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School of Economics

Social entrepreneurial activity s procedures in contributing to sustainable development in rural Sub-Saharan Africa - The cases of Riders for Health, Camfed International and Lifeline Energy

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AALTO UNIVERSITY SCHOOL OF ECONOMICS **ABSTRACT**
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Social entrepreneurial activity's procedures in contributing to sustainable development in rural Sub-Saharan Africa
The cases of Riders for Health, Camfed International and Lifeline Energy

The research problem of this study was to find out how social entrepreneurial activity can contribute to sustainable development in rural Sub-Saharan Africa. In more detail, this study researched (1) what kinds of measures social entrepreneurial activity can undertake, (2) how it can become self-sustained and attain scale and sustainability as well as (3) how it can overcome impediments typical to a developing context. The research objective was to apply analogical conceptual ideas in this new context of rural Sub-Saharan Africa and examine which of them held true.

These conceptual ideas constituted the summarizing theoretical framework of this study. The empirical part was done as an embedded multiple-case study of three successful social enterprises that contributed to sustainable development in rural Sub-Saharan Africa. Various secondary qualitative data sources were utilized, such as documentary information and public interviews that were all collected by the Internet. The framework guided the research analysis wherein pattern matching was used across the cases.

The findings show for the majority of the conceptual ideas to hold true in rural Sub-Saharan Africa. Contrary to one idea, the social entrepreneurial activity did not satisfy basic human needs with for instance nutrition or health services, but with an entire infrastructure and a refined system. The social entrepreneurial activity thus performed this measure with holistic, systemic and long-term means rather than with one-sided, narrow-scoped and short-term solutions.

As conclusion, social entrepreneurial activity can contribute to sustainable development in rural Sub-Saharan Africa by (1) satisfying basic human needs with for instance an infrastructure or a refined system, creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development and by translating the more abstract needs of future generations into action today. Social entrepreneurial activity can also contribute by (2) proactively creating own value networks of companies that share same social vision, developing resource strategies as an integral part of the business model and integrating target groups into the social value networks. Lastly, social entrepreneurial activity can also contribute by (3) building necessary infrastructure and creating social capabilities to respond to economic opportunity by generating human and social capital.

Keywords: Social entrepreneurial activity, sustainable development, rural Sub-Saharan Africa

AALTO YLIOPISTON KAUPPAKORKEAKOULU **TIIVISTELMÄ**
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Yhteiskunnallisen yrittäjyystoiminnan menetelmät kestävän kehityksen edistämisessä Saharan alapuoleisen Afrikan maaseudulla
Riders for Health, Camfed International ja Lifeline Energy

Tutkielman tutkimusongelmana oli selvittää, miten yhteiskunnallinen yrittäjyystoiminta voi edistää kestävää kehitystä Saharan alapuoleisen Afrikan maaseudulla. Tutkielma tutki tarkemmin (1) millaisiin toimiin yhteiskunnallinen yrittäjyystoiminta voi ryhtyä, (2) miten se voi kehittyä omavaraiseksi ja saavuttaa laajuutta ja pysyvyyttä sekä (3) miten se voi selviytyä kehityskontekstille tyypillisistä esteistä. Tutkielman tavoitteena oli soveltaa analogisia käsitteellisiä ideoita tässä uudessa Saharan alapuoleisen Afrikan maaseutuympäristössä ja tutkia mitkä niistä toteutuivat.

Nämä käsitteelliset ideat muodostivat tutkimuksen kokoavan teoreettisen viitekehyksen. Empiirinen osa toteutettiin tapaustutkimuksena, missä tutkittiin kolmea menestynyttä yhteiskunnallista yritystä, jotka edistivät kestävää kehitystä Saharan alapuoleisen Afrikan maaseudulla. Tiedonlähteinä toimivat useat Internetistä kerätyt toisarvoiset kvalitatiiviset aineistot, kuten dokumentaarinen informaatio ja julkiset haastattelut. Viitekehys ohjasi tutkimuksen analyysia, missä mallin sovitusta käytettiin apuna.

Tulokset osoittavat käsitteellisistä ideoista valtaosan toteutuvan Saharan alapuoleisen Afrikan maaseudulla. Sitä vastoin yhteiskunnallinen yrittäjyystoiminta ei tyydyttänyt perusihmistarpeita esimerkiksi ravinnolla tai terveyspalveluilla, vaan kokonaisella infrastruktuurilla ja raffinoituneella systeemillä. Yrittäjyystoiminta täten suoritti tämän toimen ennemmin holistisin, systeemisin ja pitkä-aikaisin keinoin, kuin yksipuolisilla, kapea-alaisilla ja lyhytaikaisilla ratkaisuilla.

Päätelmänä on, että yhteiskunnallinen yrittäjyystoiminta voi edistää kestävää kehitystä Saharan alapuoleisen Afrikan maaseudulla (1) tyydyttämällä perusihmistarpeita esimerkiksi infrastruktuurilla tai raffinoituneella systeemillä, luomalla yhteisöjä, jotka perustavat normeja, oikeuksia ja kollektiivista käyttäytymistä edellytyksenä yhteiskunta- ja talouskehityksessä osallistumiseen sekä kääntämällä tulevien sukupolvien abstraktimmat tarpeet tämän päivän toiminnaksi. Lisäksi yhteiskunnallinen yrittäjyystoiminta voi (2) ennakoivasti luoda omia arvoverkostoja saman yhteiskuntavision omaavista yrityksistä, kehittää resurssistrategioita oleellisena osana liiketoimintamallia ja yhtenäistää kohderyhmiä näihin arvoverkostoihin. Lopuksi, yhteiskunnallinen yrittäjyystoiminta voi myös (3) rakentaa tarvittavaa infrastruktuuria ja luoda yhteiskuntavoimavaroja tuottamalla ihmis- ja sosiaalipääomaa.

Avainsanat: Yhteiskunnallinen yrittäjyystoiminta, kestävä kehitys, Saharan alapuoleisen Afrikan maaseutu

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1 INTRODUCTION

1.1 Background

"What is development?" The Finnish daily newspaper, Helsingin Sanomat asked this very question from four Mozambican individuals (Ämmälä, 2011). Silvia Raul José, a 34-year-old teacher explains for development to mean that things change, while Manuel Nipurruro notes that development needs to occur within the fields of education, health care and agriculture. Yet, for the last 50 years, Western countries have mainly dictated the way developing countries should progress, while the power and responsibility of these countries themselves have started to be emphasized merely during recent years.

