out the research. Time and resources were limited to do the research. Therefore, due to this, the study focused on government special needs schools in Windhoek only. The study was also not able to cover all aspects of social enterprises but concentrated only on funding challenges and sources of funding available for social enterprises in general and special schools. Moreover, although much has been written about various sources of funding for private social enterprises worldwide, there was little information available on other sources of funding for special schools in Africa and more so in Namibia. To combat this, the study used the available information on the funding of social enterprises worldwide to come up with valid information on how the funding of schools is possible in Namibia.

## **1.6 Definition of terms**

This section lists the terms as they are used in the study.

**Act** – Laws that apply in certain areas of jurisdiction passed by the ruling governments in parliament.

**Board** – School board as prescribed in the Namibia Education Act 16 of 2001.

**Business model** - A model that describes the rationale of how an organisation creates, delivers and captures value.

**Crowd funding** – A form of funding where people who have an interest in a certain cause come together to contribute money towards that cause.

**Funding** – Giving of money to be used to satisfy a particular need.

**Hybrid financing** is a form of financing that combines debt and equity or combines mezzanine capital and grants.

**Philanthropy** - the desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.

**School Development Fund** – The coalition of parents/guardians who have their children attending a particular school who come together to raise funds to supplement government funding.

**Sector** – It is a segment or a division of the whole.

**Social enterprise** – An organisation or venture that achieves its primary social or environmental mission using business methods.

**Special education** – it is a range of educational and social services provided by the public school system or other educational institutions to enable the inclusion of learners with disabilities, that is, gifted learners, whose mental and physical abilities as well as emotional functioning require special teaching approaches, equipment and care in or outside the classroom(UNESCO, 2006).

**Teaching and learning materials** – These are a spectrum of educational **materials** that **teachers** use in the classroom to support specific **learning** objectives as set out in lesson plans.

## **1.7 Chapter Outline**

The research outline is as follows.

Chapter 1: Introduction - The chapter introduces the problem, the statement of the problem, the objectives of the study and the significance of the study.

Chapter 2: Literature review – The chapter presents the work of other authors in the field of education, social enterprises, and funding. The chapter then presents the theories and the theoretical framework related to the topic.

Chapter 3: Research methodology – This chapter presents the methodology adopted to collect data for the primary study and how the analysis was done.

Chapter 4: Findings – The chapter presents the outcome of the primary data collected from the field.

Chapter 5 Conclusions and recommendations – This chapter looks at the conclusion that is based on the literature review and the findings of the study and then gives recommendations.

## **1.8 Conclusion**

In summary, this chapter outlined the problem at hand and the reason why this research was carried out. This was done in the background of the study and the statement of the problem. In addition, the major objectives and research questions for carrying out the study were outlined. Furthermore, the significance, limitations and delimitations of the study were also presented. The next chapter discusses a review of literature on social enterprises, special needs education as well as challenges of funding social enterprises and the financing options that are available for these enterprises.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a background of theories associated with funding of businesses, and empirical evidence of research conducted worldwide about social enterprises, the challenges they face in sourcing for funds, and the sources of funding available for social enterprises and special schools in particular. The chapter therefore reflects on the work of other authors in the field of social enterprises, education and donor funding.

#### **2.2 Background of social enterprises**

Martin (2015) opines that social enterprises are important in bringing global transformation to markets. A social enterprise is an organisation that applies commercial strategies to maximize improvements in financial, social and environmental well-being and this may include maximizing social impact alongside profits for external shareholders (Nicholls, 2016).

The Business Model Canvas (BMC) has been used to investigate how special schools can be funded. Public special schools can be classified as social enterprises because of their social mission to assist special learners to excel and fit in the normal educational or societal circles.

Chong and Kleeman (2011, p. 2) define a social enterprise as “an organisation or venture that achieves its primary social or environmental mission using business

methods [...] the social enterprise movement includes both non-profits that use business models to pursue their mission and for-profits whose primary purposes are social.” Three main areas addressed by this definition are that firstly, social enterprises have social missions, meaning that they are able to solve problems such as poverty, pollution, or unemployment by being innovative. Secondly, they may operate as profit, non-profit or hybrid organisations. Thirdly, social enterprises may use business models to pursue their social mission. An effective business model is essential for the success of a social enterprise. It includes two key elements, which are namely, an operating strategy and a resource strategy. It helps the social entrepreneur to “convert inputs into outcomes and to generate the social (measurable impact) and economic value/revenue” (Kerlin, 2009).

### **2.3 Types of social enterprises**

The type of social enterprise formed depends on the legal framework, political economy, cultural, and historical traditions of non-profit making development in different countries (Bielefeld, 2012). Social enterprises may take the form of profit or non-profit organisations and their forms of ownership may range from co-operatives, mutual organisations, social businesses, companies, or charities depending with the legal forms of business available in the country where the social enterprise operates (Nicholls, 2016).

The major aim why they are established is to achieve either economic or social goals by delivering social services through the provision of goods and services or social inclusion by incorporating work integration for disadvantaged groups or provide

community and services in the educational cultural or environmental field (Aiken, 2010). Examples of social enterprises include:

**1. *TOMS Shoes: One for One***

TOMS Shoes was moved by the fact that many children in developing countries lack shoes or if they have them, they are neither their size nor do they comply with basic standards towards health and safety. Providing adequate shoes for children is very important and that is how the TOMS Shoes started. With every pair of shoes one buys from them, they will donate an adequate pair to a child in need. These shoes enable children to play and go to school safely: improving health, providing access to education and building confidence. TOMS Shoes has given over 50 million pairs of new shoes to children in need (Spaulding, Fernandez, & Sawayda, 2012).

**2. *State Bags: Give. Back. Pack.***

This was created to address the needs of American children that are living with challenging or critical circumstances. For every State bag purchased, the state will hand-deliver a backpack that contains all the essential tools for success to an American child in need while promoting and enabling education and community inclusiveness. Their team of Packmen and Packwomen who have lived in at-risk-neighbourhoods themselves have successfully overcome their circumstances to make a living through handing out backpacks. This has served as an example of success while promoting awareness inside these communities and using their experience to help others (Spaulding et al., 2012).

### **3. *Baron Fig: Buy a Book, Plant a Tree***

Baron Fig produces high quality notebooks that address the needs and expectations of everyday creative professionals and hobbyists. Aware of the impact that paper production has on trees, they are committed to planting a tree for every notebook sold, in order to promote environmental consciousness, increase responsibility and assist in overcoming their impact. To date they have already planted 52,866 trees in more than 30 countries (Spaulding et al., 2012).

#### **2.3.1 *Profit Making Social Enterprises***

There are many examples of social enterprises which are profit making. These types of social enterprises must achieve both a social return and a financial return and often work towards a blended value of return (Bugg-Levine et al., 2012). For example, Muhammad Yunus of Bangladesh started Grameen Bank in 1983. This microfinance institution was created to offer small loans to the less privileged people regardless of their social or financial status especially women who did not have collateral in the country. He won the 2006 Nobel Peace Prize for ‘their efforts to create economic and social development from below’, in order to eradicate poverty and inspire others worldwide. This bank carries a social mission that is to care for the poor and alleviate poverty. The bank uses a commercial model and gets profit, which is helping it to grow and expand (Smith et al., 2012).

#### **2.3.2 *Not for Profit Making Social Enterprises***

Ker (2014) states that “not for profit” social enterprises are not concerned about making profit but rather about achieving their social goal through business models. Examples can take the form of social enterprises that deliver health and social care,

public transport services, refuse collection, recycling materials, sports and leisure and the education sector to name but a few. Therefore, special needs schools in Namibia would be examples of not for profit social enterprises because firstly they do not make profit as they are government institutions giving a service to the nation. Secondly, their aim is to integrate back into society learners who are educationally or intellectually challenged by providing skills and training them to work like any other citizen of the nation.

## **2.4 Business models used by social enterprises**

Social enterprises may use business models to pursue their social missions. An effective business model is essential for the success of a social enterprise. It includes two key elements which are an operating strategy and a resource strategy. It helps the social entrepreneur to “convert inputs into outcomes and to generate the social (measurable impact) and economic value/revenue” (Social Enterprise Business Models, 2009, p. 1). Some of the social enterprise models were described by researchers like Morris, Schindehutte and Allen; Zott and Amit; Zott, Amit and Massa; Casadesus-Masanell and Ricart; Seelos; Osterwalder and Pigneur, as cited by Grassl, 2012).

### ***2.4.1 Alter’s business models***

The business model that any social enterprise chooses influences the sources of funding. Alter (2006) outlined the range of models that are usable by social enterprises to explain social and economic value. Some of the models described by Alter (2006) are the Entrepreneur Support Model, Market Intermediary Model, Fee-for-Service Model, Market Linkage Model, and the Employment Model (Alter, 2006).

1. ***Entrepreneur Support Model*** - Sells business support and financial services to individuals/small firms, which then sell products/services on the open market.
2. ***Market Intermediary Model*** - Provides services to small producers to help them access markets, for example, product development. Products are purchased at fair prices and sold at a margin.
3. ***Employment Model*** - Provides employment opportunities/job training for people with high barriers to employment, through enterprises that sell products or services in the open market. The study opines that this model would be appropriate for special schools as they provide training to learners in order for them to get work in the job market.
4. ***Fee-for-Service Model*** - Commercialises its services, then sells them to individuals, firms, communities or a third party payer.
5. ***Market Linkage Model*** - Facilitates trading between small producers/local firms/cooperatives and external markets, e.g. through market information (Alter, 2006).

#### ***2.4.2 Business Model Canvas***

Osterwalder and Pigneur (2009, p.14) define a business model as “a model that describes the rationale of how an organisation creates, delivers and captures value.”

This model provides nine key components that distinguish one social enterprise from the other. The nine key components are customer segments, value propositions, channels, customer relationships, revenue streams, key activities, key resources, key partnerships and cost structure. This study relied heavily on the Business Model

Canvas (BMC) developed by Osterwalder and Pigneur (2009) in order to explore the challenges of funding and the sources of funding available to special schools in Namibia.

Given below is the diagrammatic representation of the Business Model Canvas (BMC)

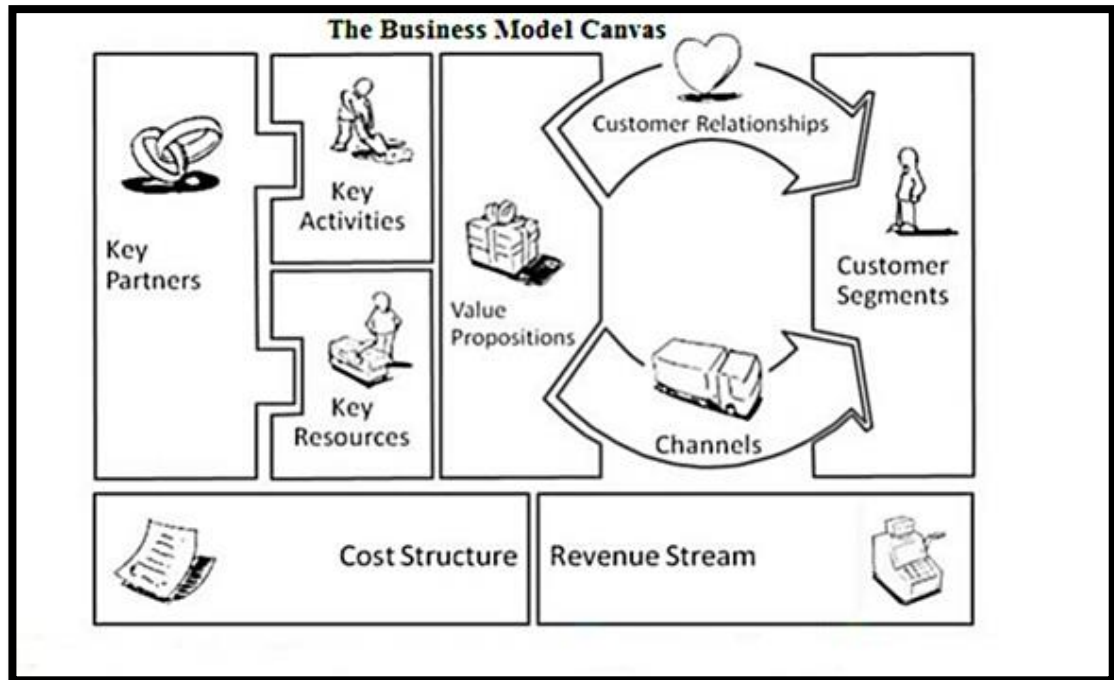


Figure 1: The Business Model Canvas (BMC) (Ostewalder & Pigneur, 2009)

The Business Model Canvas was developed by Osterwalder and Pigneur (2009) as illustrate above and it has nine key components. Furthermore, when creating value, Horn (2016) states that a social enterprise should think of creating value through customer segments, value propositions, channels and customer relationships.

To explore the sources for funding that are available to special schools, the BMC of Osterwalder and Pigneur (2009) was used but it was slightly modified to suit the purpose of the research. The BMC has nine components as illustrated in Figure 1 above.

#### **2.4.2.1 Customer segments**

Osterwalder and Pigneur (2009), highlight that customers comprise the heart of any organisation. An organisation can serve one or more customer segments which are groups with “common needs and attributes”. It is important to know who the customers of a social enterprise are, their characteristics, circumstances, preferences, needs, behaviours, attitudes and what their specific needs are (Horn, 2016). Customers vary from one organisation to the other depending on the type of products or services that the social enterprise is serving. For example, special schools in Namibia are categorised to serve different learners with conditions such as intellectual impairments, visual and auditory impairments as well as learning difficulties ( Curriculum Framework for Inclusive Education, 2014).

#### **2.4.2.2 Value propositions**

Osterwalder and Pigneur (2009) explain that value propositions are “the bundle of products and services that create value for a specific customer segment.” They further state that it may be quantitative (lower price) or qualitative (design). In addition, Horn (2016) stresses that value proposition is the “key to your business”. Value can be created for both an individual and the society. Therefore, the present study opines that the value proposition for a special school would be to offer practical vocational courses such as hairdressing, woodwork, office administration, and cookery to name but a few as a unique benefit to the disabled or intellectually challenged children. Innovative services can also be offered to special schools such as small classes with few learners to give individual attention to learners and foster interactive learning.

Horn (2016) further states that knowing value propositions helps a social enterprise to deeply understand the needs and desires of the customers, why they need that enterprise to offer the unique products and services. Any social enterprise should therefore be willing to become innovative and find out what products or services can meet the needs of the customers to deal with competition.

#### **2.4.2.3 Channels**

Channels are described as “ways on how a company communicates with and reaches its customer segments to deliver a value proposition” (Osterwalder & Pigneur, 2009, p. 26). Channels can also be described as the mechanisms that the social enterprise will use to deliver value to customers. Delivering value can take different forms such as selling products or service to customers face to face, or via online. The social enterprise has to be creative in reaching out to the customer. However, the business should be able to integrate and use the most effective yet cheap channels to reach customers (Horn, 2016).

Effective and cheap communication channels are vital for a school because they ensure that messages are received clearly and they also ensure that misconceptions and misunderstandings are cleared as stakeholders interact. Ways to communicate in schools vary from personal conversations, school boards, notice boards, face-to-face announcements at the school hall or at assembly, diaries, e-mail, letters, telephone calls, cell phone messages (SMS), and WhatsApp messages. Eunice, Nyangia and Orodho (2015) state that communication and collaboration between teachers and parents help create mass awareness that help change negative attitudes towards special needs education.

#### **2.4.2.4 Customer relationships**

Customer relationships describe the types of relationships that a firm will have with its customers (Osterwalder & Pigneur, 2009). Horn (2016) adds that a social enterprise should outline how they will maintain customer relationships through various communication channels such as personal assistance, after sales service, regular meetings, public relations and other automated systems. It is important to maintain customer relationships regularly. For example, when dealing with special schools it is always important to develop trustworthy and respectful relationships with customers and stakeholders. This is supported by Changamire (2017) who states that it is important to investigate how to maintain relationships with stakeholders to improve access to education. Horn (2016) opines that following the creation of value, the social enterprise should know how to deliver value through the use of key resources and the establishment of key partnerships which can supply these resources.

#### **2.4.2.5 Key activities**

Key activities are very important in that they help the business to deliver its propositions. They can range from the sale of products or service provision and they must be in line with the vision and mission of the organisation. These activities have to be unique and they must secure more customer segments, strengthen customer relationships and increase revenue streams (Osterwalder & Pigneur, 2009; Horn, 2016). Special schools in Namibia offer primary, secondary, prevocational and vocational education as well as other specialised tuition to learners who are marginalised such as, Orphans and Vulnerable Children (OVC), street children, children with visual and auditory impairments and learning difficulties, and those who

could not be placed in main stream schools for one or more reasons. The schools offer different key activities according to how they have been categorised (Ministry of Education, 2013).

#### **2.4.2.6 Key resources**

Key resources are inputs that are required to deliver the products or services of a social enterprise (Osterwalder & Pigneur, 2009; Horn, 2016). They vary according to the nature of the business conducted. For example, key resources for a manufacturing business will be different from a trading business or a service business. Key resources for a firm making products, may include costly machinery and other capital intensive facilities, whereas key resources for a service industry may be technology or some specific intellectual property. Key resources may be physical, human, intellectual, and financial (De Reuver, Bouwman, & Haaker, 2013; Osterwalder & Pigneur, 2009).

Special schools require a variety of key resources to deliver their core mandates. Examples could be physical infrastructure (such as buildings); human resources such as specialized teachers, volunteers, audio and speech therapists; and financial resources such as government grants, school fees and donations to purchase capital items or pay for daily expenses. This is supported by Khamati and Nyongesa (2013) who proffer that key resources which make education run smoothly may range from infrastructure development (buildings, laboratories), provision of meals and school uniforms.

#### **2.4.2.7 Key partnerships**

The key partners can be suppliers or buyers of products, materials or services to the social enterprise (Osterwalder & Pigneur, 2009). The social sector relies on partners to achieve the desired solution and have it work (Horn, 2016). Key partners refer to those relationships that are crucial for the day-to-day running of the enterprise. This means that there is accountability to a bigger number of stakeholders and hence the way to nature and manage these relationships is by building partnerships with the key stakeholders and partners (Mestry, 2016).

In a school set up, there is a variety of stakeholders, that is, the people that the school is in contact with or has a relationship. Some of the stakeholders for special schools include government personnel, community members, teachers, parents, banks, sponsors and donors (Nakale & Nuukala, 2017). Lastly, Horn (2016) explains that it is also important to capture value through knowing the revenue streams and the cost structure.

#### **2.4.2.8 Revenue streams**

Revenue streams result from the benefits that the social enterprise is providing (Horn, 2016). How does the business earn revenue from the value propositions? Dohrmann, Raith and Siebold's (2015) conceptual framework of monetising social value creation reveals that "different types of social business models generate different sources of income streams." Special schools need multiple revenue streams to carry out their activities. Examples of sources of funds may include government education tax fund, self-generated income, school fees, donations, community participations, Alumni associations, levies, and Parent Teachers Associations (PTA) (Ahmed, 2017).

#### **2.4.2.9 Cost structure**

Costs are expenses that are incurred to operate a social enterprise. Costs are incurred when a social enterprise carries out its key activities. In order to define the price points for revenue streams, one needs to have a very clear idea of the cost structure. It is always important to link costs to the revenue structure. It is also imperative to find out which activities cost more and which ones are the least expensive for the social enterprise. Depending on how the enterprise is structured and what partnerships it has in place, the enterprise should consider whether it can outsource any costs to partners, or whether it may be able to receive at a discount or through philanthropic giving (Osterwalder & Pigneur, 2009; Horn, 2016).

The costs incurred at a public special school may range from current (salaries), non-current expenditure (insurance and security costs, teaching and learning materials, administrative expenses, photocopying expenses, transport costs, and so on) and capital expenditure (school buildings and equipment) (UNESCO , 2011).

## **2.5 Funding of public schools**

The introduction of free education in most Sub Sahara African countries on one hand has led to increased enrolments of learners, but on the other hand this has increased the educational expenditure (Shaanika & Tjitemisa, 2018; Diego, 2015, Changamire, 2017; UNESCO, 2011). In Namibia, before the introduction of the Universal Primary Education (UPE) grant and the Universal Secondary Education (USE) grant, the School Development Fund (SDF) used to exist where schools could receive school fees as a source of finance.

The SDF was provided for in the Namibia Education Act 16 of 2001 (hereafter referred to as Act). Parents would make compulsory contributions towards the fees of their children. These funds would be used to provide for necessary facilities at the schools as well as to expand educational, sport and cultural activities at the school. In addition, schools were allowed to receive donations which could be used for purposes deemed necessary at the schools (Diego, 2015; UNESCO, 2011).

Nevertheless, when it was announced by the government that compulsory school fees in Namibia would be stopped for both primary (in 2013) and secondary schools (in 2016), and that there would be free education where there would be the introduction of UPE and USE, it meant the termination of the SDF (Namibia Budget statement 2015/2016; Nakale & Nuukala, 2017). The study purports that it is necessary therefore that whenever the government decides to abolish any fees that it also reviews its policies and budgets and makes plans that do not impinge on the successful running of schools.

Albert Shanker Institute (2012) gives three reasons why additional streams of income are needed by schools: they augment government funds; they help schools to buy teaching and learning materials; and they help create bonds with other partners who may support educational efforts.

## **2.6 Challenges of funding special schools**

Social enterprises are the engine to solve societal problems. Similarly, funding is also the oil that makes the engine of schools run. Prew, Msimango and Chaka (2011) state that in Lesotho, after introduction of Free Primary Education (FPE) in 2000, even

small amounts of funds helped school managers to run their schools. Additionally, education is so important that its funding is of priority to many stakeholders (Ahmed, 2017).

Likewise, Hanse-Himarwa (2016) highlighted in her presentation of the MOEAC Budget Motivation for 2016/2017 that the mandate of the MOEAC is in line with Vision 2030 and the National Development Plan Four (NDP4). The MOEAC should provide “quality and inclusive education for sustainable development of Namibian citizens and promotion of arts and culture” (Hanse-Himarwa, 2016). However, without adequate funds the nation will not be able to achieve the stated national goals.

The next section presents the challenges that social enterprises may face.

### ***2.6.1 Financial economic crisis***

Martin (2015) argues that “Financial stability is the most pressing issue facing social enterprises despite the rapid developments over the last decades”. This instability is caused by the financial and economic crisis that has hit many nations globally. The financial crisis has many effects on education. Examples are cuts in education budgets, parents may withdraw children as they are not able to afford transport and other costs, parents cannot give children extra tutorial support at home and donors scale down on their donations (Changamire, 2017).

Schools have not been spared from this crisis. For example in Nigeria and in Namibia, the governments alone are not able to carry the burden of financing education due to the “present economic recession” (Ahmed, 2017). Additionally, the Minister of Education for Namibia, Katrina Hanse-Himarwa has said that, “I know that all of us

are facing financial difficulties during these uncertain economic times, however the willingness and power of goodwill should always prevail” (Nuukala, 2017).

A UNESCO report cited by Diego (2015) highlighted that some schools lack appropriate equipment and resources, have a shortage of trained teachers, lack teaching aids and use discriminatory classroom practices which have led to the stigmatisation of special learners. In addition, an article in a local paper (The Namibian newspaper” stated that the lack of those materials hampers the delivery of quality teaching (School for disabled kids faces big challenges, 2015).