In this developing world, however, 4 billion people are still living under two dollars a day. The dominant factors of unemployment and inadequate access to sanitation, water and energy have led to grave outcomes for these people, such as extreme poverty, hunger, life-threatening diseases and child mortality as well as environmental erosion. The presence of poor infrastructure, poor educational and medical means as well as gender inequality has merely aggravated this holistic societal problem.

Western governments, aid organizations and other civil society actors have indeed tried to apply developmental answers to this societal problem through first world solutions, yet with poor performances. Objections are also put forth towards large corporations' trials to mitigate this problem by their Corporate Social Responsibility practises. On the other hand, the new phenomenon of Social Entrepreneurship has come forth around this societal problem. As one of recent agents entering the field of underdevelopment, social entrepreneurs place higher importance on social value and impact than on economic value. Through developing world solutions, these social entrepreneurs work towards the poorest individuals with the endeavour of helping them to get out of the prevailing barrenness by contributing to sustainable development.

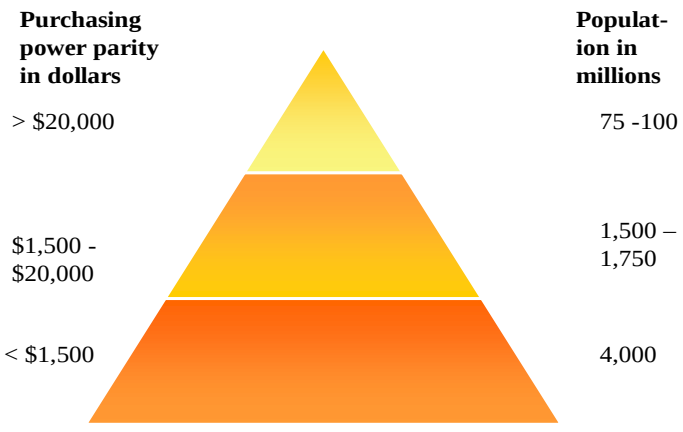
Overall, due to globalization, the world is comprised of multiple interrelated and intertwined entities whereupon societal boundaries have become unclear and blurred. A situation is evolved where the state, civil society and private sector are all involved in mitigating underdevelopment. New players have come forward who call themselves as

social entrepreneurs and prioritize social value over its economic counterpart. If these social entrepreneurs were able to contribute to sustainable developmental change in developing countries, the possibilities could be ably favourable. Thus, this study is worth conducting, for a novel and innovative way might come forth to help mitigate this societal problem and hence aid the poor in developing countries.

1.2 The main Research Problem and Objective

In 2002, Hart & Prahalad introduced the concept of the Bottom of the Pyramid (BOP) whereby 4 billion people are in fact situated at the bottom of this economic pyramid earning less than $1.500 a year, i.e. living under two dollars a day, and constituting no less than 72% of the world population (see Figure 1) (DI, 2007). In a highly improper scenario, these people are forced to encounter various unjust dilemmas in their daily lives, for in slums and rural areas there might be no infrastructure and thus no medical care nor public education systems. The United Nations Development Programme (2004) notes that even if these systems were available, they would be often provided by private sources. The poor are even offered less services and products with higher prices compared to the consumers at the top of economic pyramid (DI, 2007). The poor at the BOP should be aided, for their amount with respect to the world's entire population is totally inacceptable and they seem to be desperately in need of help, whereupon this societal problem should be mitigated and ultimately eliminated.

Figure 1. The Economic Pyramid



Adapted from Prahalad & Hammond (2002).

The BOP is comprised of the world's poorest people living mainly in Africa, Latin America, Asia and Eastern Europe. However, the BOP population in Africa is the largest one by comprehending as much as 95% of the total continental population, i.e. 486 million people (see Figure 2) (DI, 2007). Further, the poor in Sub-Saharan Africa (SSA) are situated in an even inferior position compared to their counterparts in North-Africa and elsewhere in the world. The region of SSA possesses supremely low per capita GDP rates, poor infrastructure, poor level of education, deficient access to basic social services such as water and sanitation and, a high occurrence of major diseases such as malaria and so forth. Further, rural areas in this region seem to subsume the bulk of the poor compared to urban areas. (SESRTCIC, 2007.) The BOP population living in rural SSA seems to be in great need of help, whereupon this precise societal problem, for one, should be mitigated by contributing to sustainable development.

Figure 2. BOP Population and Market size

Region	**BOP Population** (millions)	**BOP Population** (share of total population)	**BOP share of total market**
Africa	486	95%	70,5%
Asia	2,858	83%	41,1%
Eastern Europe	254	64%	36,0%
Latin America	360	70%	28,2%
Global BOP	4,000	72%	

Adapted from Hammond et al. (2007).

Governments and non-governmental organizations as well as multilateral organs and international aid institutions have all attempted to provide sustainable developmental solutions. However, Hopkins (2006) states that governments and their international arms, such as the UN, have failed in mitigating underdevelopment, poverty and pervasive inequalities. Dees (2001) equally notes that neither various governmental and philanthropic efforts nor major social sector institutions have been able to eliminate social problems. As in the words of Prahalad (2005, pp. 3): "For more than fifty years,

the World Bank, donor nations, various aid agencies, national governments, and, lately, civil society organizations have all fought the good fight, but have not eradicated poverty". Hopkins (2006) continues to state that large corporations instead should adopt a bigger role in advancing this underdevelopment through their own Corporate Social Responsibility (CSR) practices, for these corporations have the power and economic strength. However, Newell (2006, pp. 3) again suggests that 'CSR initiatives work for some firms, in some places, in tackling some issues, some of the time', hence merely suppressing Hopkins's statement. Frynas (2008, pp. 275) equally argues that 'the current CSR agenda is inappropriate for addressing international development goals'. Consequently, a new and innovative way should be examined in contributing to sustainable development in rural SSA and thus helping to mitigate the societal problem concerning the local BOP population.

On the other hand, Seelos & Mair (2005) note that the phenomenon of Social Entrepreneurship (SE) has started to increasingly draw the attention of various entities, such as international organizations, for these more socially ambitious entrepreneurs are now providing new innovative ways to create social value and sustainable development. Seelos & Mair (2004; 2005) argue that social entrepreneurs discover new and efficient models for the generation of products, services or structures that either directly meet the social needs or enable others to meet the social needs, which stay unsatisfied by current economic or social institutions and must be fulfilled to attain sustainable development. As in the words of Seelos & Mair (2005, pp. 246): "Social entrepreneurship paves the way to a future that may allow coming generations to satisfy their needs better than we are able to satisfy even the basic needs of today's population".

As conclusion, social entrepreneurial activity's potential procedures should be examined in contributing to sustainable development in rural SSA, for they appear as a promising option in helping the local BOP population. Thus, the main research problem of this study is: "How can social entrepreneurial activity contribute to sustainable development in rural Sub-Saharan Africa?"

However, a research gap on the topic does exist. Mair & Marti (2006) state that research on SE is still mostly of phenomenal nature, most studies are premised on anecdotal and weak evidence or on case studies, various research designs and methods are utilized and, estimations from other disciplines are referred to. Seelos & Mair (2005) also argue for a theory of SE to be lacking. Nonetheless, by reading limited literature on social entrepreneurial activity's procedures in contributing to sustainable development, the most suitable conceptual ideas for the purposes of this research were discovered. The research objective is to apply these conceptual ideas in this new context of rural SSA and examine which of them hold true.

The research problem is resolved by examining three successful and noteworthy social enterprises that are contributing to sustainable development in rural SSA. Hence, as main finding of this study, knowledge on how to operate is generated when the aim is to help the local BOP population. This knowledge can be utilized by current and future actors wanting to conduct social entrepreneurial activity that is locally appropriate in rural SSA as well as by individuals and bodies interested in social entrepreneurial activity.

1.3 Research Questions

To reach a definitive answer to the main research problem, the following three research questions are formulated, thus approaching the problem from various important aspects:

1. What kinds of measures can social entrepreneurial activity undertake to contribute to sustainable development in rural SSA?
2. How can social entrepreneurial activity become self-sustained and attain scale and sustainability to contribute to sustainable development in rural SSA?
3. How can social entrepreneurial activity overcome impediments typical to a developing context to contribute to sustainable development in rural SSA?

1.4 Definitions

1.4.1 Social entrepreneurial activity

Mair & Marti (2006) state that the concept of social entrepreneurship is yet poorly defined and its borderline with other fields of research continue to be vague. Anyhow, after reading related literature, the most suitable definition for the purposes of this study was discovered. As in the words of Mair & Marti (Ibid, pp. 36), social entrepreneurship is 'a process that catalyzes social change and addresses important social needs in a way that is not dominated by direct financial benefits for the entrepreneurs'. Further, various phrasal terms on SE have been used within previous scientific studies, such as 'social entrepreneurship', 'social entrepreneur', 'social enterprise' and 'social entrepreneurial organization'. To exploit all previous research on SE without utilizing a deviant term and, as the focus is more on the social entrepreneurial activity itself than with specific entrepreneurs or organizations, the term 'social entrepreneurial activity' was chosen as the most appropriate term to be utilized in this study.

1.4.2 Sustainable development

Sustainable development has been defined in various ways, but the most commonly cited definition is the following from the report 'Our Common Future' by the World Commission on Environment and Development (1987, pp. 43) (IISD, 2011):

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of needs, in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs."

This study as well prefers this particular definition of sustainable development, for it reflects well the societal problem examined in this study and its various aspects, such as extreme poverty, life-threatening diseases and environmental erosion.

1.4.3 Sub-Saharan Africa (SSA)

Sub-Saharan Africa subsumes all of Africa south of the Sahara Desert, i.e. south of the countries of Morocco, Algeria, Tunisia, Libya, Egypt and the territory of Western

Sahara (About.com Guide, 2011). The region of SSA is an important target for research from a developmental perspective, for many parts of it are still highly underdeveloped even though various agents have operated there over time.

1.5 Limitations

As regards to potentially including the private sector and traditional entrepreneurship in this study, the danger might come forward where the coming research findings would become obligatory CSR practices in the form of reputational risk-management methods and inefficient philanthropic efforts. As an additional reason for focusing merely on social entrepreneurial activity is the reality of governments, aid organizations and other civil society actors not being able to eliminate injustices related to poverty and all its forms. As for focusing merely on sustainable development, this concept subsumes the dimensions of economic and social development as well as of environmental protection (UNESCO, 2011). To help the BOP population, holistic developmental changes are needed whereupon enhancements from solely an economic or a social aspect are not enough. As for including merely rural SSA, the poor in this geographical region are under-positioned compared to their counterparts elsewhere in the world. Thus, this region seems to be in great need of help and support.

2 LITERATURE REVIEW

2.1 Relevant Literature, Concepts and Theories

Concerning the topic of the main research problem of this study, a limited amount of relevant concepts and theories does exist. Nonetheless, by reading the limited literature on social entrepreneurial activity's procedures in contributing to sustainable development, the most suitable conceptual ideas were indeed found. Three different theories were chosen that are now introduced and explained in this chapter.

As to why these particular theories were chosen, the following issues come forward. The theories are based on cases of successful and acknowledged social entrepreneurs, as the intention is to know how social entrepreneurial activity can contribute to sustainable development in rural SSA instead of how it should not contribute. The theories do not cover social entrepreneurs operating in rural SSA. Instead, they operate in three other

geographical regions, namely in North Africa, Asia and Europe. The theories target the main research problem topic - of how social entrepreneurial activity can contribute to sustainable development - from the different necessary aspects, i.e. from the aspects of the three research questions. Consequently, the theory by Seelos & Mair (2009) looks at what kinds of measures social entrepreneurs can undertake to contribute to sustainable development. Mair & Schoen (2007) deal with how social entrepreneurial organizations can become self-sustained and attain scale and sustainability, while the theory by Seelos & Mair (2006) views how social entrepreneurs are capable of overcoming impediments typical to a developing context to contribute to sustainable development.

2.1.1 The kinds of social entrepreneurs' measures

As to the ways of social entrepreneurs contributing to sustainable development, Seelos & Mair (2009) propose three separate groups of activities that aim at:

1. Satisfying basic human needs,
2. Creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development and,
3. Translating the more abstract needs of future generations into action today (Ibid, pp. 237).

According to the few cases demonstrated by Seelos & Mair (Ibid) alongside their theory, social entrepreneurs cater to basic human needs of the poor with for instance nutrition, education, small-sized loans and health services. They change norms and behaviour to create opportunities by for instance transforming the role of women, managing schools and educational programmes and employing large amounts of people. As to catering to the needs of future generations, social entrepreneurs concentrate for instance on environmental problems such as the amount of waste and pollution and raise awareness on matters such as water and sanitation.