### ***2.6.2 Stiff competition***

Though social enterprises can generate internal revenue streams and have personal savings, these alone cannot sustain them. Social enterprises have been challenged in accessing traditional financial markets due to stiff competition ever since the economic crunch of 2008 and resulting in a “financial social return gap” (Bugg-Levine et al. 2012). There is increasing competition to get funds and resources for not for profit making enterprises (OECD, as cited by Ker, 2014; UNESCO, 2011).

### ***2.6.3 Inadequate funding from the private sector***

Nomura and Wolff (as cited by Balhao, 2016) indicate that there is lack of research about private contributions to the education sector. Though the government is the main custodian of funding for government schools, other stakeholders or partners can come into play to assist the government and make education a worthwhile venture. Partners may range from parents, private entities, donors, NGOs, church or faith based organisations and well-wishers (Eunice, Nyangia, & Orodho, 2015; UNESCO, 2011).

Due to the economic crisis, major donors have reduced or scaled down on giving donations and grants to social enterprises (Ahmed, 2017; Ker 2014). Research shows that private funding remains a neglected area and if governments strike formal or non-formal contracts with private partners, this will “bring new opportunities to education financing” (UNESCO, 2011). To eradicate this challenge, partners or stakeholders should be encouraged to fund schools in the form of monetary or non-monetary aid. Nakale (2017) reports that that the Namibian government, through its Public Private Sector Policy and Public Private Sector Act of 2017, created a broad framework to improve better service delivery by encouraging the participation of public and private partnerships.

For example, the Minister of Education commended private partners who were contributing to the feeding programme through the provision of food supplies, vouchers, and the construction of kitchens and stores. This can be illustrated by when the Minister of Education for Namibia said, “I wish to appreciate this gesture – this is a true reflection of partnership” (Nakale, 2017).

#### ***2.6.4 Government budget cuts***

Coleman, Walker and Lawrence (2011) state that in the United States, education has been affected positively and negatively by budget cuts. Negatively, budget cuts lead to “loss of exposure to education, increased disparity between students of low income and high income, loss of quality of education, elimination of special need programs, and increased costs to parents” (Coleman, Walker, & Lawrence, 2011). Positively, Gantt and Harpalani (as cited by Coleman et al., 2011) state that budget cuts have

made schools to “think outside the box” in terms of how efficiently their money is spent on educational services, and consequently improve friendly and cost efficient teaching methods. Also, schools are forced to evaluate their entire processes, and minimize costs such as electricity and water usage, paper usage and use of energy efficient strategies.

On the other hand, Hanse-Himarwa reported that the MOEAC is one of the largest ministries in Namibia. It enrolled more than 690 618 learners at pre-primary, primary and secondary levels, and more than 37 727 teaching and non-teaching staff have been employed. She stated that out of N\$11.4 billion allocated to the ministry for the period 2015/2016, only “5% of that budget was assigned to capital projects whilst 95% was apportioned to operational activities (72% of this for staff remuneration and benefits) (Ministry of Education, Arts and Culture, 2016).

Furthermore, the budget allocation for Vote 10 of the MOEAC for the financial year 2016/2017 was announced as N\$12,8 billion, of which 6.6% would be used for capital expenditure and 93.4% for operational activities (of which 71% would be allocated for personnel expenditure). This study admits that though the budget amounts have increased slightly by 12.3% from N\$11.4 to N\$12.8 billion, the ministry does not have sufficient funds for capital projects and to carry out planned activities as the bulk is taken by staff remuneration (Ministry of Education, Arts and Culture, 2016).

Moreover, to support the statements made above, Tjitemisa (2016) expresses that the government budget is not able to meet all the needs of learners and it does not provide adequate supplies on time. In addition, a budget review made by Price Waterhouse

Coopers indicated that the education budget of 2014 was inadequate to fulfil various needs of schools such as purchasing education materials, equipment and other daily expenses (Progress with Purpose, as cited by Balhao, 2016). Therefore, there is need for schools to innovate and find ways of sourcing for funds in order to relieve the government of its financial burdens.

### ***2.6.5 Inadequate support from parents***

Many authors have cited the challenge that schools face when they solicit for funds from parents (Tjitemisa, Parental involvement needed in education, 2018). The government's funding left out some key areas that make learning to go smoothly in the schools. Adan and Orodho (2015) allude to the fact that from the time that the government provided free education, this has made parents to be unwilling to make any payments to the schools. The same case applies in Namibia and this is supported by a report in one of the main newspapers where it was reported that at many schools at the end of 2016, principals withheld learners' academic reports as learners had failed to pay school fees.

This contradicts with the directive to public schools by the government not to charge parents SDF (Nakale & Nuukala, 2017). In addition, Shaanika and Tjitemisa (2018) revealed that some schools in the Oshikoto region, Namibia, have not received the UPE funds and stationery from the government on time, leaving them with no choice but to request parents to contribute money for stationery. The report further states that the regional director of that region had said that education is "a collective responsibility and parents should be willing to contribute in any form necessary when they are asked to do so by the school".

However, schools were told not to force parents to pay if they cannot afford as contributions became voluntary from the introduction of free education. On the other hand, schools may ask parents or communities to volunteer in any way possible. Tjitemisa (2018) reported that in the //Karas region, the Regional Director, Mr //Hoseb had advised parents to volunteer to supervise learners during afternoon or evening study sessions or give free tutorials over weekends, if they were able. To elaborate the above, Oumer (as cited by Prew, Msimango & Chaka, 2011) reports that in Ethiopia, families are allowed to contribute cash towards SDF or in kind donations by providing basic services such as cleaning and repairing school facilities if they cannot give cash.

#### ***2.6.6 Inadequate knowledge of appropriate financing options***

There are a variety of financing options that social enterprises can use. They can range from internal to external sources. Internal finances are generated within the firm through the sale of products and services or obtained from external financing for long-term investments such as buildings and equipment (Balhao, 2016). A research carried out by Balhao (2016) revealed that principals of secondary schools do not have adequate knowledge and skills to source funds. Neither can they manage and invest funds such as “sponsors, donors, alumni, crowd funding, thrift shops, On-Line-Landing-Pages and investments”. Some of the recommendations that were offered in this study are that it is vital to appoint a knowledgeable person to handle these various funds and as such, principals should get in-depth financial training (Balhao, 2016).

### ***2.6.7 High costs associated with borrowing funds***

Stork, Paliwal and Kandjaba (as cited by Kapepiso, 2014) explain that access and cost of capital is the biggest obstacle to performance and investment. Enterprises are asked to provide collateral in case they cannot pay back and they have to pay off huge interest rates once they secure loans. In Namibia, special schools fall under the MOEAC and according to the guidelines for the use of funds allocated to schools for the implementation of UPE and according to the State Finance Act or Treasury Instructions, they are not allowed to borrow funds or even lend money to staff members, or operate the UPE/USE fund as an overdraft facility.

### ***2.6.8 Lack of access to funding***

Social enterprises find it difficult to access different types of funding. Non-profit making social enterprises are dependent on funding and without it they are unable to offer products or services that reduce societal problems (Ker, 2014). Additionally, OECD (as cited by Ker, 2014) state that not for profit making enterprises are experiencing financial constraints as they have to compete for funds and that international funding sources have reduced because investors would rather support their own domestic enterprises.

Volkman, Tokarski and Ernst (as cited by Peeva, 2015), highlight that it is a challenge for social enterprises in Germany to secure access to capital, which is vital for the achievement of their social goals. They further state that finance covers a large spectrum in an organisation and it is a need for all the investments in business operations for the development of the organisation.

In Namibia, research exists on challenges of financing businesses by researchers such as Kapepiso (2014), Shoopala (2015) and Shilinge (2016). They all agree that some of the challenges facing businesses are largely the lack of access to funding, gaps that exist between demand and supply of finances, high costs associated with borrowing funds (e.g. high interest rates), poor credit/financial history and inadequate knowledge of appropriate financing options.

Therefore, to alleviate financing challenges, all enterprises need to improve their accountability and financial knowledge so that they can improve their search for funding options that can help them achieve their social objectives.

## **2.7 Sources of funding for social enterprises**

Osterwalder and Pigneur (2009), state that in order for a social enterprise to survive, it needs income. This income may come from a variety of sources. Martin (2015) explains that sources of funding are becoming more diverse as social enterprises are expanding and they can now access different types of funding over their life cycles. Martin (2015) outlines how social enterprises can be funded efficiently and in ways that are compatible with their business models through grants and other investment capital methods. Kickul and Lyons (2015), Bugg-Levine et al. (2012), and Chong and Kleeman (2011) have examined different sources to finance social enterprises.

The methods that have been used by social enterprises range from traditional to modern methods such as philanthropic donations, grants, relatives and friends, banks, credit unions, microfinance institutions, venture and angel investors, revenue streams, government grants, revenue streams, personal savings and loans. Though social

enterprises can generate internal revenue streams and some use their personal savings, these alone cannot sustain them. Social enterprises have been challenged in accessing traditional financial markets due to stiff competition ever since the economic crunch of 2008 as this resulted in a “financial social return gap” (Bugg-Levine et al., 2012).

Chong and Kleeman (2011) state that nowadays there is a need for social enterprises to be innovative in seeking and securing new funding options. Traditional sources range from revenue streams, donations, government grants, and civil society (community, private partners, family, and friends). On the other hand, modern methods of funding range from crowd funding, social impact bonds, hybrid financing (which combines equity and debt capital), venture capital, and pooling (Bugg-Levine et al., 2012). For all new modern methods of funding, Miranda (2013) emphasizes that there is need to create regulations and laws to protect people. Additionally, alternative financing tools are a challenge as social enterprises do not generate enough returns (Achleitner et al. as cited by Peeva, 2015).

### ***2.7.1 Revenue streams***

Osterwalder and Pigneur (2009) state that “If customers comprise the heart of a business model, then revenue streams are its arteries.” This shows the importance of revenue streams of an enterprise. Chong and Kleeman (2011) proffer that funding has been transforming for the last 20 years, changing from direct donations to revenue streams. For schools, Ahmed (2017) states that internally generated revenue streams can be generated through “co-curricular activities such as school craft, drama, sporting activities, running kiosk service, production of soap, detergent, and sale of school

uniforms, chairs and desks and renting out the school playground and hall for social gatherings.”

Balhao (2016) further reports that secondary schools in Namibia can generate funds from inside or from outside the school. Funds from outside can take the form of taxation, NGOs, alumni, and school boards. Funds from inside range from class projects, gala dinners, fundraisings, competitions and other activities stated by the Ministry of Education, Arts and Culture (2001) such as sponsored walks, festivals/galas, cake sales, auctions, Christmas dinners, and parents evenings to name but a few.

### ***2.7.2 Philanthropic donations***

Donations from philanthropists are one of the ways in which a social enterprise can increase its revenue streams. Individuals, companies, or charitable foundations can donate cash or kind. Donations generally come from individuals (e.g. from a fundraising appeal or given as a legacy), from companies, or from charitable trusts and foundations (Knowhow-Nonprofit, n.d). Changamire (2017) states that philanthropy is about the act of giving without asking for a payback and there is limited literature or less documented research in Africa about this type of giving.

Volkman et al. (as cited by Peeva, 2015) further state that donations are advantageous in that they are not repayable. However, there is competition for donations, which should pressure social enterprises to find other alternatives forms of financing (Bugg-Levine et al., 2012). Blandford and Knight (as cited by Mestry, 2016), state that schools need to supplement government funding by asking for “voluntary help,

establishing school-business partnerships, recycling, asking for sponsorships of individual events, donations or the sale of donated items, and the hosting of community event.”

### ***2.7.3 Government grants***

Many authors (Ahmed,2017; Balhao, 2016; Eunice, Nyangia & Orodho, 2015) allude to the fact that most public schools worldwide are funded through mainly government sources. However, due to the inadequacy of these funds, there are other forms of funding for schools. Hubbard (as cited by Ker, 2014) states that in Uganda when UPE was introduced, there were changes in school financing that led to parents not contributing towards school fees. To compensate for this loss, there was need for the government to provide a UPE Capitation Grant. In Namibia, the government started the UPE and USE grants in 2013 and 2016 respectively, which replaced the SDF (Ahmed, 2017; Balhao, 2016).

### ***2.7.4 Civil Society/community members***

The community includes all stakeholders that benefit from the services or products of schools. These include the parents, the relatives of the learners, as well as friends of the schools and the community at large. UNESCO (2000), states that the civil society is important to foster good governance and accountability. In addition, Changamire (2017) asserts that the civil society should support education financing because it supports “autonomy and community decision making”. For example, school parent committees could enhance conditions of service for teachers if they have more control over their local school’s funding (Harris, 2010). Furthermore, House of Commons (as cited by Balhao, 2016) and Harris (as cited by Changamire, 2017) indicate that parents

should be involved in the decision making process of the school and in their children's education so that they can enhance the finances of the school and conditions of service for teachers too.

### ***2.7.5 Crowd funding***

Meyskens and Bird (as cited by Kickul & Lyons, 2015) explain crowd funding as useful for social enterprises that are not yet able to generate return on investment. Tulchin and Lin (2012) and Balhao (2016) explain that crowd funding is when social enterprises search for funds via the internet in order to solicit for the support of their ventures. Social entrepreneurs pool small amounts of money from various individuals and organisations to fund their organisations. Examples of enterprises using crowd funding are Kickstarter, Indiegogo and Rockethub. It is important for social enterprises to know "what's out there and what others are doing to creatively finance social impact operations" (Miranda, 2013). Balhao (2016) states that schools can seek for donations or raise funds from the general public through the social idea and thus boost their income streams.

### ***2.7.6 Venture and angel investors***

Venture capital refers to financing small start-ups and venture investors are individuals and businesses that help small businesses to survive and grow. Venture capitalists focus normally on assisting businesses in their early stages (Hofstrand, 2013). Special schools in Namibia may not engage the services of venture capitalists as they are funded by the government.

### ***2.7.7 Equity financing***

Equity financing is when a funder invests money into a social enterprise by buying shares in it, whereas debt financing is when funders lend money to social enterprises at a certain interest rate (Hofstrand, 2013). It is provided by external investors in return for a stake in the enterprise. This type of funding has advantages in that the capital does not have to be repaid and there is no need for collateral (Knowhow-Nonprofit, n.d). Also, when the enterprise makes profits there is a reward for the investor.

The disadvantages of equity capital are that their money is at risk if the enterprise fails. Furthermore, there is no fair share for the investor and the shareholder always deserves voting rights and the control of business. Therefore, to alleviate these problems, social enterprises can use debt capital to finance long-term investments where they pay regular interest and at the end pay off the debt. However, schools are owned by the government and thus school principals cannot sell shares to investors (Knowhow-Nonprofit, n.d).

### ***2.7.8 Debt financing***

Debt and equity finance can be used by profit making enterprises and not for profit making enterprises. Debts are normally amounts of money that are lent to individuals or firms which are paid back with interest. They can take the form of long term loans or overdraft facilities. For privately owned businesses, it is easy to take short loans but long term loans may need collateral (Knowhow-Nonprofit, n.d). However, the UPE guidelines state that government schools are not allowed to have any overdraft facility as the government provides infrastructure and the necessary funding to public schools (Ministry of Education Arts and Culture, 2001).

### ***2.7.9 Hybrid financing***

In addition, any social enterprise which neither opts for debt or equity capital can take hybrid (mixed) financing which is also called mezzanine equity. Mezzanine equity helps the social enterprise to pay a loan to the investor as well as a performance related compensation if the firm succeeds financially. Furthermore, Martin (as cited in Kickul & Lyons, 2015) advocates for a synchronic hybrid financing, combining debt and equity or combining mezzanine capital and grants.

Martin (2015) further states that these mixes are tied to the legal structure, life cycle stage and business model of the social enterprise in question and that it is now necessary for public sector social enterprises to supplement traditional government funding with hybrid funding models. Bugg-Levine et al. (2012) and Shaffer (2015) explain that social enterprises need to adopt new approaches that cross conventional boundaries by using integrated capital (which is the use of different forms of capital such as equity investments, loan guarantees, quasi equity debt, pooling and social impact bonds). Again this type of funding does not apply to government owned schools in Namibia because the government is the main investor which provides funding for public schools (Ministry of Education Arts and Culture, 2001).

### ***2.7.10 Impact investing***

Another type of funding mentioned by Bugg-Levine et al. (2012) is a social impact bond, which is a “type of bond that is sold to private investors who are paid a return only if the public project succeeds.” However, for social enterprises to secure these sources, Tulchin and Lin (2012) advise social enterprises to understand what investors value, how to develop relationships with funders, how to develop a transparent and

credible credit history and how to have contingency back up plans in case some sources of finances become inadequate. Chong and Kleeman (2011) and Bugg-Levine et al. (2012) also advise that clear reporting transparency with respect to social outcomes and impact accountability of social enterprises are of essence. Donors will be able to support more activities and assess how effective the donations are and the social enterprises will have more access to capital that will help their businesses to grow and expand.

### ***2.7.11 Banks***

Banks provide a variety of services to social enterprises. Normally banks would not give loans to fund charities because they struggle to get collateral or any other means to ascertain that they will pay. Most of the charities' money is from donors and hence they cannot promise that the money will be paid. Grameen Bank formed by Mohammed Yunus is an example of a bank which caters for the needs of the poor in society. Grameen Bank originated in 1976, in the work of Professor Muhammad Yunus at the University of Chittagong, who launched a research project to study how to design a credit delivery system to provide banking services to the rural poor (Morduch, 2009).

The bank has gained its funding from different sources, and the main contributors have shifted over time. In the initial years, donor agencies used to provide the bulk of capital at low rates. By the mid-1990s, the bank started to get most of its funding from the central bank of Bangladesh. More recently, Grameen has started bond sales as a source of finance (Morduch, 2009). In Namibia, schools are not allowed to borrow money

but they can deposit their funds in banks as per the UPE guidelines (Ministry of Education Arts and Culture, 2001). Banks can however donate goods or services to enhance the delivery of quality education at special schools.

#### ***2.7.12 Microfinance institutions***

Microfinance is a broad category of services which include microcredit. Microcredit is about the provision of credit services to poor clients, which is only one of the aspects of microfinance, and the two are often confused. Critics often point to some of the ills of micro-credit which is that this can create indebtedness. Due to diverse contexts in which microfinance operates and the broad range of microfinance services, it is neither possible nor wise to have a generalised view of the impacts that microfinance may create. Many studies have tried to assess its impacts (Hermes, 2014) and proponents often claim that microfinance lifts people out of poverty, but the evidence is mixed. What it does, however, is to enhance financial inclusion.

One of the principal challenges of microfinance is providing small loans at an affordable cost. The global average interest and fee rate is estimated at 37%, with rates reaching as high as 70% in some markets (MacFarquhar, 2010). Microfinance practitioners have long argued that such high interest rates are simply unavoidable because the cost of making each loan cannot be reduced below a certain level while still allowing the lender to cover costs such as offices and staff salaries. For example, in Sub-Saharan Africa credit risk for microfinance institutes is very high because customers need years to improve their livelihood and they face many challenges during this time. This form of financing is not applicable to special schools as they are

funded by the government as per the UPE guidelines (Ministry of Education Arts and Culture, 2001).

### ***2.7.13 Credit unions***

A credit union is a member-owned financial cooperative that is controlled by its members and operated on the principle of people helping people, and providing its members credit at competitive rates as well as other financial services (O'Sullivan & Sheffrin, 2013).

Worldwide, credit union systems vary significantly in terms of total assets and asset size, ranging from volunteer operations with a handful of members to institutions with assets worth several billions of U.S. dollars and hundreds of thousands of members (Fabozzi & Wickard, 2010). Credit unions operate alongside other mutual and cooperatives engaged in cooperative banking such as building societies.

In the credit union context, not-for-profit organisations must be distinguished from a non-profit charity or similar organisation. Credit unions are not-for-profit because their purpose is to serve their members rather than to maximize profits, so unlike charities and the like, credit unions do not rely on donations and they are financial institutions that must make what is in economic terms, a small profit that is in non-profit accounting terms, a surplus to remain in existence (Moody & Fite, 2013). In Namibia, special schools cannot get funding from credit unions and thus this form of funding is inapplicable.

## **2.8 Analysis of funding for public schools**

Public schools as discussed earlier are funded mostly by the government. However, the introduction of UPE has led to many challenges such as delays in the distribution of funds, over enrolment of learners which has led to strained physical facilities and the lack of government funds to build or expand school infrastructures (Chirchir, Sang, & Mibei, 2017).

Pius (2014) explains that there are variations in the way educational institutions in Europe are funded, compared to America. The differences between US universities' system of funding and that of European universities are due to variations in national governance practices and different forms of incentives in the higher education sector concerning funding (Bray, 2007). In New Zealand, the New Zealand Ministry of Education (2014) reports that schools are not just funded by the government alone but also by communities. However, Nomura and Wolff (2011, as cited by Balhao, 2016), state that the contributions of the private sector are not enough.

Getange (2006), supports that the major source of financing for public firms in developing nations is through income that is generated through government taxes. Atkinson (as cited by Getange, 2006), states that the central government gives grants to local authorities who finance education through vouchers.

In America, education is mainly provided by the public sector where funds come from the federal government, state and local governments. In Sweden, education is free for learners from primary to secondary education. In Canada, the federal government, and the provincial and local government, fund education. In Egypt from 1952, it was

announced that those parents who send learners to private primary schools could not benefit from free secondary education (Adan & Orodho, 2014).

Ghana and other African countries face challenges of monetary resources and thus there is a need to come up with sustainable ways of sourcing for funds. Tertiary institutions and universities obtain financial resources from the Internal Generated Fund IGF, GET Fund revenue, and the local authority revenue. In addition, 95% of revenue is from school fees and 5% from other outside sources. Donors such as the World Bank, Benedal Foundation and Ford foundation also support higher education (Pius, 2014).

In Nigeria, Okunarniri (as cited by Amadi, 2010) define education financing as “the process of sourcing, allocating and managing public school revenues in the production of educational services for the attainment of education objectives. Funds are needed to buy key resources and to cover a variety of expenditures such as capital or recurrent expenses”. Amadi (2010) explains that costs are rising and thus schools must find better ways of reducing them and finding better ways of sourcing for more funds. Amadi (2010) further states that in Nigeria, many stakeholders are agitated by these increasing costs and by problems of poor library facilities, congested lecture halls, as well as student halls and student hostels.

In addition, Ahmed (2017) observed that there is under development in key resources such as infrastructure, teachers, teaching materials, and also lack of funds for capital projects in Nigeria. Ahmed (2017) claims that these challenges might be due to lack of alternative sources of funding in primary education. Ahmed (2017) gave examples of sources being used such as school fees, loans, donations, community funds, alumni,

PTA, Petroleum Trust Fund, the government's education tax, and self-generated income. However, Ahmed (2017) mentioned that alternative funding could take the form of agricultural projects, commercial ventures, appeal funds, and internally generated revenues. Ahmed (2017) advised that in order for learners to have access to education, all stakeholders should contribute to the growth of the nation.

Furthermore, in Nigerian secondary education, Nwakpa (2017) states that due to insufficient funds to schools by the government, this has led to the need to look for alternatives sources of funds.

In Kenya, ever since the introduction of free primary education in 2003, more learners enrolled at Kenyan schools from 0.9 million in 2004 and an estimated increase to 2.7 million in 2015. However, this requires the government to increase resources needed to ensure the provision of quality education. Their research sought to find out how much income is generated by schools and to find alternative sources of funding secondary schools in Kisii County, the impact of these sources and the challenges of financing these schools (Gongera & Okoth, 2013).