Overall, by means of this theory by Seelos & Mair (Ibid), information can be obtained to the first research question about what kinds of measures social entrepreneurial activity can undertake to contribute to sustainable development in rural SSA.

As one of the cases that Seelos & Mair (Ibid) demonstrated alongside their theory, the Bangladesh Rural Advancement Committee (BRAC), operating in Bangladesh since 1971, aims at holistic development of the poor, including skills transfer, advancement of health and educational status, provision of capital and creation of income-generating activities. As to satisfying basic human needs, BRAC decided to focus on poor women, for women are seen with a central position in the household. Women are seen as a crucial factor in terms of health, nutrition and family planning as well as trustworthy savers and borrowers. Thus, BRAC provided health services to women and educated them in preparing safe food for their families, hence contributing directly to basic human needs. To transfer the preceding into a larger scale, BRAC instructed a core of village health volunteers to organize an extensive set of interventions to poor villagers that included preventive, remedial and rehabilitative health services. BRAC also manages various vegetable, fish, poultry and dairy farms, which are all major sources of food for the poor. BRAC also obliges small-sized loans to the poor, so that they could mend or even build houses, and expedients to pay back the loans as much as possible. (Seelos & Mair, 2009.)

As for changing norms and behaviour to create opportunities, BRAC organized services in all the areas that restrain poor people from partaking in economic life. As the most defenceless group, women possessed the least rights. Thus, BRAC transformed the roles and notion of women in the society, which was experienced as a crucial factor in terms of reducing inequality and advancing learning and development. In addition, for women to be able to partake in economic life, education about rights and the arrangement of legal services were seen as crucial. Herewith, BRAC had to confront a continuous fight against essential religious biases. However, the BRAC management believes to have performed successfully as to overcoming a lot of the old norms, which discriminated on the basis of race, gender or social status. BRAC also manages schools and educational programmes. However, people's ability to benefit from this education and utilize micro-loans profitably was restricted by an absence of markets and opportunities. Thus, BRAC constructed a finance industry for the poor of Bangladesh, including microcredit for various standards of poverty and venture capital for micro-entrepreneurs and

commercial banks. BRAC also expanded into six different sectors to employ large amounts of poor people, such as fishery and agriculture. (Seelos & Mair, 2009.)

As to catering to the needs of future generations, BRAC concentrates on water and sanitation matters by, for instance, utilizing local entrepreneurs to build slab latrines. BRAC is also focused on the extinction of the local culture and handicrafts, for it regards them as a crucial public means that need to be preserved for future generations. Thus, BRAC linked artists with the capital city's markets via stores operated by BRAC itself that was followed by a recovery of local arts. (Seelos & Mair, 2009.)

2.1.2 Social entrepreneurial organizations becoming self-sustained and attaining scale and sustainability

Mair & Schoen (2007) researched about how social entrepreneurial organizations are able to advance from social ventures into self-sustained organizations in developing countries and attain scale and sustainability, while keeping focus on a social mission. As their research findings, Mair & Schoen propose that successful social entrepreneurial organizations perform the following:

1. Proactively create their own value networks of companies that share their social vision,
2. Develop resource strategies as an integral part of the business model and,
3. Integrate their target groups into the social value network (Ibid, pp.54).

Instead of merely positioning oneself at a certain point in an industry value chain, Mair & Schoen (Ibid) propose that successful social entrepreneurial organizations proactively create their own value networks of companies that share their social vision. When discussing about the value networks of the case organizations in their research, Mair & Schoen explain that these organizations could increase the creation and appropriation of value for their target groups. Each part of the social value networks had a certain role in generating the social value for the target groups. In the case of a missing crucial activity or link in the networks, the social entrepreneurial organizations fulfilled it themselves,

united with a company sharing their social mission or alleviated the establishment of a new company to attend to the missing link.

Mair & Schoen (Ibid) also propose that successful social entrepreneurial organizations ensure for their resource strategies to be integral parts of their business models. When discussing about the resource strategies of the case organizations in their research, Mair & Schoen explain that these organizations innovatively constructed a business model that assured for crucial resources to be provided in a sustainable manner. Instead of seeing predictable resource needs as sourcing problems, the organizations viewed them as an opportunity to extend their social value network even further off. Thus, they were able to extent outreach in social value creation and unravel resource problems in unison.

Mair & Schoen (Ibid) also propose that successful social entrepreneurial organizations integrate their target groups into the social value network. When discussing about the target group interfaces of the case organizations within their research, Mair & Schoen explain that these organizations generated particular interfaces with their target groups by integrating them into their social value networks or even into their organizations, whenever possible. The target groups were thus implicated in the value generation process and allowed to capture value themselves. That is, the target groups were able to 'capture a substantial part of the value that was collaboratively created' (Ibid, pp. 65). On the other hand, the organizations in turn could generate employment, attain market knowledge and interact frankly with the target groups. Mair & Schoen (Ibid, pp. 65) continue to propose that the organizations generated networks which enabled the target groups to 'take on responsibility for their own fate', for these individuals were believed to be able and responsible for aiding him- or herself.

Overall, by this theory by Mair & Schoen (Ibid), information can be obtained to the second research question about how social entrepreneurial activity can become self-sustained and attain scale and sustainability to contribute to sustainable development in rural SSA.

As one of the cases that Mair & Schoen (Ibid) researched for their theory, Grameen Bank (GB), operating in Bangladesh since 1983, aims to disburse small loans to poor rural women in Bangladesh. As for creating its own value network of companies that share its social vision, GB established, for instance, the Grameen Fund due to realizing that many business ideas introduced to it did not suit with its loan policy nor was part of its initial aim of providing micro-credit to the very poor. The Grameen Fund fulfilled the preceding gap by providing risk capital for auspicious social ventures. Overall, GB has generated its own social value network called the 'Grameen Family' which consists of around 18 companies and forms a network of substance that supplements the operations of each organization within the network. (Mair & Schoen, 2007.)

As for developing resource strategies as an integral part of the business model, GB was capable of settling various resource dilemmas due to the group lending method in its business model. GB was able to save on personnel as the borrower groups chose and supervised themselves and, thus labour intensive controls and checks were not required. GB was able to attain multiple potential borrowers very fast and, thus a notable training of the personnel or a vast branch network was not required. GB was also able to reduce the risk and later on the needed financial inputs to be qualified for applying a loan from GB, for the borrowers had to comprise a group of five individuals. GB was also able to take advantage of villagers' local knowledge as to choosing its customers. Lastly, due to the peer pressure in each group, GB can be assured that the borrowers will repay the loans. (Mair & Schoen, 2007.)

As for becoming financially self-sustaining, GB required its borrowers to pay into various types of deposits (Schreiner, 2001, pp. 8). The borrowers are required to contribute to a private savings plan, which has guaranteed GB that it will have enough money to extend its lending operations in the future (Yunus, 2002). These savings plans have become a significant source of refinancing at low rates. In addition, as it sells its stocks to the borrowers, GB is able to advance its funding base and enhance customers' feeling of ownership and thus orderliness of saving. (Mair & Schoen, 2007.)

As to integrating its target group into its social value network, GB for instance made the poor women in Bangladesh into member-owners. The colossal majority of GB's shares are owned by former or current borrowers, thus assuring for the target group to be able to capture the value created either in terms of profits or favourable credit terms. As to Mair & Schoen's notion of the target group's responsibility for its own fate, the member-owners of GB do own and partly run a bank. (Mair & Schoen, 2007.)

2.1.3 Social entrepreneurs overcoming impediments typical to a developing context

Seelos & Mair (2006) researched whether the phenomenon of social entrepreneurship incorporates important notions as to how entrepreneurs are able to overcome obstacles to sustainable development in poor countries, such as a lack of general infrastructure and sufficient human capital. As their research findings, Seelos & Mair propose that social entrepreneurs are able to overcome the obstacles to sustainable development in poor developing countries by:

1. Building necessary infrastructure and,
2. Creating social capabilities to respond to economic opportunity (Ibid, pp. 2).

According to the mere case demonstrated by Seelos & Mair (Ibid) alongside their theory, social entrepreneurs build necessary infrastructure by, for instance, constructing roads and electricity as well as establishing medical centres and academies. As to creating social capabilities, Seelos & Mair propose that social entrepreneurs perform a multi-stage model of development and poverty extermination, whereby the poor are changed into resources by generating human capital through for instance education and health factors as well as social capital through structuring the poor in novel ways and changing norms and behaviours.

Overall, by this theory by Seelos & Mair (Ibid), information can be obtained to the third research question about how social entrepreneurial activity can overcome impediments typical to a developing context to contribute to sustainable development in rural SSA.

As the mere case that Seelos & Mair (Ibid) researched for their theory, Sekem was founded by Ibrahim Abouleish in 1977 as he saw his native country of Egypt endured by vast poverty. Sekem aims to heal Egypt's land and people, whereupon Abouleish wanted to assert that to produce healthy food and natural medicines in a pro-environmental manner, fertile land could be got back from the desert. The first three years of operation were dedicated to building infrastructure, such as electricity, roads, houses, irrigation systems and a sewer system. To protect the area from continual sand storms, Abouleish also planted 120,000 trees. (Seelos & Mair, 2006.)

Due to a successful beginning, Sekem received a task of developing a biodynamic cultivation method for cotton by the Egyptian Government in 1990. Sekem successfully invented the utilization of pheromones to control the cotton insects and, by the year 1999, this process had been replicated to almost 80% of the total Egyptian cotton yield. As crucial for success, Sekem had to change the feelings and views towards biodynamic agriculture in Egypt. This included changing the intense scepticism of farmers into collaboration, winning the trust and assistance of public authorities and increasing the awareness among customers. For instance, in 1997, Sekem and eight business partners established the International Association of Partnership to nurture interaction among farmers, producers and traders. (Seelos & Mair, 2006.)

To attain Abouleish's objective of developing the Egyptian society in a comprehensive manner in addition to its commercial operations, Sekem founded the Egyptian Society for Cultural Development (SCD) in 1984. The stress of SCD was in raising the moral and cultural awareness of the people to enhance living standards. SCD established a private kindergarten, primary and secondary schools, an adult training centre and a specific needs education program meant for the children of every employee and of the community next door. Teachers were instructed after modern pedagogical notions and, programs were planned by the needs of the community. (Seelos & Mair, 2006.)

In 1996, Sekem founded a medical centre for the community where Sekem operated. However, the centre was shortly organizing extensive health services to about 30,000 individuals each year coming from villages within the surroundings. In 2000, Sekem

established the Academy for Applied Arts and Sciences to advance the scientific research that would cater for the needs of the Egyptian society and to heighten the connection between development-wise researchers and development practitioners. To secure for the democratic rights and values of fellow workers to be sufficiently realized, Sekem also founded the Cooperative of Sekem Employees. By the year 2003, each of its economic activities was operating under the umbrella of the Sekem Holding which consisted of six independent companies with their unique brands and, in 2006, Sekem initiated the planning for the creation of the Sekem University in Cairo to advance its educational vocation. (Seelos & Mair, 2006.)

2.2 Summary of the Literature Review

In terms of the exact conceptual ideas that are extracted from these three different theories and utilized in the coming theoretical framework, the following issues emerge. As for the theory by Seelos & Mair (2009), the following proposal is to be utilized which states that social entrepreneurs contribute to sustainable development by the three separate groups of activities that aim at: '(1) Satisfying basic human needs; (2) creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development; and (3) translating the more abstract needs of future generations into action today' (Ibid, pp. 237). According to the few cases demonstrated by Seelos & Mair alongside their theory, social entrepreneurs satisfy basic human needs of the poor with for instance nutrition, education, small-sized loans and health services.

As for theory by Mair & Schoen (2007), the following proposal is to be utilized which states that social entrepreneurial organizations perform the following to become self-sustained and attain scale and sustainability: '(1) Proactively create their own value networks of companies that share their social vision; (2) develop resource strategies as an integral part of the business model; and (3) integrate their target groups into the social value network' (Ibid, pp.54).

As for the theory by Seelos & Mair (2006), the following proposal is to be utilized which states that social entrepreneurs are able to overcome the obstacles to sustainable

development in poor developing countries by: '(1) Building necessary infrastructure; and (2) creating social capabilities to respond to economic opportunity' (Ibid, pp. 2). As to creating these social capabilities, social entrepreneurs change the poor into resources by generating human and social capital.

2.3 Summarizing Theoretical Framework

In terms of a theoretical answer based on the above summary of the literature review as to how social entrepreneurial activity can contribute to sustainable development, the following summarizing theoretical framework is formed which will be then tested in the forthcoming empirical study. As a justification for this, the research objective is to apply social entrepreneurial activity's procedures in contributing to sustainable development in the new context of rural SSA and examine which of them hold true. All the analogical conceptual ideas examined in the empirical research are thus formed into one summarizing theoretical framework.