They highlighted that one of the ways to solve financial challenges is for schools to look for alternative sources to funding. Their findings revealed that the dominant sources of funding schools in that county are service-based incomes, commercial based incomes and agricultural based incomes, which help to pay salaries, improve physical infrastructure and purchase more teaching and learning resources. They further stated that it is important for the Ministry of Education to "formulate policies on how schools can implement alternative sources in order to reduce overdependence on government and donor funding (Gongera & Okoth, 2013) .

Furthermore, in Free Day Secondary Education (FDSE) for Nyeri County in Kenya, Muhindi (2012) states that funding can be improved through the “improvisation of teaching-learning resources, bursaries, infrastructure funding, *harambee* fund raising, parents’ contributions, donor funds which include the alumni of the respective schools, government support in infrastructure development, ICT equipment by the Ministry of Education, Ministry of Education grants, Economic Stimulus Projects (ESP), and donations for laboratory equipment.

Khamati and Nyongesa (2013) also found out that in Kenya some principals of some schools lacked management capacity, funds were not being disbursed on time and parental support had a negative influence on the implementation of Free Secondary Education (FSE). Their recommendations were that the government had to send money speedily and increase funding to schools.

Moreover, Nwakpa (2017) indicates that in Nigeria there is a need for alternative sources of revenue for schools because the government is not supplying adequate funds to the schools. Enyi (as cited by Nwakpa, 2017), states that community members can build temporary school structures for free. Furthermore, Nwakpa (2017) states that the community can also organise fund raisings and also assist with financial administration of schools. In addition, schools can use school farms for agricultural purposes, rent school halls or organise various fundraisings.

In addition, Oluyele and Kunene (as cited by Getange, 2006) state that in Swaziland schools receive donations from local communities, private, public, non-governmental and missionary institutions as well as aid in the form of scholarships, fee payments and PTA contributions.

In Namibia, public schools whether primary, secondary or vocational, incur costs in their day-to-day running and it is the Ministry of Education that governs them. The Ministry of Education gives most of the funds for running these schools. However, public schools in Namibia are not allowed to venture into other forms of funding such as equity and debt financing as they are owned by the government, (Ministry of Education Arts and Culture, 2001).

Funding of these schools is guided by the Namibia Education Act 16 of 2001 hereafter referred to as the “Act” (Ministry of Education Arts and Culture, 2001). The Act provides for a School Board hereafter referred to as “Board” and a School Development Fund hereafter referred to as “SDF”. In the past, the school fees were mainly financed by the SDF and schools were guided on how to use these funds by the regulations in the Act (Ministry of Education Arts and Culture, 2001).

## **2.9 Conclusion**

To sum up, this chapter discussed the theoretical underpinnings on social entrepreneurship, its importance, the models that may be used, the challenges faced and the various funding options available to social entrepreneurs. Furthermore, a discussion of empirical evidence that exists in Namibia about challenges that businesses encounter was also given.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research design**

The research design is a detailed outline that helps the researcher to collect data in a research project (Bhatacherjee, 2012). It should contain the data collection process, the instrument development process and the sampling procedure. The overall approach that the study adopted was the multiple case study method to collect data on two selected public social enterprises. Case studies enable researchers to do in-depth studies about events or describe certain phenomenon in detail (Bromley as cited by Zucker, 2009). Case studies can take the form of qualitative or quantitative designs or both and they may be explanatory, exploratory or descriptive (Baporikar, 2008, 2016).

The study used an exploratory research design to gather data about the public social enterprises in order to understand in detail the challenges they face as well as the funding sources they use. Furthermore, the study used a mixed method approach that is used of quantitative and qualitative research methods to collect data. The advantages of this mixed method are that the study can compare and contrast responses given by study participants and hence assist in rich analysis and provide quality conclusions and recommendations.

#### **3.2 Theoretical/analytical model**

The amended model is shown below in Figure 2 and it may be used in the future by special schools and any other public schools to find new ways of generating income. The model was condensed to seven main components which are: Key resources, Revenue streams, Cost structure, Key activities, Value propositions, Key partners and

Stakeholders. Customer Segments, Customer Relationships and Channels were combined and listed under Stakeholders as they all relate to the details of the customer.

The following is a diagrammatic presentation of the new model.

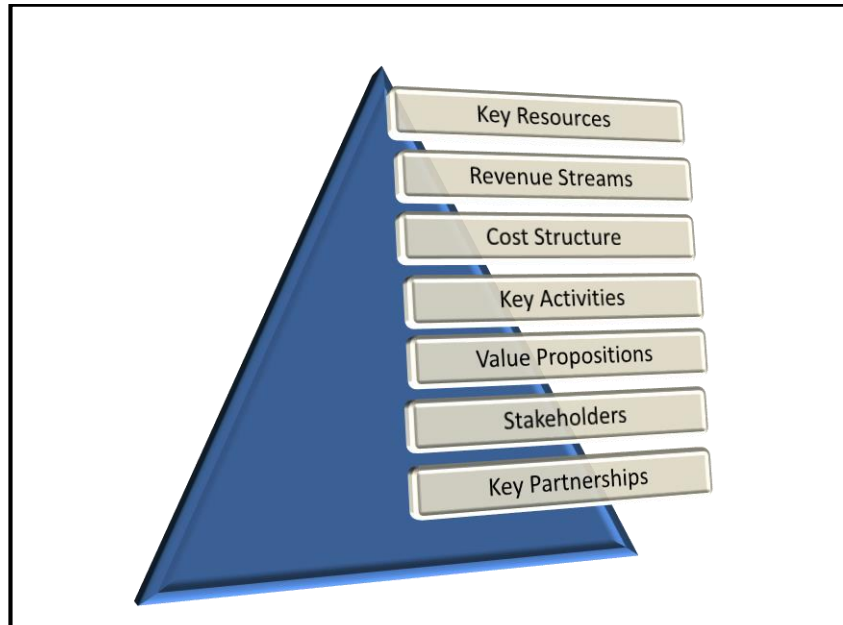


Figure 2: Business Model for funding special schools (adapted from Ostewalder & Pigneur, 2009)

### 3.3 Population

A population represents the whole group of people undertaken to investigate in a research project (Cooper & Schindler, 2011). The population for this study was special schools in the Khomas region of Namibia. UNICEF (2018) states that there are only 9 special schools in Namibia which can cater for approximately 320 learners with various disabilities.

### 3.3 Sample

Sampling is advantageous in that it becomes inexpensive to gather data for a study. It is faster to collect data and it provides reliable and accurate results in a shorter period.

There are two types of sampling strategies, probability and non-probability sampling (Bhattacharjee, 2012). Non-probability techniques may take the form of purposive or judgemental sampling, convenience or snowball sampling (Cooper & Schindler, 2011).

For the purpose of this study, the study used purposive sampling to select participants from special needs schools to complete questionnaires and conduct focus group interviews. The choice of purposive sampling was to select knowledgeable staff to give detailed information about funding challenges in their schools. Two special schools were purposively selected in the Khomas region, and for anonymity purposes they are referred to as School A and School B in the findings section. They all offer special needs education in Namibia.

The total number of questionnaires administered was 53 questionnaires. Both management and non-management staff participated in the questionnaires and focus group interviews. In total, 50 staff members from School A and School B participated. Three respondents were not able to complete the questionnaire. Therefore, the non-response rate was (6%). In addition, one official from the Ministry of Education was interviewed to find more on the financing policies and challenges of funding, and one sponsor of School B was also interviewed to solicit reasons why they sponsor and the encouragement they can give to other sponsors.

### **3.4 Research instrument**

A research instrument is important as it facilitates the collection of data to draw conclusions. There are many different types of research instruments such as archived records, observations, focus groups, interviews and questionnaires. The research

instrument that may be used will depend on the type of information to be gathered and the research design employed. To develop the case studies, the questionnaire was developed for teachers to give their opinions regarding the statements posed. Moreover, focus group interviews were carried out with the management of School A and personal interviews were conducted with a Ministry of Education – Directorate of Education official and a sponsor to get in-depth information about funding. Both instruments were designed using the seven components adopted from the BMC.

### **3.5 Procedure**

A questionnaire was designed and self-administered to the staff of the two special schools. Both open and closed questions were used to solicit questions relevant to answer the research questions. Data sorting, coding and organising was done according to the seven themes adopted from the BMC and in line with the objectives of the study. Furthermore, one focus group interview was conducted with the management staff of School A (the Principal, the cashier/bookkeeper and head of department) and three interviews were conducted with the Principal of School B, Ministry of Education finance personnel and a sponsor of School B.

### **3.6 Data analysis**

The Statistical Package for Social Sciences (SPSS) software version 25 was used to code and analyse data from the questionnaires. Data was then presented in the form of graphs, tables and charts. To analyse the qualitative data gathered from the focus group interviews, the data was recorded using a voice recorder, transcribed and then coded and analysed using the seven themes that had been generated from the BMC.

Subsequently a report was made to summarise the findings, conclusions and recommendations of the study.

### **3.7 Research ethics**

Bhatacherjee (2012) states that research ethics should be adhered to at all times when conducting research. Participants were informed about the reason why the research was carried out. A quick overview of the research was given to all participants. Participants' consent was sought beforehand to make sure that no one felt manipulated or coerced to participate in the research. Furthermore, before interviews were conducted, respondents were asked for permission for the recording of the data they would provide.

Participants were asked to sign consent forms to assure them that information provided would be treated with utmost confidentiality and that participants were protected from harm whether physical, emotional, or psychological during their participation to this study.

### **3.8 Conclusion**

This chapter discussed the methodology used to conduct the research. The study adopted a mixed methodology to gather detailed information. The population and sample, the methods of sampling, research instruments used, data analysis and research ethics were discussed in detail. The next chapter discusses the findings.

## **CHAPTER 4**

### **RESEARCH FINDINGS AND ANALYSIS**

#### **4.1 Introduction**

This chapter summarises the findings of the research. The researcher used both quantitative and qualitative techniques, that is, a questionnaire and interview schedule to collect data. The Business Model Canvas (BMC) guided the research. Therefore the findings have been grouped into four main themes which are demographics for questionnaire participants, funding components (from both questionnaires and interviews), challenges of funding special schools (from both questionnaires and interviews), and suggestions on how to acquire funds (from both questionnaires and interviews).

#### **4.2 Demographics**

The participants were asked some demographic questions that were deemed necessary to assess their possibility of being knowledgeable about the topic at hand.

#### 4.2.1 Age of participants

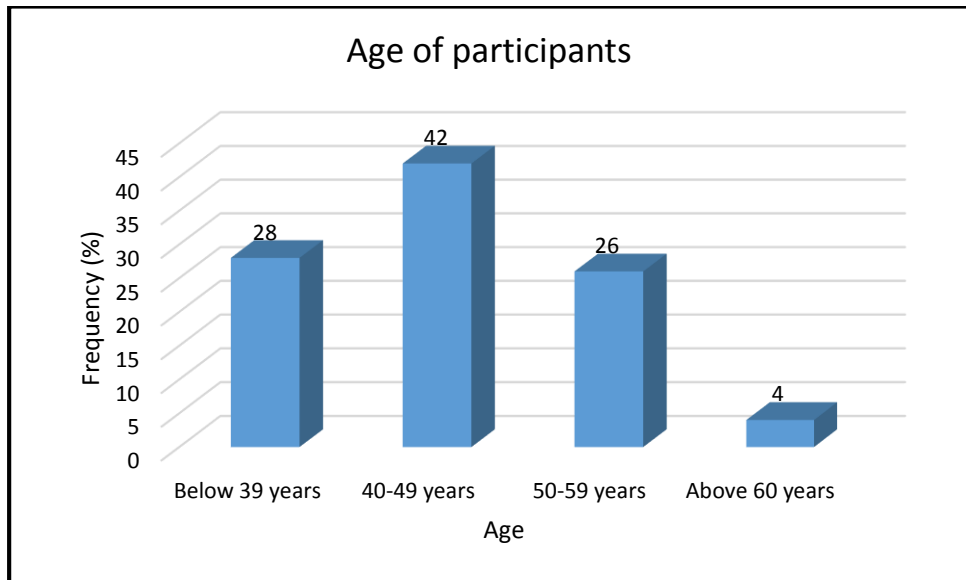


Figure 3: Age of participants (Researcher's own results 2018)

The age of respondents was asked based on the assumption that older teachers are more informed about education and its policies as they have stayed long in the system. The study found that most of the respondents, that is 42%, were in the 40 to 49 years age range. These respondents are either teachers or involved in the making of operational decisions. This is a mature age range and hence the responses expected were likely to be of depth.

#### 4.2.2 Gender of participants

##### Gender of participants

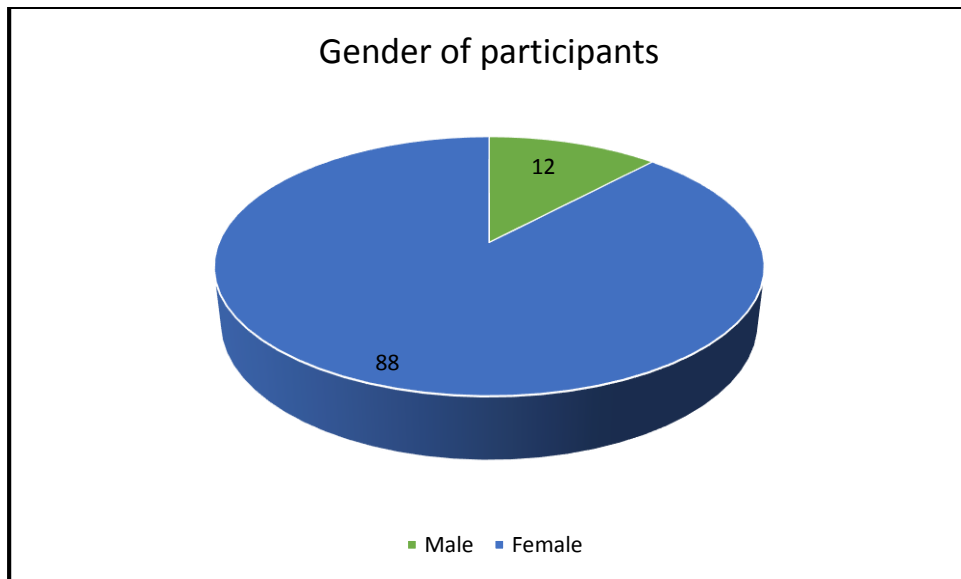


Figure 4: Gender of participants (Researcher's own results 2018)

Figure 4 above shows that only 12% of the respondents were men and the other 88% were women. Gender was considered a factor in special schools. Eunice, Nyangia and Orodho (2015) support this finding as their study showed that most female teachers had a motherly touch for the special children and they had an interest of special pupils at heart.

### 4.2.3 Position at work

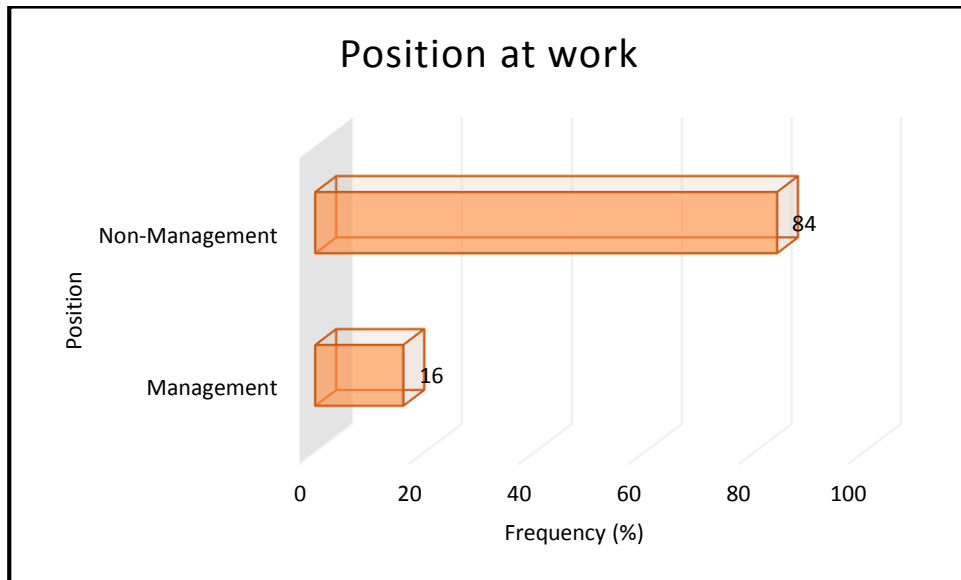


Figure 5: Position at work (Researcher's own results 2018)

The results in Figure 5 above reveal that 84% of participants are non-management, (teachers and administrative staff) and 16% are management (heads of departments and principals who are involved in the making of operational decisions at the schools). When interviews were conducted, it was noted that School B has 20 staff employed and only the Principal is part of the management, whereas at School A the management team comprises of the Principal and three departmental heads. In any organisation, those in management would see issues differently from non-management staff. Principals or heads of schools in Namibia receive funding training and thus are more involved in sourcing funds than teaching and administration.

#### 4.2.4 Qualifications of participants

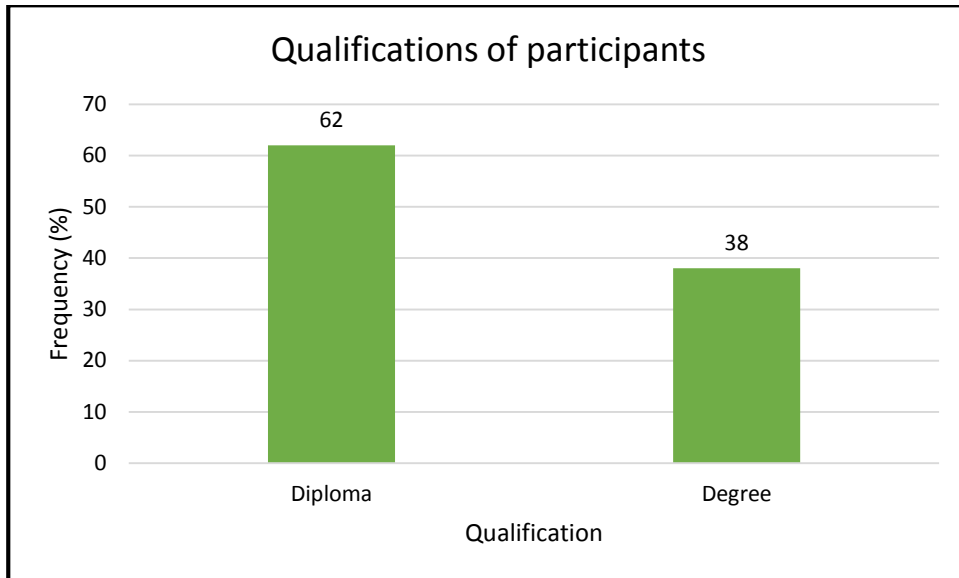


Figure 6: Qualifications of participants (Researcher's own results 2018)

Figure 6 above shows that 62% of the teachers possess a diploma whereas 38% have a degree. Furthermore, Eunice, Nyangia and Orodho (2015) state that for teaching and learning to be enhanced, teachers should be trained in certain skills like Braille or sign language. They also found out in their study that more teachers noted that their professional training was not adequate to impart knowledge and skills to Special Education Needs (SEN) learners. They indicated that teachers need further training to handle SEN learners.

In Namibia, the MOEAC developed a Sector Policy for Inclusive Education where all teachers are trained on inclusive education so that they can have a general understanding on how to treat special learners (Ministry of Education, 2013). The study assumes that people with qualifications have more knowledge about the current issues as compared to those who do not have. Based on this, the responses show that all the respondents have the qualifications relevant to teach special learners but not necessarily operating or funding skills.

#### 4.2.5 Years of teaching experience

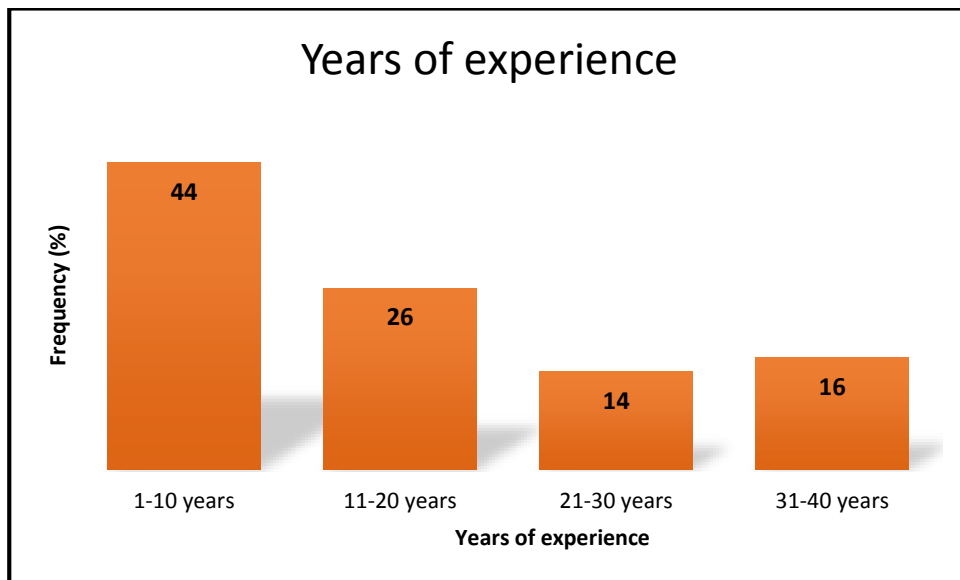


Figure 7: Years of teaching experience of participants (Researcher's own results, 2018)

The institutions under study are school based and hence the study was more concerned with the teachers. The respondents were hence asked about their teaching experience. Forty-four percent of the respondents had between 1 and 10 years' experience, 26% had between 11 to 20 years, 14% had between 21 to 0 years' experience. This shows that all the teachers are well-experienced teachers. The study assumes that teaching experience is necessary to produce quality educational outcomes.

### 4.3 Funding components

This section provides the findings from both questionnaires and interviews. Results of data from questionnaires were generated through the SPSS version 25 software and the data from interviews were generated through the use of themes modified from the business model of Osterwalder and Pigneur (2009). Seven major components (key resources, revenue streams, cost structure, key activities, value propositions, stakeholders, and key partners) are presented below along with challenges of funding schools and the ways to overcome them. In addition, for anonymity purposes

participants from the interviews have been coded as P1, P2, P3, P4 (School A and B), S1 (Sponsor) and M1 (Directorate of Education).

### **4.3.1 Key Resources**

#### **4.3.1.1 Findings from interviews**

P1 revealed that the key resources, which help a school to be successful, are financial resources, human resources, and the physical resources. This finding is supported by De Reuver, Bouwman, and Haaker (2013), and Osterwalder and Pigneur (2009). According to the Business Model Canvas by Osterwalder and Pigneur (2009), key resources are inputs that are needed to run an institution. De Reuver et al. (2013) stated that key resources could be physical, human, intellectual or financial. Schools should be equipped with the right infrastructure and materials to offer quality teaching and learning (Eunice, Nyangia, & Orodho, 2015).

In addition, P3 reinforced that the money that a school receives from the government, from the parents, the teachers, and the buildings help a school to reach its goals. On the other hand, P4 from School B stated that:

*“Key resources are basically the whole set up which will form the whole foundation of the school such as the plot, the buildings, the financial resources, the equipment, the materials, the tools. Therefore, a school needs a big framework of resources.”*

The respondent specified that their buildings are well taken care of and they were also built in a good location. This area used to be reserved for white people only during

apartheid. Furthermore, P4 posited that they are really privileged to have good building structures compared to other schools where learners are taught in tents, or under trees. The respondent further said that since the school is a special school, it needs more resources than just the mainstream schools such as specialized equipment for therapy and paramedical needs of the learners. The Namibian MOEAC explained that from 2016 onwards they would like to increase the number of school counsellors and develop training programmes for paramedical staff that can assist with counselling and paramedics respectively (Ministry of Education, 2013).