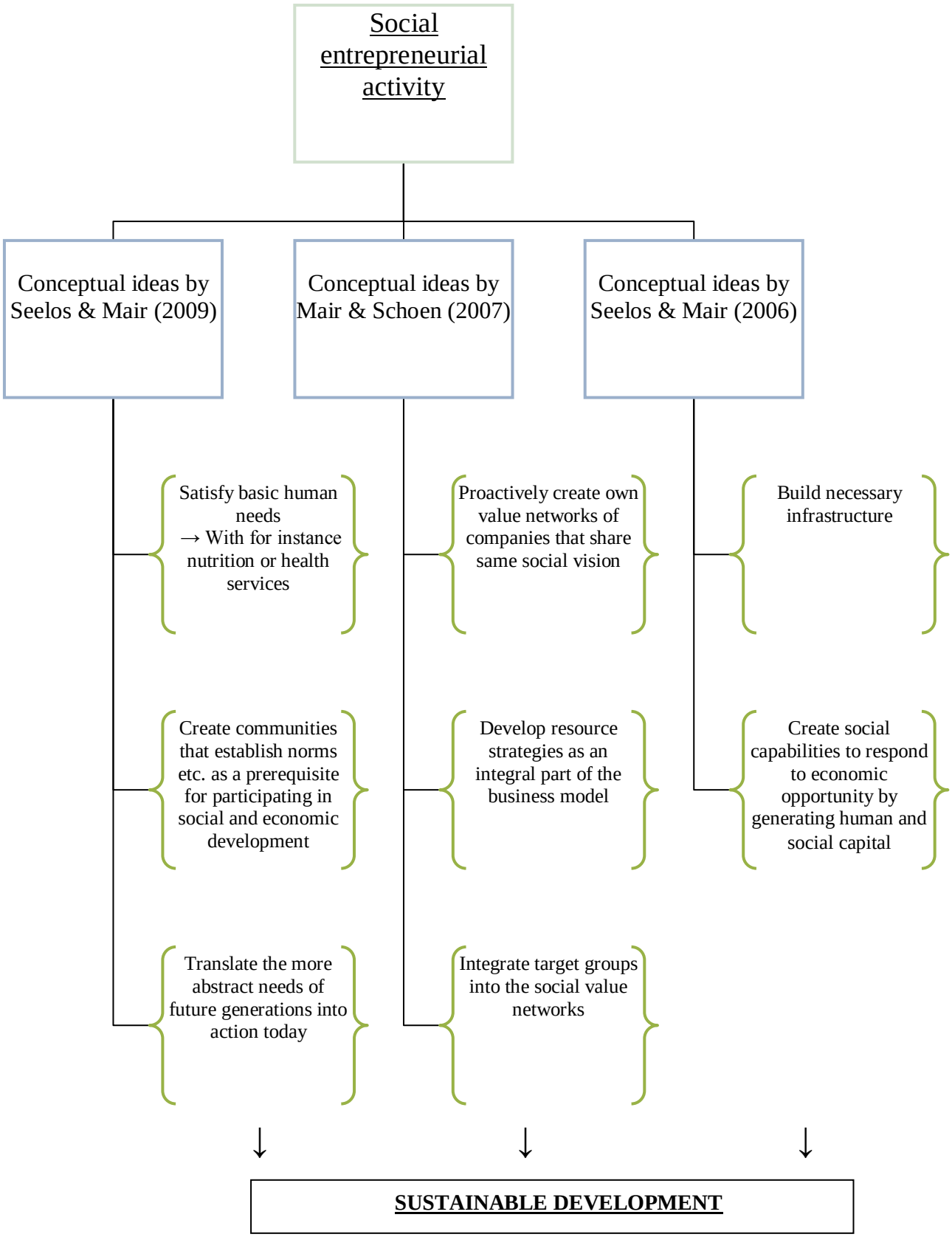
As to the conceptual ideas by Seelos & Mair (2009) concerning the first research question, social entrepreneurial activity may undertake certain kinds of measures to contribute to sustainable development. Social entrepreneurial activity may satisfy basic human needs and it may perform this with for instance nutrition, education, small-sized loans and/or health services. Social entrepreneurial activity may also create communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development as well as translate the more abstract needs of future generations into action today.

As to the conceptual ideas by Mair & Schoen (2007) concerning the second research question, social entrepreneurial activity may become self-sustained and attain scale and sustainability to contribute to sustainable development by proactively creating their own value networks of companies that share their social vision, developing resource strategies as an integral part of the business model and by integrating their target groups into the social value networks.

As to the conceptual ideas by Seelos & Mair (2006) concerning the third research question, social entrepreneurial activity may overcome impediments typical to a developing context to contribute to sustainable development by building necessary infrastructure and by creating social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital.

In terms of an overall presentation of this summarizing theoretical framework, Figure 3 brings forth all the related conceptual ideas on social entrepreneurial activity's procedures in contributing to sustainable development.

Figure 3. Summarizing theoretical framework of the conceptual ideas on social entrepreneurial activity's procedures in contributing to sustainable development



3 RESEARCH METHOD

For the purposes of this study, the strategy of case study was chosen. An embedded multiple-case design was used where three literal replications were selected. That is, three successful social enterprises called Riders for Health, Camfed International and Lifeline Energy were selected which all were contributing to sustainable development in rural SSA. Each of the enterprises was researched through nine units of analysis that comprised of the conceptual ideas in the summarizing theoretical framework. As to data collection, various secondary qualitative data sources were used, including documentary information, Internet sources, public interviews and documentaries, which were all collected by the Internet. As to data management, the initial material sourced from the Internet was reduced into organized material by the aid of the summarizing theoretical framework. A case study database was established that functioned as a useful tool for the storage and retrieval of the data. The general analytic strategy used was concerned with relying on theoretical propositions, i.e. on the summarizing theoretical framework, where the analytic technique of pattern matching was utilized. A single whole pattern consisted of one unit of analysis across the cases. If a unit of analysis was incorrect in most three cases, the summarizing theoretical framework was modified accordingly.

As to validation, the criteria of construct and external validity as well as of reliability were utilized. To handle these criteria, the tactics of multiple sources of evidence, chain of evidence, case study database and of replication logic of multiple-case studies were utilized. As for limitations, personal interviews could not be conducted and, the used data sources might have contained reporting bias and not necessarily the entire truth. This study was subject to researcher bias in that the conclusions might have been experienced as highly significant. The possibility was excluded to transfer the findings to other geographical regions than rural SSA as well as to other rural SSA settings where the social entrepreneurial activity is not targeted at sustainable development. As to language and cultural barriers, indirect limitations might have been experienced in that some informants of the data sources were local wholly-African individuals who, for instance, were not necessarily allowed to discuss in their own native language.

3.1 Research Method and Strategy

A qualitative research method was chosen, for it was experienced as most convenient option for various reasons. Firstly, a holistic, dynamic and contextual explication was sought of the phenomenon of social entrepreneurial activity's procedures in contributing to sustainable development in the new context of rural SSA (Pettigrew, 1990; 1992). Secondly, the selected matters of the phenomenon needed to be studied in depth and in detail (Patton, 1990). Thirdly, this study was more concerned with the nature of the main research problem than with the research method and, the problem reflected a longitudinal perspective (Zalan & Lewis, 2004). Lastly, the intention was to comprehend the underlying issues of the phenomenon about which researchers know merely a little so far (Strauss & Corbin, 1990).

Further, the case study as a research strategy was chosen for two reasons (Yin, 2003). Firstly, the main research problem sought an answer to a 'how'-question about the contemporary phenomenon of social entrepreneurial activity's procedures in contributing to sustainable development in the new real-life context of rural SSA. Secondly, the investigator of this study had no control over related behavioural events. Further, as the research objective was to apply conceptual ideas in a new context and examine which of them held true, the topic of this study was the subject of explanation (Ibid).

3.2 Selection Decisions and Units of Analysis

A multiple-case design was chosen, for evidence from multiple cases is commonly found more convincing, hence establishing for the whole study to be more powerful (Herriot & Firestone, 1983). Each case was faithfully selected with the aim that it would anticipate similar results, thus conducting a literal replication (Yin, 2003), for the objective was to apply conceptual ideas in a new context and examine which of them held true instead of did not hold true. If most cases did not provide similar results, alterations to the summarizing theoretical framework were performed. Yin (Ibid, pp. 47) states that the theoretical framework 'needs to state the conditions under which a particular phenomenon is likely to be found (a literal replication)'. The three theories by Seelos & Mair (2009), Mair & Schoen (2007) and Seelos & Mair (2006) utilized in the

summarizing theoretical framework are all based on cases of successful and acknowledged social entrepreneurs. To accomplish this literal replication, all the cases were thus selected on the basis of acknowledged successful social entrepreneurial activity. Further, due to the realities that the three theories utilized in framework were 'grossly different and the issue at hand did not demand an excessive degree of certainty', three literal replications were selected (Yin, 2003, pp. 51). The individual cases in this multiple-case study were of embedded nature, for there was more than one unit of analysis in each case (Ibid).

As for the case selection, a 'case' referred to a social enterprise, for this study examined social entrepreneurial activity that occurred in an entire social enterprise, hence merely suppressing the relevance of the enterprise's establisher as a social entrepreneur. As the intention was to know how social entrepreneurial activity can contribute to sustainable development in rural SSA instead of how it should not contribute, all social enterprises that were not of successful nature were excluded. The selected cases were extracted from a group of initiatives whose establishers were recognized as successful by the Schwab Foundation for Social Entrepreneurship, which is a global platform that embraces social entrepreneurship as key in addressing social problems. This group of initiatives was found at the home webpage of the Schwab Foundation. As the research questions embodied the context of rural SSA, all social enterprises that did not contribute to sustainable development in rural SSA were excluded. The nationality, gender and cultural background of the enterprises' founders were irrelevant, for the focus was on the social entrepreneurial activity itself. The final selection was based on the amount and depth of available information on the remaining social enterprises. Thus, the social enterprises selected for this study were Riders for Health, Camfed International and Lifeline Energy. As to specific time boundaries, the beginning of the cases started when these social enterprises started their operations in rural SSA and the end was the present day or, at least the earliest and latest times of operating in terms of the availability of information.

Yin (2003, pp. 24) explains that the 'selection of the appropriate unit of analysis will occur when you accurately specify your primary research questions'. On a general level

in this study, the research questions were distinctly reflected by the research objective. As the objective was to apply conceptual ideas in a new context, the unit of analysis was social entrepreneurial activity's procedures in contributing to sustainable development. However, when the questions and their related conceptual ideas were more closely observed, this study subsumed multiple units of analysis. As according to Yin (Ibid) as well, a case may subsume even multiple units of analysis.

To achieve this, the three research questions and their respective conceptual ideas were fully reviewed. The first question subsumed three units of analysis, i.e. the conceptual ideas by Seelos & Mair (2009) whereby social entrepreneurs perform the three separate groups of activities to contribute to sustainable development. However, as the research proceeded, a major and significant difference was seen between Seelos & Mair's ideas and this study as regards to how social entrepreneurs satisfy basis human needs. This group of activity was thus specified more accurately throughout this study and denoted into its own unit of analysis, i.e. that social entrepreneurial activity satisfies basic human needs with for instance nutrition, education, small-sized loans and/or health services. The second research question also subsumed three units of analysis, i.e. the conceptual ideas by Mair & Schoen (2007) whereby social entrepreneurs perform the three different acts to become self-sustained and attain scale and sustainability. The third question subsumed two units of analysis, i.e. the conceptual ideas by Seelos & Mair (2006) whereby social entrepreneurs perform the two different acts to overcome the obstacles to sustainable development in poor developing countries. Hence, this study subsumed nine units of analysis. In terms of an overall presentation of these units of analysis, Figure 3 in the preceding chapter brings forth all the related conceptual ideas.

3.3 Data Collection Procedures

Various secondary qualitative data sources were used to obtain the needed information for carrying out the research objective of this study. As a commonly used source per Yin (2003), documentary information was exploited. Part of this information originated from the three social enterprises themselves in the form of, for instance, annual reports and impact reports. Another part derived from published scientific articles, existing case studies, due diligence reports as well as other types of reports that were conducted about

these social enterprises by other facets. Also newspaper articles from the mass media were utilized. Hence, information written by both sides could be obtained, i.e. by the social enterprises themselves as well as by the other facets.