M1 stated that the school needs enough stationery, textbooks and a fully equipped school library. The school also needs more teachers, because many teachers are going on early retirement due to ill health or they look for other jobs due to boredom. The respondent stated that it is a challenge for the government to replace these teachers as the Universal Grant does not give extra funds for relief teachers. Onyango (as cited by Chirchir, Sang & Mibei, 2017) emphasises that human resources such as teachers are very important in the school set up.

#### **4.3.1.2 Findings from questionnaires**

According to De Reuver et al. (2013), key resources needed at a school could be physical, human, intellectual or financial. An observation that was made at the schools revealed that key resources are needed at schools that range from assets such as buildings, computers, specialized equipment and tools; special trained teachers, tutors and volunteers as well as financial resources. These resources were incorporated in the questionnaire so that participants could assess them and rank their importance. The

key resources were ranked in order of importance with 1 being the most important to 9 being the least important.

Table 1: Key resources needed at the school

	Key Resource	Yes		No		Not Sure	
		n	%	n	%	n	%
1.	Buildings	49	98	0	0	1	2
2.	Special Education Trained Teachers	48	96	1	2	1	2
3.	Financial Resources	47	94	0	0	3	6
4.	Counsellors, Career Guidance, Life Skills Staff	49	98	0	0	1	2
5.	Computers	49	98	0	0	1	2
6.	Tutors/Assistants	41	82	4	8	5	10
7.	Specialized Equipment and Tools	48	96	0	0	2	4
8.	Other Accessories	38	76	4	8	8	16
9.	Volunteers	28	56	11	22	11	22

When participants were asked to rank the most important and the least important key resources and the top five key important resources were buildings (98%), followed by special education trained teachers (96%); financial resources (94%); counsellors, career guidance, life skills staff (98%); and computers (98%). The least important key resources were volunteers (56%). The importance of these key resources is supported by a research carried by Pius (2014) who confirmed that if schools are going to function effectively they need more buildings and more resources (Pius, 2014).

## Ranking importance of key resources

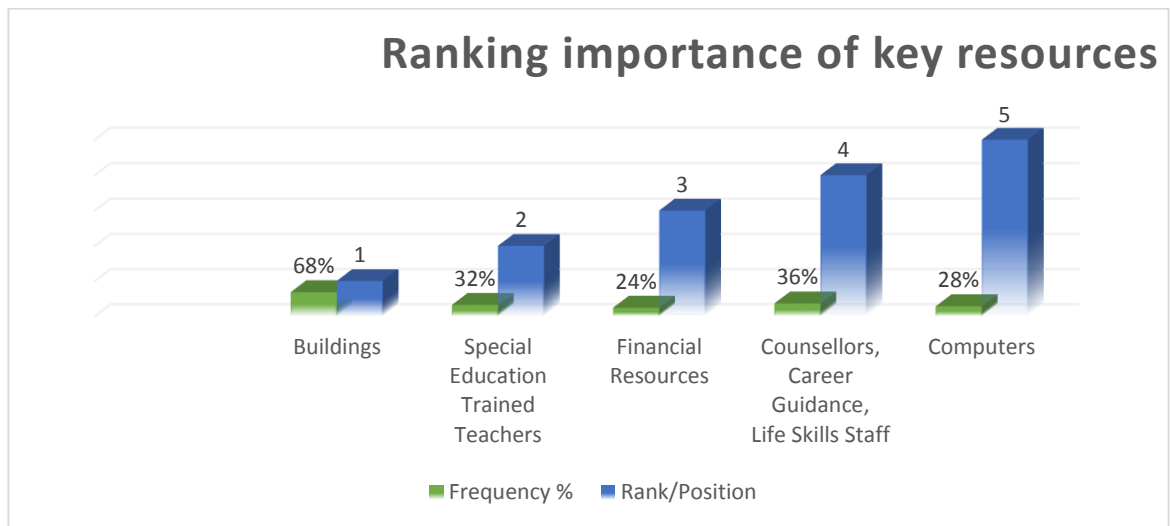


Figure 8: Ranking key resources needed at special schools (Researcher's own results, 2018)

When participants were asked to rank the most important and the least important key resources, 68% of participants ranked buildings as number 1; 32% said special education trained teachers at number 2, 24% ranked financial resources at number 3. Furthermore, 36% rated counsellors, career guidance, life skills staff in number 4 and 28% ranked computers as number 5. Twenty six percent ranked the least important key resources as volunteers which took the 9th position.

Some participants from School A also indicated that smaller groups of learners should be allowed (that is not more than 9 learners in class) for more individualised classes if it is not possible to have extra tutors, assistants or volunteers to assist with sessions.

In addition, participants from School B indicated that their buildings are very few so they need the government to build more rooms to cater for the needy learners as there is a backlog of enrolling learners from 2010. This finding is supported by Changamire

(2017) and Ahmed (2017) who reported that in Zimbabwe and Nigeria schools suffer from lack of adequate resources and infrastructure.

### **4.3.2 Revenue Streams**

#### **4.3.2.1 Findings from interviews**

Firstly, all participants reported that the main source of income for both School A and B comes from the Ministry of Education in the form of the UPE and the USE Grant. They all agreed that the government plays a big role in disbursing the UPE and USE grant. Chirchir, Sang and Mibei (2017) supports this finding. Moreover, participant M1 agreed that the government funds (UPE and USE) have replaced the school fees. UPE is worked out as fees per learner multiplied by the number of children enrolled at the school.

Unfortunately, Shaanika and Tjitemisa (2018) reported that at the end of 2017, some schools in Windhoek and Oshikoto region in Namibia had not yet received their UPE and USE grants and thus they had to ask parents to bring stationery and other voluntary contributions. Principals also stated that the contributions for learner used to be N\$500.00 per learner but they were told it would be cut to N\$250. Shaanika and Tjitemisa (2018) also support this finding.

One school in Windhoek even refused to give reports to parents on the grounds that the learners had not paid contributions. UNICEF (2018) reports that charging fees is against the directive of the MOEAC as per the UPE guidelines. The abolition of SDF has enabled easy access to education but the N\$500 per capita amount is not enough for other schools that have more auxiliary support services, extracurricular activities,

learning support and infrastructure. The study purports that the government needs to reconsider introducing SDF again (UNICEF, 2018 ).

Secondly, both schools also agreed that they receive donations as a source of income. P4 stated that the private sector gives much more than the government. Moreover, the UPE payment is in instalments, but for School B contributions from the private and public people amounted to N\$206 440 in 2017. Volkmann et al. (as cited by Peeva, 2015), and Blandford and Knight (as cited by Mestry, 2016), state that schools need to supplement government funding by asking for “voluntary help”.

Thirdly, P3 said that fundraising is a big thing in their school. Therefore, P1 and P3 concurred that the third source of income for their school comes from the fundraising activities that are carried out by learners, teachers and management of the school. The fundraisings are divided into three terms where learners, teachers and management raise funds separately.

The Ministry of Education permits these fundraisings. M1 stated that schools are allowed to do sport activities, gala dinners, sale of raffle tickets, voluntary parent contributions towards the school development fund, parents contributing towards school sports, or class projects, a contractor who does something at the school, or other events to raise funds. This statement concurs with the guidelines of the disbursement of UPE (Ministry of Education Arts and Culture, 2001). However, the respondent confirmed that no schools are allowed to borrow or get a loan from the bank and they cannot take any overdraft facility (Ministry of Education Arts and Culture, 2001).

P1, P2 and P3 agreed that the income that comes from the management's (HODs and Principal) fundraising activities range from the income received from private businesses using school premises/ground for parking or storage facilities and the use of hockey fields for training. P2 further stated that their financial income comes from good people who donate money to School A. For example, P3 stated that in the past, School A has done a Fun Walk, where organisations donate money, water bottles and other staff like 'eats' for the participants. P3 added that School A also gets a little bit of income from the parents who pay school fees for their learners for Vocational Training Courses (VTCS) and Pre-Vocational (Pre-Vocs) courses.

A report from UNESCO (2011) is in line with this finding as it proffers that many Sub Sahara African (SSA) countries sell articles made at their vocational schools, engage in other income producing activities and rent rooms and halls to get more revenue streams. In addition, for the last three years School A had Fun Reading activities where the parents donated money for raffle tickets and entered into a competition where winners received different gifts.

M1 however, stated that the school should not force parents to contribute but they should do so voluntarily according to the ministry's regulations. If parents do not contribute voluntarily it affects their children and schools negatively. P4 stated that for the past five years they have initiated some recycling competitions to get extra sources of income for the school. School A and another high school in Windhoek also participated in this competition. In 2016 and 2017, they won the schools' competition in the Namibian schools' recycling competition and came out first and in 2015, they came in third place. For one to win in the competition the judges check which materials

have the biggest weight in kilograms. The Principal always illustrates the concept of recycling to the learners at assembly and entices them by giving sweets if they answer questions correctly. This motivates learners to pick up papers lying around, at school and at home and to collect rubbish and bring it to school so that the school wins the competitions. Unfortunately, P4 indicated that:

*“Taxi drivers are not amused when learners put plastic bags of rubbish in their cars.”*

Learners bring beer bottles, glass and plastics, and School B gets money from Rent a Drum that collects the items from the school twice a week. At the end of the month, Rent a Drum pays the money into the school account then the totals are recorded on their spreadsheet. At School B, it was observed that there are two recyclable stands outside the school for the public and then one inside for learners and teachers. P4 emphasised that:

*“Word has spread so far that the public is over flooding us with recyclable materials too!”*

When asked if the government allows the schools to borrow money, P1 and P4 said that the government policy is very clear that public schools are not allowed to borrow money or enter into lease agreements where they purchase fixed assets on lease agreement. This is supported by the UPE guidelines as P1 added that the school must not be in a minus or negative balance, meaning that the school account must never be in red or the account must not have an overdraft. P4 said that there is a UPE policy for

schools showing how to deal with education grants for primary and secondary schools (UPE and USE). This booklet states everything about how to handle money, record expenses, income, and donations and how to compile budgets.

The interviewer asked if the school uses new methods of sourcing for funds such as crowd funding. P1 stated that they do not do that currently because when asking for donations all the procedures followed have to be clear in order not to have “*any strings attached even if you get a donation.*” On the other hand, P4 stated that:

*Crowd funding is a very effective tool to use on Internet, but it needs a person to run it and manage it.”*

Nonetheless, the respondent said that they do not use it currently because their school has a lot of crisis management issues to handle on a daily basis. The respondent said that they are short staffed and thus they cannot fully utilize this new method of funding and they do not have enough resources and extra people to assist with this. Meyskens and Bird (as cited by Kickul & Lyons, 2015) explain that crowd funding is useful for social enterprises that are not yet able to generate returns on investment. Balhao (2016) also states that schools can seek for donations or raise funds from the general public through the social idea and thus they boost their income streams.

Moreover, all the participants agreed that the best source for funding public schools is the UPE and USE grants that are received from the government. P1’s words support this statement as follows:

*“The most money that we receive is the government grant, and it is the best source because the parents’ contributions are unreliable whereas with the grant that you receive from the Ministry you are sure that you will definitely receive it.”*

A question was posed on whether the introduction of UPE or the scratching out of school fees has advantages or disadvantages to the school. The following was the response of P1:

*“It’s a disadvantage for the special schools, because it was stipulated that special schools would receive more than the main stream schools. In the past, we were asking more and receiving more from the parents’ contributions than what is happening now from the Ministry. The parents were contributing N\$500 and now the Ministry gives N\$250. Therefore, somehow we have been disadvantaged because previously you could get more in than what we are currently getting.”*

Nevertheless, P4 remarked that, *“School B has basically scored well out of this deal”*. The reason that P1 gave was that School B’s income in the past was N\$300 per child per year and they got roughly N\$18 000 per year when the parents were still contributing towards school funds. The school was dependent on School Development Fund. Four or five years ago N\$36 000 was the budget of School B, but they could only receive N\$12 000 or N\$18 000 per year.

From the time UPE was introduced School B now gets roughly N\$62500 which is double than previous budgets. So the respondent said that:

*“UPE has an added advantage because parents are not very well off financially and have been struggling to pay for learners’ fees as well as the minimum transport they have to pay of N\$750 per month for taxi or bus fare to the school.”*

P4 expressed gratitude for UPE introduction and said that:

*“We are very happy for the introduction of UPE as it supports our parents due to the fact that we know that sometimes learners stand up to school without having eaten or having had a decent meal. You know now at least the parents can save that three hundred dollars or whatever and spend it on the child even on clothing and so on”.*

In addition, M1 indicated that the abolishment of fees payment is a benefit because the school fees were N\$50 per child in the past but now with the grant they receive N\$250 per child. Therefore, she said, *“it is a benefit and schools can push up educational goals and achieve a total success now”.*

M1 also indicated that special schools get more than mainstream schools. This contradicts with what P1 had stated. Special children also get food at their school hostels, and they are transported for free if they study in Windhoek but they should come from outside places like Rundu, Keetmanshoop or Oshakati to benefit from this.

P1 also stated that government funds help schools with renovations. For example School A’s hostel is being renovated by the government and School B was able to

extend its buildings through building a new school hall and new Therapy Centre for N\$13 million. Therefore, the government does help with buildings, and renovations.

Secondly, both schools also agreed that they receive donations as a source of income. P3 and P4 said that donations come from various organisations. P4 stated that the private sector gives much more than the government. The UPE is paid in instalments, but for School B contributions from the private and public amounted to N\$206 440 in 2017. For example, P3 stated that School A received a lump sum of N\$100 000 to upgrade the cookery class in 2017 and a lump sum to upgrade the computer classes. Similarly, P4 from School B stated that they receive both cash and kind donations. P4 said:

*“It is not only the big hundreds of money that matter but when all both money and kind are put together, this makes a difference to a school.”*

They receive in kind donations such as food items for their feeding program for both learners in the hostel and outside so that they can feed learners every morning, with “a bowl of cereal, porridge, Weetbix, cornflakes, oats or whatever they get.” The donations they receive range from food materials, shoes for the needy learners and cash, for example from various donors as well as well-wishers who boost the morale of the kids by providing free trips to the Orange River Canoe and Landrovers’ Owners Club to name but a few.

School B also received N\$10 000 donations from the Landrovers’ Owners Club who came in 2017 with their land rovers. They also donated stationery, writing books and utensils and other items to the school and took the learners for a picnic and a field trip in town and then in the fields.

P4 also said that School B has Fun Walk which is combined with the 'potjiekos' competition where the public is invited to form teams, pay registration fee or entrance fee of N\$2 000 to take part in the competition. The participants also provide their own ingredients to cook the potjie. Afterwards the food is sold per plate at N\$70 and each team should sell at least ten plates. Therefore, according to P1, there is usually quite a lot of food and income of N\$700 or more is generated on this day. P1 also stated that in 2017 one company (Build It) said that they did not want to enter the competition but just wanted to give an amount N\$20 000. P4 stated that to woo or keep donors, the secret is that:

*“You need to have many events but for one event, if you do the event right then you will have long term friendships. If people buy into your vision, and they understand the cause of your needs and you do the event, they will go further than that event. They will walk the extra mile. You want people who are committed to walking the extra mile.”*

P4 also said that they generate income through their Aquaponics garden where they sell vegetables. The not-so-good tomatoes and onions after slicing are for use at the hostel for the feeding programme. They also sell the items made by learners like necklaces, bracelets, etc. It is part of the curriculum for learners to make some items. Other items sold are popcorn and vegetables. In addition, they sell at the Boeremark, once every month end at the show grounds, when most people have been paid salaries. They have a farm store shop at the school, which is open for selling healthy products to parents and the public who are interested. Therefore, the produce that is sold depends on the season and they sometimes make and sell chutney, lemon juice, jam and so on. This project is contributing a little and thus it does not sustain the school.

Their garden is still developing and in 2017 they got a donation of N\$50 000 again from a company in Germany to install three additional water tanks the pipes, the fittings and the tanks and every other thing going with that so that the school can harvest rainwater. However, the respondent stated that the school cannot pay for all the developments and the improvements on the gardens from the sales that they make as it is not enough.

#### 4.3.2.2 Findings from questionnaires

Table 2: Revenue streams or school funds needed at the school

Revenue Stream	Yes		No		Not Sure	
	n	%	n	%	n	%
1. Government funds	48	96	0	0	2	4
2. School Development Fund	41	82	7	14	2	4
3. Student fees	37	74	9	18	4	8
4. Fundraising projects	49	98	0	0	1	2
5. Philanthropic donations	40	80	2	4	8	16
6. Government grants	39	78	4	8	7	14
7. Banks	21	42	9	18	20	40
8. Credit unions	10	20	22	44	18	36
9. Microfinance institutions	9	18	19	38	22	44
10. Venture capital	11	22	17	34	22	44
11. Angel investors	13	26	15	30	22	44
12. Personal savings	11	22	18	36	21	42
13. Loans	10	20	19	38	21	42
14. Relatives	22	44	8	16	20	40
15. Friends	23	46	7	14	20	40
16. Hybrid Financing (Equity and Debt Capital)	11	22	15	30	24	48
17. Pooling/crowd funding	13	26	14	28	23	46

The sources of school funds were ranked in order of importance with 1 being the most important to 17 being the least important. In this question, each participant was asked to indicate whether the revenue streams indicated in the questionnaire were important

or not. Ninety eight percent of the participants indicated that fundraising projects are the best revenue stream followed by government funds (96%), SDF (82%), philanthropic donations (80%) and student fees (74%). The least important sources indicated were debt, equity, hybrid forms, pooling, and crowd funding.

Pius (2014)'s study revealed that in Ghana and other African countries which are faced with similar challenges of monetary resources, 95% of revenue is from school fees and 5% from other outside sources. Thus schools need to come up with sustainable ways of sourcing for external funds.

## Ranking of revenue streams

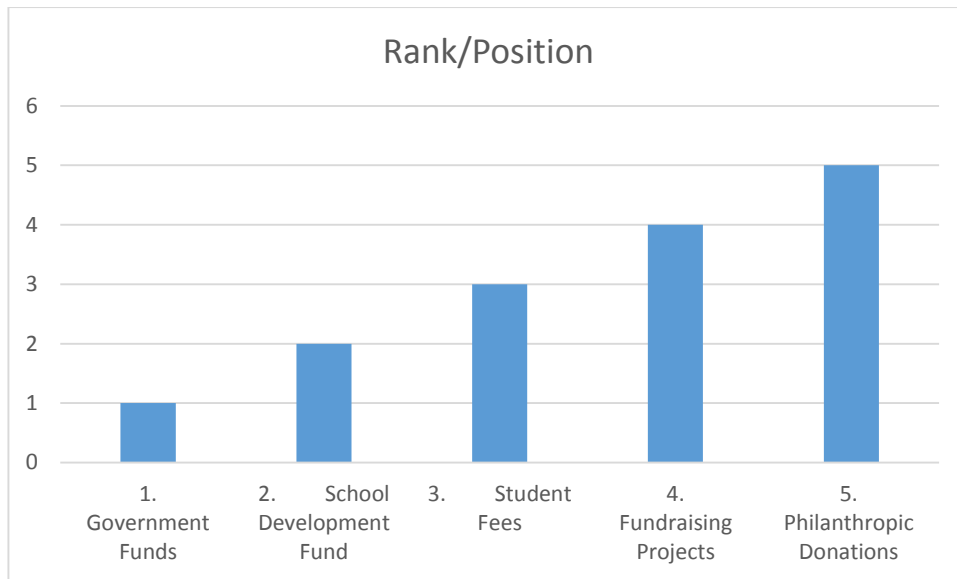


Figure 9: Ranking of revenue streams (Researcher's own results, 2018)

When revenue streams were ranked in order of importance, participants ranked government funds as the number one source, followed by SDF, student fees, fundraising projects and philanthropic donations. These results show that the government is the major contributor of funds to special schools. However, Mestry (2016) specified that all educational stakeholders need to donate and be involved in conventional fundraising projects in order for teaching and learning to be effective.

### **4.3.3 Cost Structure**

#### **4.3.3.1 Findings from interviews**

P2 stated that the biggest cost to run the school is the maintenance costs incurred to renovate School A. Office administration expenses such as copy paper and the ink, the cartridges, and the maintenance of all equipment follow this. According to P2:

*“Due to the fact that we are a practical vocational school together with the special school, we have many Centre’s and electricity and equipment, and all these equipment and Centre’s must be maintained and it really costs a lot of money.”*

P4 from School B also concurred that the maintenance of buildings is done monthly such as repairing or the replacement of broken locks, taps, burst water pipes bursting, bulbs etc. P4 said that: “It is a process to manage all the maintenance and the buildings and facilities.” The government is not able to pay for the huge school area, which is six hectares and buildings that need maintenance.

P1 explained that the other expense or “vote” that takes a lot of money is the security and safety of the school as School A has to insure all the equipment that is at risk. P2 and P3 agreed that the insurance and security bill runs up to N\$50 000 because of all their expensive equipment that are being used. In addition, monthly payments have to be made. However, P1 stated that if the school receives more money from the government then it can buy ink, cartridges, photocopy paper and pay for maintenance without struggles.

P2 added that the other expenses they incur which are high are for teaching and learning because at school they also offer practical courses such as hairdressing, office administration and food preparation where the learners need extra resources and ingredients and practical equipment. However, P1 stated that to reduce these teaching and learning costs, the learners contribute computer fees, hairdressing and educare fees. These help to lower the expenses incurred by the school. P3 also said that the good thing is that School A doesn’t incur teaching and learning expenses every month

because if they receive money from the government for teaching and learning they divide the money so that every course receives a bit to help with the buying of materials.

Furthermore, P4 reported that another cost at their school is curriculum attainment which was N\$1 000 for the first term of 2017 and photocopying was N\$3 720. These were paid from the UPE grant and the government pays all these small amounts.

However, P4 remarked that the school has to run on finances that the government gives. For example in 2017, N\$12 900 UPE grant was given to them, for the second term it was N\$29 250 and for the last term it was N\$ 58 500. So from the N\$12 900 they had to fix the maintenance, photocopying, co-extracurricular, office administration, transport, cluster activities and relief teachers. P3 and P4 stated that salary is also a big expense but that the government pays the salaries of the teachers, pays the salaries of the basic staff, that is institutional workers, caretakers and so on, but the government does not pay for the other posts that are needed. In most cases the workers at the school cannot complete the work on time and thus the need for additional staff.

Compared to what they get from the government, that N\$115 240 was quite a huge bill and so School B made agreements with companies and individuals to pay for the appointed additional but essential staff as a way for them to contribute towards a worthy cause. One of these people sponsoring them is a medical doctor who stays close to the school and the medical doctor pays a salary for one of the cleaners. Letshego Namibia also pays for one assistant to the teacher that if the teacher is busy

with the learners then the assistant can help. P4 said, “That is actually a way of saving because we don't even touch our U.P.E. money allocated for this expense.” P4 responded that the school had actually requested the government to appoint extra staff but they could not appoint one due to financial constraints that the government is facing as well.

Moreover, another expense that School B incurs is bank charges. School B's bank charges in first term of 2017 were N\$2 445. They entered into an agreement with Bank Windhoek, Maerua Mall Branch where if they make payments or deposit money into this bank, they do not incur any bank charges for the school. However, if the School B pays into another branch then they incur bank charges. In addition, when Bank Windhoek has the Apple Cancer Day they send all the apples to the school, which would have been purchased by companies for N\$2 000 to support the Apple Cancer Day. The apples are used to feed the children.

School B also incurs auditing costs. Fortunately again, in 2017 the auditing of their books only cost N\$1 500 which was paid from UPE. Auditing firms charge roughly N\$30 000 to N\$60 000 for auditing but the school only paid N\$1 500 because there was a personal arrangement with Arkad Financial Services to audit the books for the school as the firm saw it as a worthy cause. Therefore, P4 said that to cut costs they develop relationships with private sponsors who can assist with the payment of some of the costs. In addition, they want to go eco-friendly and recycle and use solar energy at the school to save costs on water and electricity.

M1 said that she has no idea of the expenses of special schools but she knows that there are special schools which need wheelchairs and that the government has made a budget provision for wheelchairs.

#### 4.3.3.2 Findings from questionnaires

Table 3: Costs incurred at the school

Cost/Expense	Yes		No		Not Sure	
	n	%	n	%	n	%
1. Educational Tours	46	92	1	2	3	6
2. Photocopying	50	100	0	0	0	0
3. Teaching and Learning Aids	50	100	0	0	0	0
4. Stationery	50	100	0	0	0	0
5. Administration Expenses	49	98	1	2	0	0
6. Transport	48	96	2	4	0	0
7. Security and Insurance	48	98	2	4	0	0
8. Maintenance and Repair Expenses	48	96	2	4	0	0
9. Salaries	48	96	2	4	0	0

## Ranking of costs incurred at the school

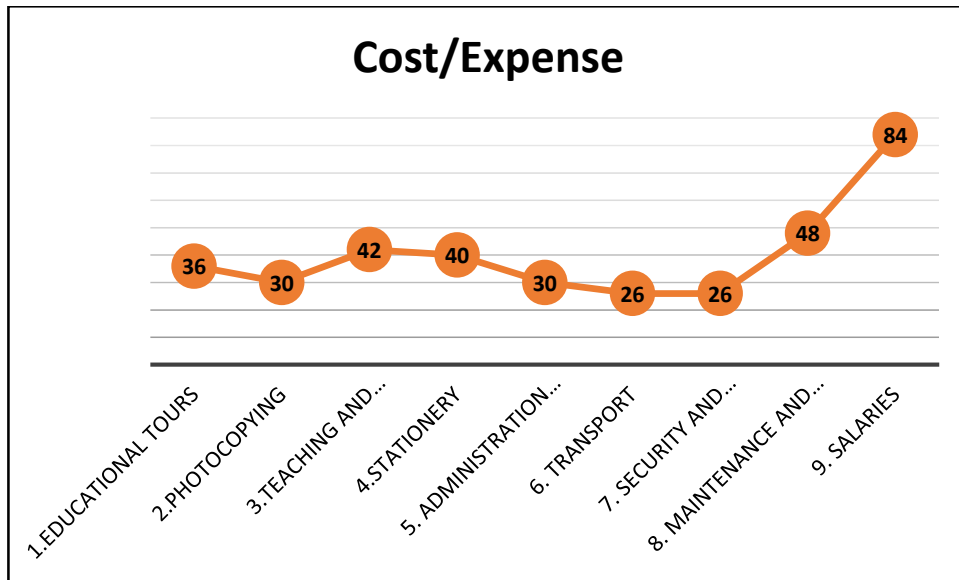


Figure 10: Ranking of costs incurred at the school (Researcher's own results, 2018)

The above costs or expenses were ranked in order of importance with 1 being the *least costly* to 9 being *the most costly*. Therefore, the five most costly expenses were ranked as salaries (9), maintenance and repair expenses (8), security and insurance (7), transport (6), and administration expenses (5). The least costly is educational tours which were ranked at first position. UNESCO (2011) reported that the costs incurred at a public special school may range from current and non-current expenditure and they should be minimised as much as possible.

### 4.3.4 Key activities

#### 4.3.4.1 Findings from interviews

When asked about key activities, P3 said that School A is both a normal and special school. It is normal in the sense that it offers grade 5 until grade 10 where learners are taught the same syllabi like other schools; just that they have less children in a class which is normally up to a maximum of 16 learners. Then the school has the Pre-Vocs

that get the children ready for the VTC. After completing their two years in Pre-Vocs they can then go over to the VTC. P2 further stated that the courses they offer range from Hair Dressing, Food Preparation, Educare and Office Assistance/Secretarial.

P4 on the other hand (from School B) said that the school was a former mainstream school in 1961, but it was changed to a school for special learners. They do not have grades but they have phases. They have phases which are categorised according to the ages of the learners, which are orientation, junior phase, senior phase. A learner can be in a phase for up to three years depending on how the learner excels or improves, as it does not help to transfer a learner if a learner has not mastered that basic level of competency. P4 indicated as from 2018, the school would introduce the prevocational level.

Furthermore, P4 said that, firstly, in the orientation and beginners' phases, which starts when learners are from the age of 7 till 10 years, the school focuses on self-help skills because some of the learners have one or other physical or mental problem and they need to be trained on how to use toilets properly, wash their hands, and eat properly, table manners, basic discipline, and behaviour coaching. Children are taught in order to be able to fit into society. For example, if the school takes a group of learners to a restaurant like Spur or to the Wimpy they should not stand out but should fit into the system. P4 said, "We cannot exclude them, we need to include them. So that is why the Orientation and the Beginners phase are very important for basic self-help skills." Secondly, the junior phase starts when learners are 11 to 14 years and they continue with self-help skills but at a more advanced level like cutting their nails and the girls doing the hair themselves, which they love very much. This level gives an indication

to the teachers if some of the learners can go into the fields of health or hospitality. In the junior phase they also do subjects such as Numeracy, Environmental Awareness, and Communicative language that is English or any other language they can understand whether non-verbal such as sign language. In this regards, the following components are incorporated, that is pictures, gestures, signs, objects and also bi-verbal speaking words or sentences.

The learners also do practical activities like agriculture. The gardening done at the school is called Aquaponics where fish exists in a symbiotic living system and the fish excretion feeds the plants. The fish live in the tanks and the water circulates all the way through, thereby saving water in that process instead of watering the plants and wasting water. Therefore, after the plants are watered, then the water goes back to the tank and hence plants are not planted in the soil but in charcoal and the plants drift on top of water. School B also rears sheep and the learners have to take care of the sheep. They slaughter two sheep per term to feed learners. There are 10 sheep currently. Thirdly, in the senior phase the same subjects done at the junior phase are offered but at a more advanced level.

Lastly, the Prevocational courses are offered to learners if they are competent and completed senior phase. They can do courses such as bricklaying and plastering, agriculture, hospitality assistant to administrative officer who can do filing, sorting mail, typing answering the phone, taking messages and taking things as a messenger. The school is moving into this field to help learners to get jobs and to reintegrate them back into society. These have been compiled by two schools, School B and another special school in Windhoek. School B received guidance from NIED and the new

courses need to be approved by DNEA. If approved, they will then be accredited by NTA. As the school waits for this process, they have been allowed to start to implement the curriculum even though without enough resources in place yet. The Ministry of Education would look into the budget and create new posts in 2018, for HODs and additional teachers.

P1 and P4 agreed that the services offered as well as the learners that the school serves are very important. School A and B serve special needs children. P1 said that the services offered at the school help the school to reintegrate the learners after having been with them for 5 years. Therefore, the school's services are benefiting the community. P1 said that:

*“The children come in as nothing and they go out with wings to fly. Like our mission statement says learners should become productive citizens and so we make them productive citizens by equipping them with courses that we offer them.”*

In addition, P4 said that they made an assessment and identified about 50 children who urgently need speech therapy. The children can speak but they have verbal communication and speech problems. Also 25 of them needing psychological support. Twelve of them need to see a dietician, and 60 occupational therapy (OT). Other learners have hearing problems, and others have physical challenges and need physiotherapy, whilst a few have eye problems and need to be tested for glasses and treatment. However, School B does not cater for the completely blind or mute but those with low eye sight and low hearing problems. The school also takes learners

with autism, cerebral palsy, Attention Deficit Hyperactivity Disorder (ADHD) and epilepsy and many other syndromes such as Down syndrome.

#### 4.3.4.2 Findings from questionnaires

Table 4: Grades and courses offered at School A and School B

Grade/Course	Yes		No		Not sure	
	n	%	n	%	n	%
1. Lower primary grade 1-4	49	98	0	0	1	2
2. Senior primary grade 5-7	32	64	18	36	0	0
3. Secondary school Grade 8-10	32	32	18	36	0	0
4. Beginner's phase	20	40	30	60	0	0
5. Junior phase	18	36	32	64	0	0
6. Senior phase	18	36	32	64	0	0
7. Pre-Vocational courses	50	100	0	0	0	0
8. Vocational training courses	29	58	17	34	4	8

From the information tabulated above (98%), both School A and School B do not offer lower primary grade. In addition, all participants from School A and B indicated that these schools offer prevocational courses. However, due to the nature of learners enrolled at the schools, School A offers senior primary, secondary, and vocational courses, whereas School B offers beginners phase, junior phase, and the senior phase. Participants further indicated that previously vocational training courses were offered at School A such as Hairdressing and Secretarial courses which were offered under City and Guilds board. However, they have been phased out due to accreditation issues. Therefore, the Ministry of Education has to accredit these courses and introduce a variety of pre-vocational and vocational training courses in order for learners to select from a wide range and to upgrade their skills.

Special schools in Namibia offer primary, secondary, Prevocational and Vocational as well as other specialised tuition to learners who are marginalised such as Orphans and Vulnerable Children (OVC), street children, children with visual and auditory

impairments and learning difficulties and those who could not be placed in main stream schools for one or more reasons. The schools offer different key activities according to how they have been categorised (Ministry of Education, 2013).

#### **4.3.5 Value Propositions**

##### **4.3.5.1 Findings from interviews**

P3 explained how a special school differs from other mainstream schools and how the services are different from other schools. School A concentrates more on developing learners' skills. The school does not focus more on academics even though the learners have an academic part to complete. P4 said that School B focuses on special needs education but their syllabi is more on outcome-based teaching. They have moved towards working with Individual Educational Plans (IEPs) and focus on the learners' abilities and what expectations the parents have and what the child can achieve. They are more into skills training and they have very small groups of up to eight learners in a class. There are 120 learners in total in the school. As mentioned, the school offers agriculture, which is a practical skill.

The interviewer asked if learners benefit emotionally and psychologically from the courses offered at the special schools. P3 said that learners "get hands on experience to assist the community". After completing VTC it becomes easy for them to get jobs. It is very important for children to have jobs after training. P1 added that the school offers job attachments and this is a variation from general education or mainstream schooling. P1 stated that for example a mainstream child can complete Grade 12 and not know which direction to go, whereas if the learners at School A complete for

example, hair dressing, they know which direction to take. Therefore, from a small level, they already know which career path to take and they would have already acquired experience which is needed in the market place.

The respondent further said that there have been good reports from the students who completed studies at School A. At the end of completing their course, due to job attachment and the experience acquired at school, many of them would have already secured jobs whereas learners completing their studies in a normal school still have to do a course or go to college or university. P1 concurred with P3 that learners have benefitted from the courses given at the school. P1 said that she had spoken to a learner that had completed her studies two years before and the learner had said, "I've been working for the last two years at Roof of Africa as an assistant chef." Furthermore, she indicated that there were also two learners who were taken up in 2015-2016 by NUST hotel school because of their marks and they could go and further their studies at other colleges. Therefore, P1 said, "intellectual wise, the skills that learners got enabled them to be absorbed in higher learning or at their place of work."

P2 also testified that there was a learner who had been sent on a job attachment and the learner got absorbed by the organisation. The learner for the previous six years had been working at a place where a husband of one of the teachers at School A works. "She is a very good front desk assistant, and even gets a good salary!" P2 exclaimed. P3 indicated that it is necessary even in the future to offer more courses so that learners can have a wide choice of courses to choose. She concluded by saying that, "I have heard that some of the children say they would like to become a nurse etc."

Similarly, P4 was able to give testimonies of how School B had benefitted learners in the community. P4 said that at least 10% of the learners get jobs and a few keep their good records of accomplishment. P4 reported that one learner who had completed studies around 2016 at School B got employed at a light freight services company dealing with the sale of heavy motor vehicles parts. He is now loading stock on and off from the trucks using a forklift, taking the stock into the storerooms, and recording the stock in the register catalogue. He is an assistant to someone in charge of that whole store and he earns approximately N\$4 000 per month and has a pension and medical aid.

Furthermore, P4 reported that this particular learner was also a very good athlete at school who participated in athletics and cycling. So luckily his manager who appointed him is also a cyclist and they do cycling together and as such, they really get along very well. P4 also reported that unfortunately only 10% of the learners are living well but the other 90% do not have jobs and the school is concerned about their safety, health and the way in which they may or may not fit into society.

When M1 was asked if special schools are important she said that:

*“Yes of course special schools are very important because it affects the children psychologically if they just stay at the house and see others going to school from the lower age of children. So going to school gives hope to the children for the future to say at least, I can become somebody in future.”*

M1 also said that because special schools emphasize practical work, some learners are very gifted in sports and they end up competing in the Para-Olympics. Moreover, M1 indicated that the practicals offered at school “boost the self-confidence of learners at the school.”

#### 4.3.5.2 Findings from questionnaires

Table 5: Categories of conditions catered for by the schools

Conditions of learners catered for	Yes		No		Not sure	
	n	%	n	%	n	%
1. Sensory Impairment /Hearing and Visual Impairment	22	44	22	44	6	12
2. Physical or Motor Disabilities	33	66	12	24	5	16
3. Mentally/Intellectually Challenged	32	64	11	22	7	14
4. Learning Disadvantaged/Educationally Neglected	47	94	1	2	2	4
5. Neuropsychological Problems (Dyslexia, Perceptual, Specific Learning Problems)	39	78	3	6	8	16
6. Emotional and Behavioural Difficulties	43	86	2	4	5	10
7. Specific or Severe Learning Difficulties	34	68	7	14	9	18
8. Compound/Multiple Learning Difficulties	29	58	8	16	13	26

The difference in the percentages is because of the value propositions of the two schools. It was found out that School A caters for learners with more intellectual or learning challenges, whereas School B caters for learners with physical disabilities, and severe learning difficulties. However, 94% of the respondents indicated that both schools have learners with learning disadvantages or learners who are educationally neglected.

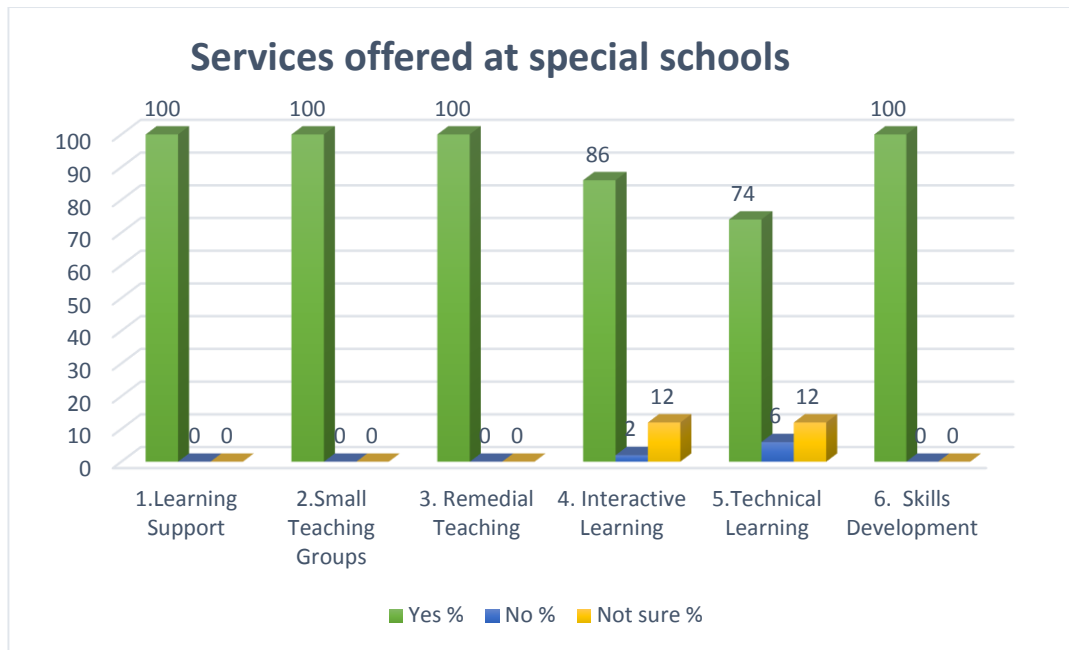


Figure 11: Products and services offered by School A and B (Researcher’s own results, 2018)

Furthermore, participants were asked to give their opinion on whether the school satisfies the learners’ needs with the above services. Most participants (that is above 95%) agreed that the schools offer learning support, small teaching groups, remedial teaching, skills development, interactive learning and technical learning.

Furthermore, comments from School A show that most of the teachers have been trained to assist learners in a variety of ways so that their different needs are met. For example, those who have a slight hearing impairment are allowed to sit in front of the class close to the teacher. In addition, learners who struggle to read and write, attend remedial classes and afternoon support classes. During tests or examination times, oral examination arrangements are made where a teacher reads and scribes the answers of the learners. Additionally, comments from School B indicate that the school offers practical activities such as agriculture (gardening), feeding birds, sheep and chicken, woodwork, and extra mural activities such as archery, swimming and cycling to motivate and encourage learners to improve in their learning.

#### **4.3.6 Stakeholders**

This heading combines three topics that are namely customer segments, customer relationships and communication channels.

##### **4.3.6.1 Findings from interviews**

P3 reported that the government, the learners, the teachers and the parents are the main stakeholders of the school. P1 also added that the clients that the school receives are mostly children with learning difficulties and challenges, as this is the mandate of the school. The school takes in learners from the ages of 14 to not exceeding 16 but they can turn 18 or 19 whilst they are in the system. Mostly these are the children that could not make significant intellectual progress in mainstream schools where they were exposed to more than one subject. So when they enrol at School A they are directed into specific professions or careers. The interviewer asked the respondents if they do not take in the visually or hearing impaired. P1 said that they are not mandated to do that as special schools in Namibia have been specifically categorised. However, P1 stated that although inclusive education is in the pipeline where all learners with all conditions can learn together, “this is still not a reality”.

On the other hand, participant P4 from School B stated that the learners attending the school are Orphans and Vulnerable Children (OVCs) coming mostly from poor backgrounds and a big group of them being taken care of by single parents, grandparents and guardians and foster parents. They live at the outskirts of the western side of town so the learners have to travel from very far and transport is an issue for them and all the learners. In addition, P4 said that the major stakeholders are the donors who support them with monetary and non-monetary aid.

Similarly, M1 highlighted that the learner should be the first customer and then followed by the teacher. The reasons given were that if the learner is happy and satisfied by the conditions at school such as enough textbooks, enough food in the hostel, and good living conditions then the teacher will be happier. M1 said, “Without the learner there is no teacher.” She also said that she is interested in seeing the teacher perform better and the Directorate of Education salary section ensures that payments are done on time. She also emphasized that that if there are complaints about the welfare of teachers they make sure that they resolve the crisis on time and accurately. If there is a discrepancy, they also check on how to resolve it.

Therefore, she said time management is important to keep the trust and performance of the major stakeholders very high and to keep the environment of the teacher healthy. P1 also mentioned that the other stakeholders important for the school are the private sector because in her own words, “These children will not have job attachment which is a crucial part of our customer service if the private sector does not let them do job attachments.”

P1 mentioned that School A makes use of electronic communication such as emails. In addition, they also send out letters to stakeholders in hard copy, and they make use of the media especially the radio when they need assistance. School B also uses radio communication for the radio listeners, letters, Facebook and the print media. P3 from School A stated that they communicate with parents and make sure that they establish good relationships with them through parents’ day, phoning and sending out letters regularly to them.

In addition, they use the Open day, where they make an appointment for parents to come and see the teachers as the parents check progress of the learners. They also meet parents when there are disciplinary hearings of learners who are a concern or mischievous. P3 stated that the school has good contact with the government through phones, face-to-face meetings and visits. P1 also said that communication with learners happens through the written communication like letters, and notices. P3 indicated that teachers announce at the rows at the quad, in the class, through the register and through the teacher talking directly to the children and explaining to them what needs to be done. This is important because the children easily forget information given and repetition is powerful. P4 specified that they talk to learners in the mornings and at break time, as well as at the assembly area when they want to give out announcements.

P4 said that people must be aware of what is happening at schools so that they can use Facebook and newspapers to acknowledge donations, and announce special events at the school. For example when they did a trip to the Orange River Canoe P4 put it in the media and then created a small 12-minute video for people to see the effect of the trips. As a result, every second year they have the Orange River trip. The cost is about between N\$80 000 and N\$100 000 but it is sponsored. Parents do contribute N\$700 per learner and this was revised upwards to N\$1 000 in 2018. About 20 learners go on this trip and they get guides who support the school on this trip. They canoe or paddle the children and take care of the child's safety and medical needs for three days. Additionally after the trip, the school also writes thank you letters to the sponsors such

as Alexander Forbes, Gondwana Collections, and Aga Cooling. P4 said that the sponsors always remark that for the next trip “Remember to call us next time”.

The owner of Aga Cooling donated N\$1 000 for the first time to this trip and in 2017 he donated N\$20 000. Alexander Forbes donated N\$10 000 for the first time and they continue to do so every year. P4 emphasized that building and maintaining relationships is very important, and acknowledging events in the newspapers, writing official acknowledgment letters to sponsors and posting the events and sponsorships on notice boards are good communication channels.

School B is also involved in clean-up awareness campaigns where the school cleans the community. They do that with assistance from members of the public, the City of Windhoek, and the police also accompany them to the dry river next to the school, and they clean the area for two hours during school time. The learners get cool drinks, gloves and masks which are sponsored by donors. Another event to communicate with others is the SOKKIE events where the school socializes with other schools. For example, Saint Pauls’ school learners join the school to do e-club every Thursday afternoons, where learners make candle holders and things like that from recyclable items. All types of recyclable materials are used by the e-club which is an environmental club and at the end they sell their products for money. Normally for the first items they make for themselves as these may have some faults at the beginning and for the next ones they may have improved and they then sell them. So socially, School B bonds a lot with other schools.

In addition, School B has links with Windhoek High School. Their prefects and LRCs come for SOKKIE at School B. The learners bring sweets, chips and cool drinks and this is done three times a year, every term.

Furthermore, School B has the Fun Walk where other learners join. In addition, they have a breakfast event where they eat and mingle with the donors. At the Christmas party and end of the year function, an organisation, Lions Club, buys sausages and rolls and feed the children.

Participant M1 from the Directorate of Education stated that she prefers meetings as she has a chance to visit schools personally. She cited that teachers and learners are thrilled when they see a head of division of finance and that transforms those people completely. If they have stigma, that can change that stigma completely. Her words were as follows:

*“I value face to face meetings more than video conferencing or teleconferencing. Because If I do a video or telephone meeting, do I know really that, I am talking to my customer. Do I value my customer? Do I know that this person is not talking next to a customer and perhaps not paying attention to my speech? When I come to follow up, I might think somebody was listening to me when I was speaking to him or her but later realize they did not get anything. So face to face is for me the best even though it's costly but it gives you good outcome.”*

P2 reported that they let the teachers involved with the job attachments visit the places where the learners are doing internship and she said that she advises the teachers with the following words; “when you go to the workplace, sell the learners to the

employers.” She added that this happens on the Day of Goodwill yearly in September where the teachers specifically visit the specific places to show goodwill in the form of nicely baked cakes, or a little package of cookies and thank you cards, “just to show our gratitude towards them”, she explained.

P4 said that:

*“Maintaining relationships with stakeholders is a continual process and long process. It is a process of meeting people, winning the trust, walking the extra mile proof/evidence of how we are using the money yourself in a long-term relationship. And then next time people won't even consider any other company but come back to you.”*

Their relationships with stakeholders have been growing and sometimes people that he does not know of just come in to support the work they do at the school, for example through sponsoring and bringing in extra workers to clean the school soccer field. Therefore, he reported that the community is supportive and the continually tells people about what is going on in the school and shares the vision and projects of the school.

Regarding the types of communication channels used to maintain relationships, all participants from the interviews agreed that to maintain relationships with the stakeholders they use letters, radio communication for the radio listeners (for important information), letters, Facebook, telephoning, disciplinary hearings and announcements at the assembly.

#### 4.3.6.2 Findings from questionnaires

##### Customer segments

Table 6: Type of customers assisted by School A and B

Customer Segment	Yes		No		Not sure	
	n	%	n	%	n	%
1. Sensory impairment (hearing and visual impairment)	23	46	20	40	7	14
2. Physical or motor disabilities	29	58	16	32	5	10
3. Mentally/intellectually challenged	33	66	9	18	8	16
4. Learning disadvantaged/educationally neglected	45	90	1	2	4	8
5. Neuropsychological problems (dyslexia, perceptual, specific learning problems),	39	78	3	6	8	16
6. Emotional and behavioural difficulties	43	86	2	4	5	10
7. Specific or severe learning difficulties	32	64	11	22	7	14
8. Compound/multiple learning difficulties	28	56	9	18	13	26

When participants were asked to state whether the school assists learners with the above special conditions, almost similar and consistent results obtained under value propositions were given. Ninety percent of the participants revealed that their learners have learning disadvantages or are educationally neglected (OVCs), 78% stated that learners have neuropsychological problems such as dyslexia, perceptual, specific learning problems and 86% showed that learners have emotional and behavioural difficulties.

Therefore again, the difference in the percentages is because of the differences in the customer segments of the two schools. As has already been mentioned under value propositions, the two schools are special schools but they offer different services to the learners due to the categorisation of learners by the Ministry of Education. As already indicated, School A caters for learners with more intellectual or learning

challenges, whereas School B caters for learners with physical disabilities, and severe learning difficulties.

### Customer relationships

Table 7: The most effective channel of communication used at the school

Effective Channel of Communication	Yes		No		Not sure		Rank		
	n	%	n	%	n	%	Position	n	%
1. Correspondence and Notices	49	98	0	0	1	2	<b>1</b>	19	38
2. Telephonic Conversations	47	94	0	0	3	6	<b>2</b>	21	42
3. Personal Visits to School	48	96	2	4	0	0	<b>3</b>	4	28
4. Parents' Meetings	50	100	0	0	0	0	<b>4</b>	18	36
5. School Boards	50	100	0	0	0	0	<b>5</b>	16	32
6. Disciplinary Hearings	50	100	0	0	0	0	<b>6</b>	19	38
7. Learner Diaries	30	60	19	38	1	2	<b>7</b>	21	42

Most of the participants indicated that the above channels are effective in transmitting information to various stakeholders. Nonetheless, 60% of the participants ranked diaries as number 7 as they felt that diaries are sometimes not very effective because learners lose them easily, forget to write homework and other school notices. In addition, open-ended comments from School B showed that they do not use the diary completely as learners and parents have challenges writing and reading notices in them. However, for them to be effective, teachers have to constantly remind learners to use diaries.

## Ranking of the most effective channel of communication used at the school

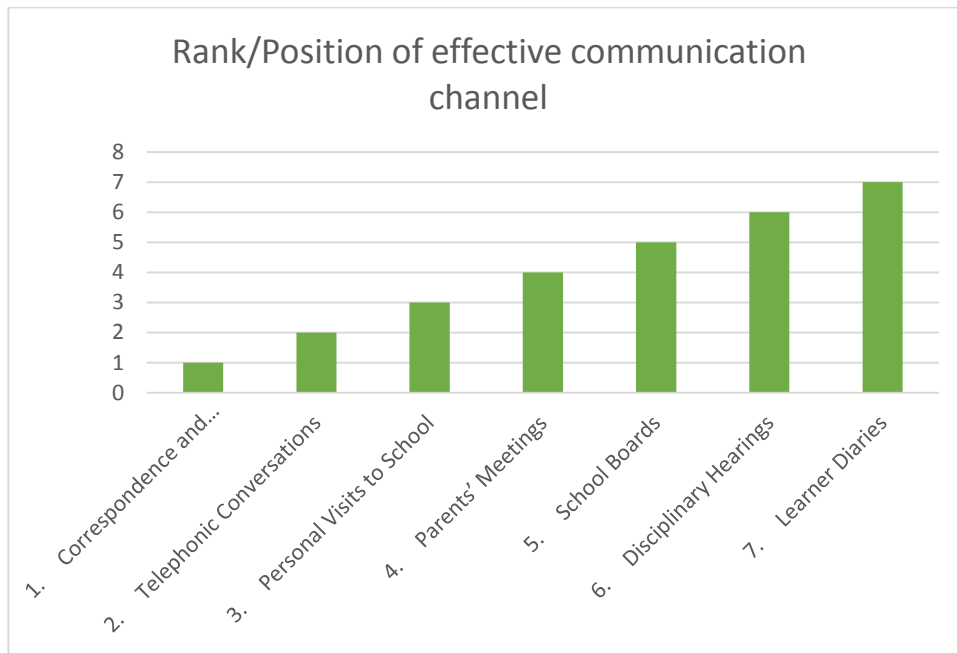


Figure 12: Ranking the most effective channel of communication used at the school (Researcher's own results, 2018)

In addition, participants were asked to rank each of the above channels of communication in order of importance with 1 being the most effective channels to 7 being the least effective channel that the school uses to interact with learners and parents. The most effective channels indicated were correspondence and notices, telephonic conversations, personal visits, parents' meetings and school boards from number one to five respectively.

Other comments from School A indicated that announcements are more effective if they are made at the Assembly - Quad area and in the School Hall. Teachers from both schools also indicated that they use emails, MTC sms and WhatsApp messaging and WhatsApp groups, as well as Facebook to relay messages to parents and other stakeholders.

## Cheapest communication channels

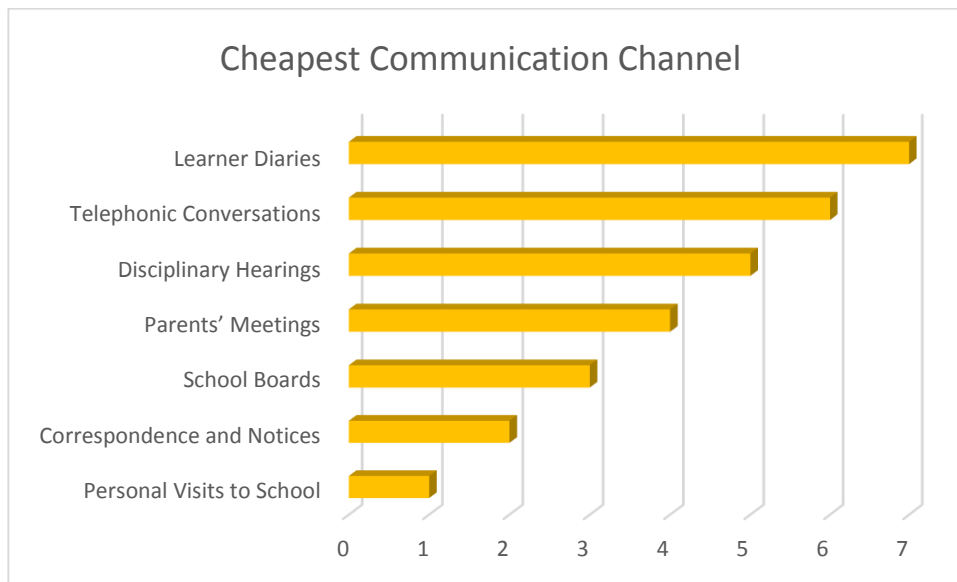


Figure 13: Ranking the cheapest channel of communication used at the school (Researcher's own results, 2018)

Participants were asked to rank the above communication channels with 1 being the cheapest channel to 7 being the most expensive channel. The five cheapest channels that both School A and B indicated were personal visits, correspondence and notices, school boards, parents' meetings and disciplinary hearings.

Other comments given in the open-ended questions were that School A announces information at assembly every day at the Quad areas before learners go to class and in the School Hall every Monday. This does not cost the school anything as the Principal, Head of Departments and teachers on duty do that through word of mouth. In addition, some participants indicated that parents do not visit the school or phone the school voluntarily to enquire about the progress of their children. They do not show interest unless they are forced to come for a disciplinary hearing. Additionally, some participants indicated that diaries are expensive and some parents cannot afford to buy them due to lack of finances.

## **Key partners**

This section was open ended in order to ask for a detailed explanation from participants on the types of sponsors that the schools deal with, the type of monetary and non-monetary donations received, and the key suppliers of resources.

## **Key sponsors/donors for the school**

### **4.3.7.1 Findings from interviews**

For the management to clarify the schools' key sponsors, P1 said that:

*“because of the demand for financial assistance, the donors want to remain anonymous, otherwise they're flooded. You are even scared to say thank you to the donor in the media because the moment the next school hears this is our donor then they will approach and say I need assistance.”*

However, P1 mentioned that there are good people who make it possible for the school to carry out activities at school such as the Big Walk. Examples are FNB, Marathon Sugar, and Toyota, and on the Day of Goodwill mentioned above, the schools approaches these sponsors and thank them individually. These sponsors also come in for the Big Walk and make this annual event a success. They normally give cash. However, P1 stated that there are sponsors who donate annually. P3 added and said that the school also has regular sponsors like Bank Windhoek, Windhoek Stationers, and Karnic, who also donate cash and items to School A.

P4 specified that School B has regular and once off donors. There are also ongoing supporters who have already been mentioned above. There are also once off donors. For example, a donor asked for a summary of how many girls need sanitation pads. In addition, in 2017 the school received used pens and pencils for two classes when they

went to Gondwana lodge. This trip was already sponsored for two classes for 4 days' accommodation and meals. Therefore, everything was free of charge for the school and the learners and the school only paid for the fuel. They had game drives through Etosha with tour guides and other fun activities. Many tourists started to ask about the school, and then they turned up with gifts and one German couple that was driving through Africa donated some small items from Germany, and a bag full of pens - new and old. Therefore, these are some of the ways through which the school gets new donors to grow and to form a wider community network.

P4 added that Voermaster (Feedmaster) gives the school some shopping vouchers. On 7 January 2018, the school collected four 50 kg bags of ram and ewe pills for the sheep, and one five kg for the chicken and birds. Moreover, AGRA also donates seeds monthly, gazebo and money for entry to the Boeremark sale already mentioned. G4S pays the salary for the security guards. There are donors who have already been mentioned who provide cereals for breakfast for all learners and shoes from an auditing firm that supported all learners who are in need of shoes. There are sponsorships from the Western National Insurance company for N\$20 000 and from Medischeme N\$100 000 for the therapy of the learners. Another charity trust donated an amount of N\$4 760 and IMM Heritage Trust donated N\$30 000. "The list is endless", exclaimed P4.

However, P4 indicated that every time they receive a donation whether cash or kind, the Ministry of Education required that declaration forms be completed as stipulated in the UPE guidelines. P4 highlighted that "I've learned the hard lessons in life. For

example if somebody comes and donates old shoes, I ask what the value of these shoes is. Ah make it twenty dollars then I fill in the form for accountability purposes.”

M1 stated that one of the donors they know is FNB (First National Bank) which has donated chairs and materials for the schools. The Japanese embassy also donated to two schools for four classrooms since 1978 when the schools started having afternoon schools because the rooms were not enough. Special schools were already built and the Ministry of Education is still looking into how they can develop their libraries and materials for special schools and all other mainstream schools.

#### **4.3.7.2 Findings from questionnaires**

Comments from School A and B showed that the key sponsor of the schools is mainly the government. However, comments from School A indicated that there are no regular sponsors but rather occasional givers who vary from year to year depending with the fundraising activities being carried out and with the type of contacts the school establishes with them. Likewise, parents sponsor the school through the payment of school fees to have cooking ingredients, hair accessories and office stationery according to the different trades being offered at School A.

Likewise, the donors identified through personal connections include KARNIC, Ark Fishing Industries and Eco Fish Farm have donated huge amounts of money to renovate cookery and office classes. PE Minerals, Pupkewitz Toyota, and First National Bank (FNB) normally sponsor teacher fundraising projects; Wild Dog Safaris and Coca-Cola sponsor road races, prizes and the Fun Walk; Alliance Media, Hollards,

Mr Shiimi, Mr Wium, and local shops donate various food and other items to School A.

On the other hand, comments from School B specified that they receive basic support from government funded institutions, for example the Universal Primary Education grant (UPE). Similarly, they receive funding from occasional sponsors from the private sector, firms and individuals. In addition, they receive recycling materials for competitions, and sponsorships for outings to Gondwana and other interesting places. Volunteers come to the school to do odd jobs and they receive sponsorship in the form of salaries for relief workers and donations of equipment.

#### **4.3.7.3 Findings from interviews**

P1 said that they have received both cash and kind. For example, Checkers donates in kind where they ask the school to take specific items from their stores. In addition, they have anonymous donors who donate toiletries for the girls and pay school fees for some of the struggling learners. P3 added that donations of money ensure that they can have better resources, buy better or more books, and that they can hire occupational therapists, speech therapists, audiologists, and other helpful people to carry out the school tasks effectively.

One sponsor of School B was also interviewed and this is a report of the data collected. When asked about their organisation, who they are, their purpose, objective, and what they do, S1 said that their organisation is called the Lions Club and it is a worldwide service organisation. There are 48 000 clubs worldwide.

They are divided into different continents and different regions and in Namibia they fall in a district called 410A and that district is divided into 44 Lions Clubs which are found in Namibia and the Western Cape. In Windhoek itself, there are two Lions Clubs. There used to be three but they are now down to two Lions. Their purpose is to serve wherever there is a need. They are a service organisation because when there is any need in the community, no matter what the need is, as long as they can identify the need and the club feels that they want to contribute to relieve that need, they ask for money and resolve that need. Therefore, from a financial perspective, all the money that they collect from the public goes into a separate projects' account. Moreover, none of that money is spent on any of the Lions Club members.

They also have an administration account which caters for membership fees. For one to become a Lion they have to pay a monthly fee or yearly fee which is then used in the running of the club and everything else. The Club does not undertake any specific activities. However, whatever it does is just to serve the community. Therefore, anyone interested to join is welcome. The Club in Windhoek currently has 28 members. In March 2018, they were to induct eight new members and that means that they would roughly be 33 members. They constantly look for new members in their Club because the more members they have the more services they can do.

They normally tend to shy away from giving cash, for example; they have donated to School B in the past. S1 gave an example that if School B needs to paint their buildings, the members will buy the paint and paint the buildings for the school. They do not like to give money because of challenges they have had in the past. For instance, School B wants to start an after care service at the back and wants to do

brick making, build a place for the ladies little tea shop and a car wash. So the two Lions Clubs bought the brick making equipment, a brick cement mixer and cement for N\$60 000. They could have given them this amount in cash but they feel that it is far better for them to go and physically buy the items at cheaper prices and deliver the items to the school. In addition, they indicated that they would do the same for the car wash, and the entire car washing equipment needed. Every Friday the Club also gives birthday cakes for all the kids that have birthdays during the course of the week.

At School B, they have been doing this for about 12 years. When they deliver the cakes S1 gets an opportunity to speak to the Principal to ask if he has any pending needs. Lions Club also bought the motor for the front gate for it to be opened automatically for about N\$6 000.

When asked about the reason why they sponsor organisations, S1 said that they sponsor wherever there is a need. For example, they had a feeding scheme in Omaruru for the AIDS orphans. For about six years, they were feeding the AIDS orphans in Omaruru but they stopped supporting the programme because the person who was running the feeding scheme started stealing and they could not find anybody to replace her.

In addition, because many of the Club members are German, they have some links to the German clubs and through the years they have even built schools in the north of Namibia for about N\$6 million. They have the L.C.I.F. where they put money in for natural disasters in the world. For instance in Naizner South Africa, when the place burned down the Club supplied them with US\$100 00. They also supplied US\$100

000 in Cape Town at squatters camps that were also burnt down. There is therefore international funding which helps as the local club cannot supply the money because they only have roughly N\$200 000 in their account.

S1 also said that in Namibia they had not had many disasters but only one disaster where they assisted which was in Mariental when there was flooding. They also supplied US\$100 000. There is also a pre-primary school about sixty kilometres from Windhoek where they are setting up a place for the kids to learn how to cycle bicycles and learn the road rules. The Club built this up for them and painted the place for them. They also donated many items to the Cancer Society of Windhoek and through the years, they have supported this initiative. S1 also stated that once a year he plays the role of Father Christmas at two places and one of the places is School B; in addition they give each child a Christmas present and hold a party for them afterwards.

At Katutura hospital they supply little gifts and some sweets and cool drinks for them over Christmas. S1 also indicated that in the future the International Lion's Club would like to sponsor in areas like diabetes, the environment, hunger, paediatric cancer and restoring eye sight.

The interviewer asked what criteria they use to identify areas to help. S1 responded that for as long as there is a need and members agree to sponsor they will assist. Therefore, there are no criteria for them. However, they obviously go out and see if there is really a need. They also wait for people to come and ask for help. However, sometimes they go to the shopping malls, to help with blood collection and they help to distribute brochures for people to see the kind of services they offer.

After people highlight that there is a need, the club members meet once a month and each member puts cases forward. Everybody in the club will discuss it and if everybody agrees, they take money and go and assist. There are no special rules but they do not give money directly to the recipients; more so if people who have been helped in the past are negligent and do not take care of the donations given, the Club will not assist them again.

In terms of accountability, they do not care what one does with the staff given. However, when they give huge amounts for disasters they have to report to the Lions International Club as to how they have spent the money. They normally communicate using brochures and face to meetings with those people or organisations in need. The other way they are communicating is through serving the community.

The advice that he gave to encourage others to come on board is that parents and other private donors must not think that it is free education because there are many more things that schools need to do besides school fees. Therefore, as a service organisation they link businesses with other businesses. For example, School B needed a little place to sell their goods as a little shop so S1 went to Pick and Pay Namibia and asked them if they could assist. They looked at the project and then they got some of their contractors to go and build the place for free. Therefore, whenever that kind of need arises then that person may have to go to those companies and directly ask them to assist. Again, they also assisted School B, which needed air conditioners and cooling units. They contacted Murray and Roberts of the Olthaver and List Group to buy these items. Therefore, the Club sometimes acts as an intermediary.

They also started a project in Namibia called Bright Start where they offered to all the grade ones a rucksack with all their needs for the year, their books, their pencils and everything they need. They collected money for that for one given year, which is about N\$100 000. They bought all the stuff and selected schools in Katutura. This was done for three years and then the government stopped the programme when they introduced free schooling. S1 however knows that the government only gives little per child for schooling and parents are still struggling to pay for the stationery of learners and transport. S1 reported that at one time they had to help some learners in Omaruru with fees before UPE was introduced.

S1 said that due to the economic crisis donors are also struggling. However, their biggest dream is to have tested every child in the Windhoek area for vision as they have already done this over the last three years for seven thousand kids. He reported that they would visit all the kids who got glasses in the last three years as they have the database. However, he is not sure if all the kids will still have the glasses. Therefore, they have gone into partnership with one of the local mining companies called Craton which provides funding towards this and at every school that is visited for vision testing, they build an extra classroom. However, the mining industry has been struggling so the project is currently on hold. He advised private donors to assist the government as the public schools need more help as compared to the private schools.

#### **4.3.7.4 Findings from questionnaires**

School A's responses were that donations differ from year to year depending on the needs of the school. However, most donations are in the form of government grants/funds such as the Universal Primary Education grant (UPE) and Universal Secondary Education grant (USE); VTC and Pre-Vocational fees from parents; financial donations/monetary contributions for upgrades and renovations of specific items, for example painting specific buildings like the cookery class; in-kind donations such as water bottles and prices for the road race, books, stationery, clothes, equipment donations like stoves for cookery classes, computers for secretarial girls, office stationery and other products and services; cash and in-kind donations from parents when carrying out fundraising class sales; money raised through tuck-shop sales for School Leavers functions; money raised through tuck-shop sales for newly appointed Learner Representative Council (LRC) members to go on camps for induction training.

Similarly, School B indicated that they receive monetary and in kind donations; donations for cycling events from Real Pay and Pick and Pay; cycling gear, food for the feeding programme from CIC Holdings; milk supplies from Namibia Dairies, Namibia Agriculture Union for cereals; fruit from Food Lovers; hardware equipment, tennis equipment; stationery; Rent A Drum; construction of new school structures/buildings.

### **Suppliers of products and services for the school**

#### **4.3.7.5 Findings from interviews**

The interviewer asked participants who their key suppliers of resources were. P2 and P3 indicated that the school gets money and the financial resources from the

government which supplies government schools with specific grants that are worked out against the number of learners enrolled at the school. P4 from School B also agreed that the government supports with maintenance “to a certain extent especially in more serious cases.” For example, he illustrated that once they wrote a letter to the Ministry of Education requesting for floodlights which were fitted on very old poles to be replaced as they were now causing a safety and security risk.

The Ministry sent workers to remove the old rotten poles and to put new iron poles. In addition, P4 cited that they always have to maintain burst sewerage pipes and blocked drains as there are many trees around. On the other hand, M1 said that she always follows the procurement process, specifically Section 15 of the Procurement Bill of 2015 and the Tender Board procedures, when procuring resources for schools.

#### **4.3.7.6 Findings from questionnaires**

School A stated that the school receives supplies from government stores as the school is a government school. The school buys products and services from any business in Namibia after considering the cheapest out of three quotations supplied. In the past, the school has purchased items from Waltons, CNA, Windhoek Stationers and Karnic Stationers, ABC Stationers for stationery, and Alarm Namibia for alarm services. Wholesalers/local stores such as Spar and Woermann Brock are the shops they have bought cooking ingredients, hair accessories, office accessories, fabric for sewing, chemicals, accessories and paints for Art classes. In addition, the school banks with FNB and Bank Windhoek. On the other hand, School B stated that they receive supplies from public outlets and chain stores and PEP and stationery shops such as Waltons supply the school with various products and services.

### **Key resources the school buys from key suppliers**

The government supplies buildings and equipment as well as some other key resources. However, some are internally incurred by the schools.

#### **4.3.7.7 Findings from questionnaires**

The majority of School A participants indicated that the school receives from the government a certain budgeted amount to purchase stationery and they use the money allocated to carry out different teaching and learning activities. Some of the items that it buys from suppliers include: stationery such as photocopy paper, toner and ink cartridges; teaching and learning resources such as pens and books, curriculum attainment support materials, laboratory equipment, computers, maintenance material, cleaning materials/products, cooking ingredients, hair accessories, office accessories and alarm - security services.

On the other hand, comments from School B show that the school buys stationery, cleaning products, fuel, tools, and maintenance hardware or tools from the money allocated by the government and money given by donors. Sponsors also donate items such as pens and pencils.

## **4.4 Challenges of funding special schools**

### ***4.4.1 Findings from interviews***

P1 said that the biggest financial challenge that School A faces is the high maintenance costs. She highlighted that most special schools were built 50 years plus ago, so they are now old, and need renovations. For example at the school, the hostel has been

closed because it needs renovations. Unfortunately, the government is facing some financial constraints and if the school had more money, it would have fixed the hostel and accommodated more girls. Therefore, the hostel dropout rate has increased and the school could not enrol children from outside Windhoek.

When asked about the global economic crisis and if it has had an effect on the school finances, P1 said that it had an effect because it is even difficult for School A to get private donors to come on board to donate N\$100 000 or N\$200 000 to fix the hostel or to paint the school. P1 and P3 agreed that the cut in the government budget also has had an influence because the government plays a big role in financing public schools and now they have given less money and this has had a big influence on the teaching and learning process.

P2 retorted and said that the government even still owes School A from 2016 quite a substantial amount of round about N\$50 000 and money for the food preparation and hair dressing classes which they haven't paid back to the school. P1 added that principals end up using money that was allocated for something else to buy items and then claim it back, but the claiming process is taking long and when money comes, it does not come on time.

When M1 was asked to comment on whether the Ministry is disbursing funds late because of the UPE grant being introduced, she retorted and said that no money goes to schools late. She pointed out that the schools are the ones which are mismanaging funds as they cannot manage the money because it is so little. She cited that the money might not be enough since some schools incur many expenses.

P4 said that inadequate finances have an effect on the school. For example due to government cuts, the government could not continue paying for their building project which had to stop for a while. This project was the building of a school hall and a therapy centre. Therefore, P4 believes that the financial crisis in the world has also affected the government's funds and the budget. The government had to cut on the budget of all capital projects.

M1 reported that free education where a grant is given is a benefit to the child. It is good for everyone but perhaps due to the economic crisis or inadequate strategies in place for the disbursement of funds, it is not working very well. She believes that if the government had first paid half and the other half paid by parents and pilot tested this idea for five years' time and seen how it goes, then they could bring it down to payment by parents to one quarter and then surely bring it to zero or free payments by parents. The government was supposed to consider the "what ifs" first before implementing UPE. Because of this economic crisis, the UPE was reduced. It was N\$500 previously and in 2018 it was reduced to N\$250.

In addition, the financial crunch has led to private donors withdrawing their support. For example, big companies like LITHON consulting engineers which had been donating to the school for the 5 previous years told School B that they could not continue to pay the salaries of assistants anymore due to the lack of funds as they first have to cover their own expenses before they contribute to others. They said that maybe when they pick up again they will make contact with the school and donate.

M1 pointed out that to help the government, the business community has to “plough back into the schools and take their corporate social responsibility seriously.” She commended all the donors who have donated to public schools and applauded sponsors who donated spectacles (Lions Club) and wheelchairs to learners with visual and physical impairments respectively. She said that these are the success stories of donors who have taken their CSR very well. She urged businesses who win tenders to donate specialized equipment to learners to show their appreciation for the tenders that the government is awarding them.

Another challenge cited by P1 and P4 is competition with many other organisations for funding. P1 stated that the demand for financial assistance has made other schools not to publicize the sponsorships received for fear of others going to them to look of assistance. On the other hand, P4 mentioned that there is a lot of competition from other social enterprises who have projects and orphanages needing help. In addition, once companies see people abusing the donations or if there is no transparency in handling donations, then they can go to the next one or support where they see a need.

When asked if parents and the private donors were helping out or getting involved now that there is free education, P1 stated that the parents want to help out but she also gave the following words;

*“the customers that we serve are coming from the most disadvantaged backgrounds so if a seventy three year old grandmother, comes and say I would like to pay for the Educare Fund but I am waiting for the social grant, what it says?” So the little that she is going to receive she must share with the grandchild.”*

In addition, she stated that some parents are willing to voluntarily contribute, but some are not willing, or some don't have the means and the transport expenses are high which makes them not to manage to contribute to School A. They would rather pay for the transport of the child to school. P3 said that teachers must motivate parents to be more aware, to come on board, and to support the schools financially. However, she said that, "the parents think that it's free education and it's not really free education, because the government only supplies one pen, one pencil per year and that's not enough."

P4 reported that the parents are not able to contribute to the school. He said that parents can actually contribute, but because they have been told that it's free education (when it's actually not free education in a way) they choose not to contribute therefore each parent has to make a decision to assist voluntarily or willingly. P4 was so pessimistic about parents' contributions because of their financial state as some of the parents even come to the school looking for cleaning jobs. P1 said that, "they are poor, some are single parents and they are struggling. You see it's a societal problem".

P4 added that parents struggle to contribute as they are poor and more so they struggle to pay for the transportation of learners, which is expensive. Thus, he urged the community to support schools by providing free or cheaper modes of transport as schools at this stage cannot manage to do that.

M1 pointed out that the parents regardless of their status must be involved in one way or the other. However, she highlighted that:

*“in our country we have this stigma to change. That is the challenge that we are facing. Since it was announced that public education is now for free, then you find this one parent who wants to have a beer saying it’s now a relief from paying school fees.”*

Therefore, she was pessimistic on whether parents would support the school as long as the government continues to provide free education. Voluntary contributions are therefore being taken in a negative way by parents. She mentioned that the only way to assist parents is for the political bearers to rectify this situation and announce in the media that parents have a part to play in the education of their children and that they should contribute towards the welfare of the school. Moreover, the government has to engage the parents through face-to-face meetings for them to become involved again.

#### **4.4.2 Findings from questionnaires**

Participants were asked to give their opinion on whether the following were challenges of funding special schools using a 1-5 point Likert type scale where: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree.

Table 8: Challenges of funding special schools

Item	SA		A		NS		D		SD	
	n	(%)	n	(%)	n	(%)	n	(%)	n	%
1. Global economic crisis has made donors to scale down on funds	34	68	10	20	4	8	1	2	1	2
2. Cuts in Government budget for the Ministry of Education	41	82	9	18	0	0	0	0	0	0
3. Inadequate funding from the private sector	23	46	13	26	11	22	2	4	1	2

4. Inadequate support from parents	34	68	9	18	3	6	3	6	1	2
5. Inadequate knowledge of appropriate financing options	17	34	10	20	16	32	6	12	1	2
6. Lack of access to funding	19	38	15	30	14	28	1	2	1	2
7. Competition with other businesses for donations/funds	20	40	13	26	13	26	3	6	1	2
8. High costs associated with borrowing funds	23	46	6	12	16	32	4	8	1	2

It appears from the results above that the majority of the respondents (100%) believe that the major challenges in financing special schools are the cuts in the budget by the Ministry of Education. Eighty eight percent (88%) of the respondents stated that the global economic crisis has made donors to scale down on funds. Eighty six percent (86%) said that there is inadequate support from parents. Seventy two percent (72%) indicated that there is inadequate funding from the private sector. Sixty eight percent (68%) highlighted that there is lack of access to funding. Sixty six percent (66%) mentioned that there is competition with other businesses for donations/funds. Fifty eight percent (58%) said that there are high costs associated with borrowing funds and fifty four percent (54%) said that schools have inadequate knowledge of appropriate financing options.

Following are answers to the open-ended question in the questionnaire posed to the teachers about details of challenges of funding schools. The comments are combined for both School A and B.

#### **Cuts in government budget for the Ministry of Education**

Some teachers stated that School A does not get enough funds from the government anymore. This has led to the closure of school A's hostel because renovations cannot proceed due to lack of funds. This has adversely affected the accommodation of learners who come from areas outside of Windhoek. Therefore, the performance of learners has dropped because they do not have enough time to study because of strenuous living conditions and that they have to look for a taxi because the hostel has been closed due to the shortages of maintenance fees. Moreover, absenteeism has increased because it is a challenge to get taxi money from parents and guardians who are already challenged financially.

In addition, some participants responded that the government has restrictions on the type of funding options available for government schools. Therefore, it can be challenging as schools are limited to certain funding options. Coleman, Walker and Lawrence (2011) discussed the advantages and disadvantages of budget cuts for schools.

#### **Global economic crisis has made donors to scale down on funds**

Due to the global financial crisis, teachers noted that the economic situation would continue to be tight in the near future. In addition, donors are scaling down on investments henceforth, this has led to less equipment being maintained or purchased due to the lack of funds from donors. Changamire (2017) also supports the idea that the global economic crisis has reduced donor funding in Zimbabwe.

#### **Inadequate support from parents**

Some of the teachers mentioned that they are overburdened by encouraging learners and parents to contribute. Consequently, they end up donating most of the money

towards class sales, projects and fundraisings. Thus, they end up neglecting their teaching duties sometimes due to stress of money or running around to make things work. One teacher said the following:

*“I want to stress that inadequate support from the government and parents really have a very negative influence on the running of the school.”*

Parents no longer pay school fees and that is affecting the running of the school somehow. It is also a challenge to pay relief staff. The priorities of parents and learners are not right as they can afford to give money to spend at the tuck-shop and not on learning materials. However, some of the learners come from poor family backgrounds and thus it is a challenge for parents to contribute in kind or cash. The school has challenges getting parents involved in fundraising and giving voluntary contributions such as computer fees. Yearly, parents struggle to pay up full amounts especially for Pre-Vocational courses. High unemployment rates in the society causes parents not to be able to pay school fees. Mestry (2016) reported in a South African study that there existed a lack of parental and community support for fund-raising initiatives.

### **Inadequate funding from the private sector**

Compared to private and mainstream schools, special schools struggle to get funding from private businesses. Again, due to lack of private donors, teachers succumb under pressure to raise funds. Thus the lack of funds due to the global economic crunch may cause sponsors to cut or cease donating to social enterprises. The following are the words from one of the participants:

*“Special schools do not offer any return on investment so they are not sometimes first priority to sponsors.”*

Nakale (2017), states that the Minister of Education reported that it was important for schools to have partnerships with the public and private sector as they complement educational resources. Nakale (2017), also said that in many countries “partnerships between the public and private sectors have become common strategies for responding to national priorities, such as poverty alleviation and are a critical tool in the battle against hunger.”

## **Inadequate knowledge of funding**

The results show that teachers feel that schools lack knowledge on how to source for funds. Balhao (2016) found that the principals of secondary schools do not have adequate knowledge and skills to source for, manage and invest various funds and thus they need to appoint a knowledgeable person to handle these various funds or offer financial training to principals to equip them with such skills supports these results.

## **4.5 Suggestions on how to acquire funds for the school**

### ***4.5.1 Suggestions from interviews***

The interviewer asked if participants had any suggestions that they wanted to give, or any comment on how schools can improve ways of acquiring funds in the future to make education better. P2 said that during their strategic plan they decided that during practical periods with the learners, teachers can for instance in the food preparation class bake a cake or make something that they can sell so that they can earn money and pay for their fees. However, she said, “That is also a new learning process”.

P1 said that what would help special schools if inclusive education is going to be introduced were to bring back special schools and finance resource schools separately from the general education. She said:

*“currently all the money is in one big pot, like School A offering practicals such as hairdressing, ICT, food preparation, office assistance, with electricity expenses will get the same amount as a primary school which does not have the same trade and this does not make sense. This region receives a big pot of gold and it must be divided into 105 schools including the special schools. Nevertheless, the needs differ. So if special schools such as School A, School*

*B and others are grouped together and financed from a specific one, then they would benefit more from them system comparing to currently sharing from one big pot.”*

P3 said that the parents should know that it is important to contribute towards learners' financial needs. In addition, she felt that school fees must be reintroduced again. When asked about the private sponsors, P1 felt that the private donors are stigmatizing special learners because:

*“for example to think if you are linked to an intellectually performing child on that level, it is great for you comparing to be linked to a special child, so I will easily sponsor an A candidate school because I want to be associated with that school, instead of sponsoring School A which is a special need school which I will not benefit from.”*

Therefore, she felt that the private donors should change their perception towards special needs education.

P4 believes that:

*“There is stigma and that the society is not friendly. It is a challenge for learners from special schools to find employment and thus are not well catered for in the society. They have to beg. They sometimes turn out to be used and abused by people and also the gangs push them forward to do bad things and they get accused and get caught that type of thing.”*

P4 also emphasized that the stigma might arise because:

*“People don't have a heart for special needs education. Even in the Ministry of Education, there are officials working there who lack an understanding of special needs education. They do not see the difference between the mainstream and the special needs schools. Ask the Principal of School A. She will explain to you this situation.”*

P4 said that schools must also exercise their corporate social responsibility duties to the communities. They said that they go to the Old age homes in Pionierspark to sing and give soup and bread. That is again a way of establishing relationships. He further said that:

*“Schools need to be run as a business. In addition, we need to show that we do our part. So the school cannot expect from all over everybody has to come and help because I always say God helps those who help themselves and if God sees that you help your school, he will also support.”*

The advice that he also gave is that schools must cut where they can on costs. His words were for schools were as follows:

*“Go back to the basics, recycle, and don't request expensive coverings. Make use of newspapers to cover the books. Do not go and buy from Canon or Waltons and from the expensive stationery shops. See what one can reduce in system – cut, reuse and then recycle (the three R's). Schools must also manage everything and be open, honest, share, communicate and not just rely on government. They should make a plan. For example, when they call the Ministry of Works to let*

*them know that the door is broken schools should not wait for them to come.  
They should make plan B.*

He also said that schools must build relationships. Schools need to have a wide and extended relationship with every platform where they can possibly do so. For example, schools must find parents at least who can fix small items at school. He said that:

*“And you tell them that this is your UPE contribution to the SDF. If I call you  
Sir for plumbing, you should come.”*

Schools should invest in marketing the schools and looking for donors through various ways. It does not have to be finances only, it can be other forms of donations and schools should accept anything. When they receive donations, they should acknowledge helpers, go back and take photos where necessary. He stated that the advice he gave *“can be applied to all schools”*. However, he pointed out that in mainstream schools learners do not appreciate old or used items if donated but special kids are appreciative.

Additionally, M1 also advised the public sector to check their recruitment methods. She highlighted that when recruiting anyone to work with finances, they should not just look at the leadership skills but also the technical or financial skills because the funding process will be affected if staff does not have an idea of how finances work or how to use finance tools or software.

When probed about how to overcome this challenge of parents' involvement, P1 said that the advice she can give is to sensitize the society or the community about the importance of special needs education.

#### **4.5.2 Suggestions from the questionnaires**

##### **Parental involvement**

School A's comments were that a business thrives on income from its clients. One participant pointed out that some of the clients of a school are the parents. Therefore, if the main income of a school does not come from its biggest client, the parents, the business (the school in this case) is essentially flawed in its financial make up. Therefore, more parental involvement is needed to meet the government and teachers halfway even though education has become free.

##### **Government interventions**

The government has also introduced free education, thus, it is its responsibility to maintain schools. Since the country is facing financial difficulties school fees must be reintroduced, otherwise, the government should meet parents halfway by encouraging them to pay half of the school fees as free education is not feasible. One teacher stated the following: *“Government and parents must take ownership of their responsibilities.”*

##### **Private sector involvement**

The government should revisit its financing policies in order to incorporate the private sector to sponsor schools more and increase their corporate social responsibilities (CSR) towards schools. It is also the responsibility of every citizen to pay his or her taxes so that the government is able to provide public goods without fail. School B

commented that the government and schools allow more private investors to come forth for future development. There is a need to ask them to donate transport for learners from the locations to the school and they can also look for international sponsors. Donors should also be solicited to build more classes and purchase computers.

### **Community involvement**

The school should be more visible and make efforts to engage in community activities to publicize the school better. The school should advertise its activities at the school grounds in order to make the community know more about it. The school must therefore encourage teamwork so that it can continuously work towards networking with other businesses.

### **Formulation of sustainable innovative projects by schools**

The school should capitalize and venture into innovative fundraising activities which can sustain the school in the near future. The school should sustain and increase its fundraising activities but it should get private companies' support so that they do not just do the minimum of three activities in a year. More so, the school should try to display its students' talents and skills by having yearly shows where the learners sell what they have made to raise funds.

In addition, the learners doing hairdressing can host a "Miss School A" pageant where they can showcase different hairstyles and make learners and outsiders pay for the services rendered. The hospitality groups can have a "Cooking or Chef Day" where they can cook and sell their food to raise funds. The school should also try to cut costs

in as much as it can, save more and use resources economically. Some participants from School B, on the other hand commented that schools should engage and focus on more projects and events to raise funds. The other option is to rent out school premises or facilities as well as raise more awareness on the importance of funding at special schools.

#### **4.6 Conclusion**

This chapter outlined a summary of the main findings of the study and the interpretation of both qualitative and quantitative data gathered. It presented firstly, the demographic characteristics that were deemed important for the research, followed by the funding components, challenges of funding schools and suggestions made by participants. The results were supported by opinions and findings of other authors in similar fields of study. The next chapter presents the conclusions and recommendations that may assist interested stakeholders in the near future.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter looks at the conclusions and recommendations of the study. Findings from the literature review, findings from the empirical research, the conclusion from the findings, recommendations and the final conclusion. The research was guided by the following objectives:

1. To investigate the major challenges of financing social enterprises in the public education sector.
2. To explore the sources of funding available to social enterprises in the public education sector.

#### **5.2 Findings from the literature review**

Special needs learners are people who have physical, mental or intellectual challenges which inhibit them from learning effectively in mainstream schools. Therefore, to cater for such people, special schools have been built worldwide to make sure that the learners acquire skills that can help them to conform to educational standards set in any country. It was discovered that any organisation that applies commercial strategies to maximize social impact alongside profits can qualify to be called a social enterprise. On the other hand, social enterprises can also be structured as non-profit, and they may take any form, depending in which country the entity exists and the legal forms available.

Social Enterprise Alliance (as cited in Chong & Kleeman, 2011, p. 2) define a social enterprise as “an organisation or venture that achieves its primary social or environmental mission using business methods [...] the social enterprise movement includes both non-profits that use business models to pursue their mission and for-profits whose primary purposes are social.” What therefore differentiates social enterprises from other organisations is that their social mission is core to their success as any potential profit.

Three main areas addressed by the above definition are that firstly, social enterprises have social missions, meaning that they are able to solve problems such as poverty, pollution, or unemployment by being innovative. Secondly, they may operate as profit, non-profit or hybrid organisations. Thirdly, they may use an effective business model for the success of the social enterprise. The business model may include two key elements, which are an operating strategy and a resource strategy. These strategies may help the social entrepreneur to convert inputs into outcomes and to generate the social measurable impact and economic value/revenue.

In the literature review, two types of business models for social enterprises were discussed, that is the Alter Business Models and the Business Canvas Model. The Alter Business Models range from the entrepreneur support model, market intermediary model, employment model, free-for-service model, and the market linkage model. On the other hand, the Business Model Canvas (BMC) is based on the customer segments, value propositions, channels, customer relationships, key activities, key resources, key partnerships and revenue streams. The BMC was the preferred model for the study.

There have been major challenges in funding social enterprises worldwide such as the financial economic crisis. These challenges also affect special schools. The funding options of social enterprises depend on the laws of the country. The literature revealed that social enterprises depend on traditional methods such as revenue streams, philanthropic donations, government grants, community members' donations, personal saving and loans, banks, credit unions, microfinance institutions. However, they also use alternative modern funding options such as venture and angel investors, equity financing, crowd funding, hybrid financing, and social impact bonds. On the other hand it was discovered that schools also use a variety of funding options but the main ones are government grants, donations and fundraisings. There is also need for schools to adopt new ways of funding such as crowd funding.

### **5.3 Findings from empirical research**

The two objectives of the study were to investigate the major challenges of financing social enterprises in the public education sector and to explore the sources of funding available to social enterprises in the public education sector. The study was able to accomplish these objectives.

Findings of the study revealed that there are three major ways in which special schools in Namibia are funded, that is through the government grants, donations and fundraisings. The government grant is the main source of income for all public schools in Namibia including special schools. Previously, parents' associations also used to contribute to meet the needs of the school.

However, when the government announced free education, the schools had to abolish the SDF and fully utilise funds from the government grants in the form of UPE and USE. It was found out that the global economic crisis made donors to scale down on funds and this has led to the government's inability to provide more funds to schools than it used to in the past.

For example, the grants given by the Ministry of Education were reduced from N\$500 to N\$250 per learner. These cuts as well as inadequate funding/donations from the private sector and inadequate support from parents have created many financial challenges for special schools.

Special schools by nature require special items to accomplish teaching and learning objectives compared to normal schools. They not only need books but need other specialised equipment like wheelchairs, visual and auditory equipment and other accessories. Respondents indicated that the government grants are not enough to cater for these needs. On the other hand, the donors are not as forthcoming as before and hence the schools struggle to get money for their basic needs. What makes it worse is that most of the learners in such schools come from families that cannot afford donating or contributing to the financial needs of the schools. This makes it not easy for the schools to provide the services that meet the needs of the students.

In the past when SDF was being paid, School A indicated that parents would contribute N\$300 per child per year and the school would get approximately N\$18 000 towards school funds. The school was dependent on School Development Fund. Four or five years ago N\$36 000 was the budget of School B, but they could only receive N\$12

000 or N\$18 000 per year. From the time that UPE was introduced, School B now gets roughly N\$62 500 which is double the previous budgets. So for School B, the UPE grant is advantageous. Nonetheless, the expenses are way too high to such an extent that School A and B still have to source for other funds such as donations from the private sector.

Therefore, special schools due to their special needs would still need to look for alternative sources of funding their schools. The best five sources of income chosen by participants were government funds and grants, SDF, student fees, fundraising projects and philanthropic donations. However, some of the new sources that are unexplored are private partnerships with external stakeholders and crowd funding. These areas still need to be researched in order for them to bring success.

There are various sponsors such as the Lions Club, which is an international organisation with presence in many countries. The Lions Club is made up of a community of volunteers who pay membership fees to join and they look for donations from other non-donors. The money is collected in a pool and each club member presents the needs of their countries. They are then awarded money from the international board and the money is given but they do not give cash to their beneficiaries. They give specific needs such as bricks, paint, books and other specific needs. In special schools, they can give things like cakes for birthdays but they do not give cash. In addition, they can sponsor school uniforms or glasses for the needy learners. The schools however, need to be accountable to the government on the donations they get from the donors.

#### **5.4 Conclusion from findings**

The special schools in Windhoek cater for those children that cannot be accommodated in the mainstream schools because of their learning disabilities. These learners would have repeated grades in the normal schools with no avail, hence the special school gives some skills which are not necessarily academic but that help to make a living. The special schools use a variety of value propositions to cater for the needs of the learners.

The major findings related to funding are as follows:

- The government grants are the major funds provided by the Government of the Republic of Namibia to special schools. However, due to large enrolments of learners, large remuneration budgets for teachers and other factors, the government reduced funds from N\$500 to N\$250 and thus funding has become inadequate for special schools which have more needs than mainstream schools.
- Previously parents were paying SDF which was a compulsory contribution towards the fees of their children. This was a relief for many of them. However, when SDF was terminated, it meant that parents were not compelled to pay SDF. However, teachers, learners and parents are permitted to do fundraising activities to collect money which assist schools to pay for minor operating expenses and buy more auxiliary equipment and expand educational, sport and cultural activities at schools. Therefore, inadequate support by parents was a major challenge discovered.
- The other major challenge was that due to the financial crisis and strict control mechanisms put in place for donations to schools, some donors scaled down

amounts of donations to schools. This has had a negative effect on funds received by schools. Nevertheless, control mechanisms are necessary to assist the government in thwarting any corrupt practices that might occur between donors and schools. The donors that would like to support special schools have to complete special donation forms and all public schools should give an account of all the donations received. So if the economic situation does not improve, it means that funding will remain a challenge, and special schools will not be able to effectively equip special needs learners with the skills needed in the market place.

- It was also discovered that schools have little expertise on modern sources of funding such as crowd funding. They also find it challenging to come up with innovative projects that generate more funds. In addition, government owned schools compared to other social enterprises are limited in what sources they can look for as the government does not allow them to use debt or equity instruments.

## **5.5 Recommendations**

The recommendations of the study which are in line with the findings gathered are that:

- Since the government grants have become inadequate, there is need for the government to come up with new alternatives of funding schools that lessen their financial burdens. For example, the community can be asked to provide voluntary free teaching or tutoring services to reduce the remuneration budget.

In addition, the private sector can be asked to contribute towards building and maintenance of infrastructure.

- The government should perhaps reintroduce SDF which used to assist schools with extra funds in order to ensure parental involvement.
- Schools should be trained on how they can retain, attract and increase their donor funds. More private and public partnerships must be entered into that will bring more funds to schools. Therefore, special schools need to research on what permissible sources are available to fund their schools.
- Concerning expertise knowledge on modern sources of funding such as crowd funding, government should also provide special training to schools in order for them to get acquainted to this new and effective way of raising funds through the internet.

## **5.6 Areas for further research**

The chapter looked at the conclusions and the recommendations of the study. The areas for research could be about how schools can create lasting private/public partnerships to assist in the funding of schools. Another area of special interest would be to find out how schools can use alternative sources of funding such as crowd funding to complement government funds.

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## APPENDIX 1: QUESTIONNAIRE

### Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I am fully aware that the results of this study will be used for scientific purposes and may be published. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form.

I also hereby accept that I will participate in the research study under the conditions indicated above for the period of the study and will give true and correct information to the best of my knowledge. I voluntarily agree to take part in this study.

Participant's Name (surname and initial):

\_\_\_\_\_

Participants' Signature \_\_\_\_\_ Date \_\_\_\_\_

### PART A: DEMOGRAPHICS

Please indicate your choice with a **cross (X)** in the appropriate box for Questions 1 to 3.

1. What is your age?

Below 39 years		40-49 years		50-59 years		Above 60 years	
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2. What is your gender?

Male		Female	
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3. What is your position at work?

Management		Non-Management	
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4. What is your qualification?

\_\_\_\_\_

5. How many years of teaching experience do you have?

\_\_\_\_\_

## PART B: Funding components

Tick in the appropriate box to indicate your choice of answer to the following components. Tick in either the Yes, or No column.

### 1. KEY RESOURCES

Please rank each of the following needed to run the school successfully in order of importance with #1 being the most important to #9 being the least important.	Yes	No	Not sure	Rank
1. Buildings				
2. Computers				
3. Specialized Equipment and Tools				
4. Other Accessories				
5. Special Education Trained Teachers				
6. Tutors/Assistants				
7. Volunteers				
8. Counsellor, Career Guidance, Life Skills Staff				
9. Financial Resources				

Other: (Please specify)

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### 2. REVENUE STREAMS

Please rank each of the following sources for school's funds in order of importance with #1 being the most important to #17 being the least important.	Yes	No	Not sure	Rank
1. Government Funds				
2. School Development Fund				
3. Student Fees				
4. Fundraising Projects				
5. Philanthropic Donations				
6. Government Grants				
7. Banks				
8. Credit Unions				
9. Microfinance Institutions				
10. Venture Capital				
11. Angel Investors				
12. Personal Savings				
13. Loans				
14. Relatives				
15. Friends				
16. Hybrid Financing (Equity and Debt Capital)				
17. Pooling				

Other: (Please specify)

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### 3. COST STRUCTURE

Please rank each of the following costs in order of importance with #1 being the least costly to #9 being the most costly.	Yes	No	Not sure	Rank
1. Salaries				
2. Maintenance and Repair Expenses				
3. Administration Expenses				
4. Security and Insurance				
5. Educational Tours				
6. Transport				
7. Stationery				
8. Teaching and Learning Support/Teaching Aids				
9. Photocopying				

Other: (Please specify)

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### 4. KEY ACTIVITIES

4.1 The school offers the following grades and courses:	Yes	No	Not sure
1. Lower primary grade 1-4			
2. Senior primary grade 5-7			
3. Secondary school Grade 8-10			
4. Pre-Vocational courses			
5. Vocational training courses			

Other: (Please specify)

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## 5. VALUE PROPOSITIONS

5.1 The school caters for learners with the following conditions:	Yes	No	Not sure
1. Sensory Impairment /Hearing and Visual Impairment			
2. Physical or Motor Disabilities			
3. Mentally/Intellectually Challenged			
4. Learning Disadvantaged/Educationally Neglected			
5. Neuropsychological Problems (Dyslexia, Perceptual, Specific Learning Problems),			
6. Emotional and Behavioural Difficulties			
7. Specific or Severe Learning Difficulties			
8. Compound/Multiple Learning Difficulties			

Other: (Please specify)

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5.2 The school satisfies the learner needs with the following products/services:	Yes	No	Not sure
1. Learning Support			
2. Small Teaching Groups			
3. Remedial Teaching			
4. Interactive Learning			
5. Technical Learning			
6. Skills Development			

Other: (Please specify)

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## 6. STAKEHOLDERS

<b>6.1 CUSTOMER SEGMENTS</b> The school assists learners with the following special conditions:	Yes	No	Not sure
1. Sensory Impairment (Hearing and Visual Impairment)			
2. Physical or Motor Disabilities			
3. Mentally/Intellectually Challenged			
4. Learning Disadvantaged/Educationally Neglected			

5. Neuropsychological Problems (Dyslexia, Perceptual, Specific Learning Problems),			
6. Emotional and Behavioural Difficulties			
7. Specific or Severe Learning Difficulties			
8. Compound/Multiple Learning Difficulties			

Other: (Please specify)

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<b>6.2 CUSTOMER RELATIONSHIPS</b> Please rank each of the following items in order of importance with #1 being the most effective channel to #7 being the least effective channel the school uses to interact with learners and parents:	Yes	No	Not sure	Rank
1. Learner Diaries				
2. Telephonic Conversations				
3. Correspondence and Notices				
4. Personal Visits to School				
5. Parents Meetings				
6. School Boards				
7. Disciplinary Hearings				

Other: (Please specify)

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<b>6.3 COMMUNICATION CHANNELS</b> Please rank each of the following communication channels in order of importance with #1 being the cheapest channel to #7 being the most expensive channel.	Yes	No	Not sure	Rank
1. Learner Diaries				
2. Telephonic Conversations				
3. Correspondence and Notices				
4. Personal Visits to School				
5. Parents Meetings				
6. School Boards				
7. Disciplinary Hearings				

Other: (Please specify)

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## 8. KEY PARTNERS

8.1 Who are the key sponsors/donors for the school?

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8.2 What type of donations or sponsorship do they give to the school?

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8.3 Where does the school buy its products and services?

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8.4 Which key resources does the school buy from key suppliers?

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## PART C: CHALLENGES

1. On a 1-5 point Likert type scale where: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree, indicate your choice with a **tick** in the appropriate box:

<b>FUNDING CHALLENGES</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1) Global economic crisis has made donors to scale down on funds					
2) Cuts in Government budget for the Ministry of Education					
3) Inadequate funding from the private sector					
4) Inadequate support from parents					
5) Inadequate knowledge of appropriate financing options					

6) Lack of access to funding					
7) Competition with other businesses for donations/funds					
8) High costs associated with borrowing funds					

2. Are there other comments you would like to give regarding challenges that the school faces in sourcing for funds?

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3. Are there other suggestions that you can give about acquiring funds for the school?

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## **APPENDIX 2: LETTER OF CONSENT TO PARTICIPATE IN RESEARCH**

P.O Box 25 000  
WINDHOEK

4 December 2017

Dear Participant

### **INVITATION TO PARTICIPATE IN RESEARCH STUDY**

I am a student at the University of Namibia doing a research on an “Investigation into challenges of funding social enterprises: Case study of special needs education schools”. I have created a -focus group interview guide and I would highly appreciate if you could give your consent to participate in this research. All the information provided by you will be kept confidential and the results of the study will be used only for my study.

The venue, date and time for the focus group interview will be communicated well in advance. The results of the study will be used for academic purposes only and may be published by the University of Namibia. I will provide you with the summary of the findings on request. I hereby declare that anonymity of the participant and confidentiality of the information will be adhered to as part of code of ethics for the researcher.

The interview session may be tape-recorded to ensure the quality of data capturing. The results of the study will be used for academic purpose only and may be published in an academic journal. I will provide you with the summary of the findings on request. I hereby declare that the anonymity of the participant and confidentiality of the information will be adhered to as part of code of ethics for the researcher.

---

### **CONSENT**

Acceptance consent: I (surname and initial) \_\_\_\_\_  
agree to take part in the research project specified above. I have read and understand the study purpose as described. I understand that agreeing to take part means that I am willing to:

1. Agree to be involved in a focus group
2. Agree to allow the focus group to be audiotaped

I understand that my participation is voluntary and that I can withdraw at any stage of the project without being penalized or disadvantaged in any way. I understand that any data that the researcher extracts from the focus group for use in reports or published findings will not, under any circumstances, contain names or identifying characteristics.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **APPENDIX 3: FOCUS GROUP INTERVIEW GUIDE WITH PRINCIPAL AND HODs**

“Hello. My name is \_\_\_\_\_.

Today I would like to have a conversation with you about an “**Investigation into challenges of funding social enterprises: Case study of special needs education schools**”. I would like to get a better understanding of the funding challenges that special schools face and the various sources of funding the schools. Are there any questions?” (*Respond to participant questions*). “Let us go over some rules. First, let us all turn off our cell phones so we can discuss and focus and I can keep track of what each is saying. I request that one person should talk at one time. Avoid interrupting someone they talk. I would like to make sure that we discuss all the important issues required. If need be I will ask questions while you are talking only to make sure that we discuss the issues properly. I assure you that everything discussed today will be kept completely confidential. “Just to get us started, let us introduce ourselves. I am Lucia Sauti. (*Point to someone to give name and number. No need to talk in sequence*). “Let’s begin.”

#### **Question 1: Which key resources are needed to make the school successful?**

**Prompt:** Which key resources are the most important for the school to run efficiently (human, financial, physical assets, and intellectual property)?

**Probe:** Who are the suppliers of the school’s key resources?

#### **Question 2: What are your revenue streams/sources of income?**

**Prompt:** What are the sources of income for the school?

**Probe:** Which sources are the best for the school?

#### **Questions 3: Which costs do you incur to run the school?**

**Prompt:** What are the main costs needed to carry out key activities at the school?

**Probe:** Which ones are the highest and what are the measures in place to reduce these costs?

#### **Question 4: What are your key activities?**

**Prompt:** What type of products or services does the school offer?

**Probe:** How do these products or services satisfy the needs of customers?

#### **Question 5: What are your value propositions /benefits to the customers?**

**Prompt:** How is the school unique/different from other schools?

**Probe:** How do learners benefit (socially, environmentally, and emotionally) from the products and services offered?

#### **Question 6: Who are your major stakeholders (customers, suppliers)?**

**Prompt:** Who are your major stakeholders/customers?

**Probe:** How do you establish and maintain customer relationships?  
What type of communication channels and technologies do you use to maintain relationships?

**Question 7: Who are your key sponsors/donors?**

**Prompt:** Who are the key sponsors/partners sponsoring the school?

**Probe:** What type of sponsorships/donations do they usually provide?

**Question 8: Other Questions**

**Prompt:** What are the finance challenges the school faces?

**Probe:** How do you think they can be overcome? What are the suggestions to solve them?

**Closure**

Are there any final questions?

Thank you for participating in focus group today.

I am excited to learn about what you think.

#### APPENDIX 4: INTERVIEW WITH THE MINISTRY OF EDUCATION

“Hello. My name is \_\_\_\_\_.

Today I would like to have a conversation with you about an “**Investigation into challenges of funding social enterprises: Case study of special needs education schools**”. I would like to get a better understanding of the funding challenges that special schools face and the various sources of funding the schools. Are there any questions?” (*Respond to participant questions*). “**Let’s go over some rules.** First, let’s all turn off our cell phones so we can discuss and focus and I can also keep track of what each is saying. I request that one person should talk at one time. Avoid interrupting someone when talking. I would like to make sure that we discuss all the important issues required. If need be I will ask questions while you are talking only to make sure that we discuss the issues properly. I assure you that everything discussed today will be kept completely confidential. “Just to get us started, let us introduce ourselves. I am Lucia Sauti “Let’s begin.”

1. What do you think are the key resources that are important for schools to run efficiently? Who are the suppliers of these key resources, in terms of the textbooks and teachers?
2. What are the main sources of income for schools? Where do schools normally get their income and are there any policies in place for funding. Is there any limit to the sources of income that schools can use? Are schools allowed to go into maybe getting borrowings from the bank and so on and so forth?
3. Would you say the introduction of free education in a way is helping? Do you think fees must be reintroduced? Since there is free, education is the School Development Fund still in place?
4. Which sources would you say are the best for the schools? Which would you recommend for the schools? Which ones between government grants and school projects would you say is the best or would you recommend?
5. Which costs do you think are the highest for special schools to carry out their activities and are there any measures in place to reduce these costs?
6. Are special schools given a little bit more than the mainstream schools?
7. What are the key activities at special schools?

8. Is it necessary for Namibia to have special schools? If yes or what do you think are the benefits of special schools?
9. What is it that MOE are doing to motivate the teachers? In terms of communication what are the things that you're doing to make sure that the relationship between the Ministry of Education and the teachers or the learners' is intact? What type of communication channels do you use?
10. About key sponsors or donors, do you by any chance know of any specific people or any specific organisations or parents that are donating cash or kind to schools? Do you know type of donations they give?
11. What can you say about the information that finances to school now come late because of free education or introduction of UPE and USE?
12. What do you think are the challenges that special schools are facing in terms of finances?
13. Should parents be involved and is their non-involvement part of the challenges of funding? How do you think the government can help or assist parents to become involved?
14. Is there anything else maybe that you would like to say before we close off.

Thank you for participating in the interview today. I am excited to learn about what you think.

## APPENDIX 5: INTERVIEW WITH THE SPONSORS/DONORS

“Hello. My name is \_\_\_\_\_.

Today I would like to have a conversation with you about an “**Investigation into challenges of funding social enterprises: Case study of special needs education schools**”. I would like to get a better understanding of the funding challenges that special schools face and the various sources of funding the schools. Are there any questions?” (*Respond to participant questions*). “**Let’s go over some rules.** First, let us all turn off our cell phones so we can discuss and focus and I can keep track of what each is saying. I request that one person should talk at one time. Avoid interrupting someone when talking. I would like to make sure that we discuss all the important issues required. If need be I will ask questions while you are talking only to make sure that we discuss the issues properly. I assure you that everything discussed today will be kept completely confidential. “Just to get us started, let us introduce ourselves. I am Lucia Sauti “Let’s begin.”

1. What is your organisation all about?
2. What is your mission, purpose, and objectives?
3. What are the specific activities that you do,
4. What is the criteria you use when identifying organisations to finance?
5. What is your motivation or reason why you sponsor organisations?
6. What type of donations do you give, is it cash or kind?
7. Do you only sponsor schools or other individuals and organisations?
8. Is it possible for anyone to ask for help or are you the ones who look for needy situations?
9. In terms of accountability, what are the things that you expect from institution that you are sponsoring?
10. How do you build relationships with the community and organisations?
11. How do you communicate with the community organisations?
12. What type of advice can you give just to encourage others private organisations or individuals to sponsor schools?

## APPENDIX 6: RESEARCH PERMISSION LETTER

### CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia  
342 Maridome Ndembuwayo Avenue, Primrose Park  
Tel: +264 61 206 3775/4662; Fax: +264 61 206 3250; URL: <http://www.unam.na>



### RESEARCH PERMISSION LETTER

**Student Name:** Ms. L. Sauli

**Student number:** 200637851

**Programme:** MSc Accounting and Finance Students

**Approved research title:** An investigation into challenges of funding social enterprises: Case of special needs education schools

### TO WHOM IT MAY CONCERN

Thereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study meet all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to read 'M. Hedimbi', is written over a horizontal dotted line.

**Name:** Dr. M. Hedimbi

**Date:**

A handwritten date '06/06/17' is written in black ink over a horizontal dotted line.

**Director:** Centre for Postgraduate Studies

**Tel:** +264 61 2063275

**E-mail:** [director@unam.na](mailto:director@unam.na)



**APPENDIX 7: LETTER TO REQUEST PERMISSION TO CONDUCT RESEARCH**

P. O Box 25 000  
Windhoek  
Cell: 0812155495  
Email: [lsauti73@gmail.com](mailto:lsauti73@gmail.com)

27 November 2017

The Director of Education: Khomas Region  
Khomas Educational Region  
Ministry of Education  
Private Bag 13186  
WINDHOEK, Namibia

Dear Mr. Vries

**REQUEST FOR PERMISSION TO CARRY OUT MY MSc IN ACCOUNTING AND FINANCE RESEARCH IN SPECIAL SCHOOLS IN THE KHOMAS REGION.**

I am currently registered with the University of Namibia as a Master in Accounting and Finance student. As part of the course requirements, I am required to conduct research within my area of study in partial fulfilment of the requirements of the postgraduate programme. I would like to apply for permission to conduct research at special schools as well as request relevant financial information from departments of the Ministry of Education in the Khomas region.

The topic of research is an “Investigation into challenges of funding social enterprises: Case study of special needs education schools”. The study will not interfere with the normal teaching hours as I plan to conduct the study after the normal teaching hours. The results of the study will be used for academic purposes only and may be published the University of Namibia. I believe the study will contribute highly to my academic knowledge and add to the body of knowledge of financing public schools in Namibia.

I will make use of two instruments to collect data, namely questionnaire for teachers and focus group interview for principals and heads of department responsible for finance matters. All data will be treated as confidential and the information and will be used for the purpose of this study only. The planned visits will take place during December 2017 when learners have closed and thus school operations will not be disrupted.

I will provide you with the summary of the findings on request. I hereby declare to abide by all ethical codes of conduct. Letters of the alphabet will be used to represent the participants to ensure anonymity e.g. School A, or B. I will be grateful if I am permitted to conduct this study. I look forward to hearing from you.

Yours faithfully  
Lucia Sauti (Student No 200637851)

**APPENDIX 8: LETTER OF PERMISSION: DIRECTOR OF EDUCATION,  
KHOMAS REGION**



REPUBLIC OF NAMIBIA

**KHOMAS REGIONAL COUNCIL**

**DIRECTORATE OF EDUCATION, ARTS AND CULTURE**

Tel: [09 264 61] 293 9411  
Fax: [09 264 61] 231 867/248 251

Private Bag 13236  
WINDHOEK

File No: 12/389

Ms Lucia Sauti  
P.O. Box 25000  
Windhoek  
Cell: 081 215 5495

**REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH**

Your letter dated 27 November 2017 on the above mentioned topic refers.

Permission is hereby granted to you to conduct research for your Master in Accounting and Finance Degree the topic research title "Investigation into challenges of funding social enterprises: Case study of special needs education schools" in Khomas Region at the special schools.

The following must be adhered to:

- Permission must be granted by the School Principal;
- Teaching and learning in the respective schools should not be disrupted;
- Principals and Teachers who will take part in the research should do so voluntarily;
- A copy of your thesis with the findings/recommendations must be provided to the Directorate of Education, Arts and Culture, Khomas Regional Council.

I trust this confirmation will assist.

Yours sincerely

  
07/12/2017  
Gerard Mwinzi  
Director of Education, Arts and Culture  
PRIVATE BAG 13236 WINDHOEK  
87-12-2017  
DIRECTOR  
KHOMAS REGION

## **APPENDIX 9: LETTER TO REQUEST PERMISSION TO CONDUCT RESEARCH**

P. O Box 25 000  
Windhoek  
Email: [lsauti73@gmail.com](mailto:lsauti73@gmail.com)

27 November 2017

The Principal  
School A  
P O. Box XXX  
WINDHOEK

Dear Ms. P1

**REQUEST FOR PERMISSION TO CARRY OUT MY MSc IN ACCOUNTING AND FINANCE RESEARCH IN SPECIAL SCHOOLS IN THE KHOMAS REGION.**

I am currently registered with the University of Namibia as a Master in Accounting and Finance student. As part of the course requirements, I am required to conduct research within my area of study in partial fulfilment of the requirements of the postgraduate programme. I would like to apply for permission to conduct research at your schools as well as request relevant financial information.

The topic of research is an “Investigation into challenges of funding social enterprises: Case study of special needs education schools”. The study will not interfere with the normal teaching hours as I plan to conduct the study after the normal teaching hours. The results of the study will be used for academic purposes only and may be published the University of Namibia. I believe the study will contribute highly to my academic knowledge and add to the body of knowledge of financing public schools in Namibia. I will make use of two instruments to collect data, namely questionnaire for teachers and focus group interview for principals and heads of department responsible for finance matters. All data will be treated as confidential and the information and will be used for the purpose of this study only. The planned visits will take place during December 2017 when learners have closed and thus school operations will not be disrupted.

I will provide you with the summary of the findings on request. I hereby declare to abide by all ethical codes of conduct. Letters of the alphabet will be used to represent the participants to ensure anonymity e.g. School A, or B. I will be grateful if I am permitted to conduct this study. I look forward to hearing from you.

Yours faithfully

Lucia Sauti (Student No 200637851)

**APPENDIX 10: LETTER TO REQUEST PERMISSION TO CONDUCT RESEARCH**

P. O Box 25 000  
Windhoek  
Email: [lsauti73@gmail.com](mailto:lsauti73@gmail.com)

27 November 2017

The Principal  
School B  
P. O Box XXX  
Klein Windhoek

Dear Mr. P4

**REQUEST FOR PERMISSION TO CARRY OUT MY MSc IN ACCOUNTING AND FINANCE RESEARCH IN SPECIAL SCHOOLS IN THE KHOMAS REGION.**

I am currently registered with the University of Namibia as a Master in Accounting and Finance student. As part of the course requirements, I am required to conduct research within my area of study in partial fulfilment of the requirements of the postgraduate programme. I would like to apply for permission to conduct research at your schools as well as request relevant financial information.

The topic of research is an “Investigation into challenges of funding social enterprises: Case study of special needs education schools”. The study will not interfere with the normal teaching hours as I plan to conduct the study after the normal teaching hours. The results of the study will be used for academic purposes only and may be published the University of Namibia. I believe the study will contribute highly to my academic knowledge and add to the body of knowledge of financing public schools in Namibia.

I will make use of two instruments to collect data, namely questionnaire for teachers and focus group interview for principals and heads of department responsible for finance matters. All data will be treated as confidential and the information and will be used for the purpose of this study only. The planned visits will take place during December 2017 when learners have closed and thus school operations will not be disrupted.

I will provide you with the summary of the findings on request. I hereby declare to abide by all ethical codes of conduct. Letters of the alphabet will be used to represent the participants to ensure anonymity e.g. School A, or B. I will be grateful if I am permitted to conduct this study. I look forward to hearing from you.

Yours faithfully

Lucia Sauti (Student No 200637851)