As to the advantages of this documentation, Yin (2003) explains quite a few of them, which were faced in this study as well. Thus, the documentation could be contemplated continually; it was unpretentious, for it was not developed as a consequence of this study; it embodied accurate names, references and other details of an event; and it also contained an extensive scope as to time, events and settings. Yet, Yin (Ibid) states that documentary information might subsume disadvantages. In this study as well, the documentation might have contained biased selectivity; it might also have contained reporting bias in that it reflected the bias of the author; and it might have been warded off with intent as to access. Yin (Ibid, pp. 87) notes that 'every document was written for some specific purpose and some specific audience other than those of the case study being done'. The intention was thus to be critical when interpreting the content of the documentary information.

As to other sources of data, Internet sources were used, including the home web pages of the social enterprises. Public interviews and documentaries were also exploited, i.e. interviews and documentaries that were conducted by professionals and broadcasted in the mass media. For instance, a documentary on Riders for Health was utilized that was a part of a BBC series and produced by the BBC World News. As to advantages and disadvantages, these sources have largely similar ones as those of documentation. Thus, criticality and accuracy were again utilized in the interpretation phase not to conceive misguided assumptions and statements.

As for operational terms, all the data was identified and collected from the Internet according to the informational specifications of the units of analysis. For instance, the reports produced by the social enterprises as well as some of the documentary data made on these enterprises were found from their respective home web pages, whereas the abovementioned documentary on Riders for Health was discovered from the home

web page of the Skoll Foundation, which also embraces social entrepreneurship as key in addressing social problems.

3.4 Data Management and Displays

Zalan & Lewis (2004, pp. 516) state that 'qualitative researchers need to explicate what specific and systematic procedures they used to reduce the data'. In this study, the data was reduced and its complexity managed with advices given in a diagram by Zalan & Lewis (Ibid, pp. 517). The initial material sourced from the Internet was thus reduced into organized material by the aid of the summarizing theoretical framework. Under each case, all data that were regarded as pertinent and evidence of the units of analysis were gleaned from this material and then organized after their respective units and connected with the explanations describing each unit. Patterns were then allocated across the three cases that in the form of highly reduced data were interconnected with the framework and vice versa, thus ultimately forming theoretical inferences.

Zalan & Lewis (2004, pp. 516) continue to state that 'qualitative researchers need to explicate… how the data were stored and managed for easy retrieval'. Yin (2003) notes that to organize and document collected data, a case study database is worth creating. In this study, a case study database was set up that formed the whole final database size and acted as a highly useful tool for the storage and retrieval of data. The case study database entailed case study notes and documents under each case. The case study notes were the result of analysing the used data sources, such as the documentary data, as well as autographed and compiled after the units of analysis. The case study documents were organized into a list of references that can be found within the reference list at the end of this report as its own section of text.

Zalan & Lewis (2004, pp. 516) explain that a description should be made 'of the way the data were presented through data displays, with some justification of why certain types of displays were preferred over the others'. The case study notes acted as the sole data displays that were also preferred over others, for they readily reflected the research problem and questions as well as the theoretical framework. Hence, they also ultimately reflected and supported the coming conclusions.

3.5 Analysis and Interpretation

Yin (2003, pp. 109) states that 'every case study should strive to have a general analytic strategy'. Yin (Ibid, pp. 111) continues to explain that 'the most preferred strategy is to follow the theoretical propositions that led to your case study'. In this study as well, the general analytic strategy used was concerned with relying on theoretical propositions, for both the research questions and the literature review led to the creation of the summarizing theoretical framework which in turn had its own effect on the case study's design. The intention was thus to follow the summarizing theoretical framework when performing the case study, i.e. subsuming a theoretical orientation when carrying out the case study analysis. Consequently, the possibility to focus merely on needful data and structure the case with ease came forth.

Yin (2003, pp. 116) also states that the general analytic strategies function as a basis for certain analytic techniques and, that 'for case study analysis, one of the most desirable techniques is using a pattern-matching logic'. As the objective was to apply conceptual ideas in a new context and examine which of them held true, this study used the technique of pattern matching, thus contrasting an empirically based pattern with a foretold one. Patterns were allocated across the cases that were interconnected with the summarizing theoretical framework and vice versa, thus ultimately forming theoretical inferences. In event of successful pattern matching across all cases, literal replication of the single cases was attained and the results were stated even more convincingly (Yin, Ibid). A single pattern consisted of one unit of analysis across the cases. To confirm that the framework held true as a whole, its nine units of analysis would have needed to be proven correct in most of the three cases. If one unit of analysis was incorrect in most cases, the framework was modified accordingly.

In event of 'negative cases' or new data, contradictory evidence acted as a challenging finding that was, however, faced as a positive outcome. As Henwood & Pidgeon (1999) explain that the process of discovery functions as a significant element in theory development in qualitative research instead of mere verification or falsification of previous theory. As noted also by Zalan & Lewis (2004), due to altering the summarizing theoretical framework if finding conflicting or new evidence instead of

changing it to be consistent with the framework, the reviewers can be reassured about the integrity of the investigator of this study.

As to culture-specific issues, no relevant complications were experienced. Boyacigiller & Adler (1991) do explain that in high-context cultures a large part of the meaning of messages stems from the paralanguage, facial expressions, setting and timing instead of from the spoken word itself. In this study, however, the social enterprises were established by entrepreneurs coming from countries of low-context cultures, such as the United Kingdom, as did most of the authors of the documentary information and other used sources of evidence, thus merely mitigating the types of problem coming from culture-specific issues.

3.6 Validation and Limitations

3.6.1 Validation

Yin (2003) explains that there are specific criteria for judging the quality of case studies as well as several tactics for handling the criteria. In this study, the criteria of construct and external validity as well as of reliability were utilized. Construct validity stands for 'establishing correct operational measures for the concepts being studied' (Ibid, pp. 34). The theories used in the summarizing theoretical framework were thus operationally measured by their respective units of analysis. For instance, the theory by Seelos & Mair (2006) was measured by its two units of analysis, i.e. build necessary infrastructure and create social capabilities to respond to economic opportunity. To increase this construct validity, the following two tactics were used during the data collection process (Yin, 2003). Firstly, multiple sources of evidence were used to acquire a convergence of evidence. Data triangulation was created whereby a same unit of analysis is affirmed by multiple sources of evidence. Secondly, a chain of evidence was established whereby any reader of this study is able to retrace the origin of used evidence, the evidence stayed the same from its collection process to printed form and no original evidence was lost. The readers can proceed from one part to another due to the transparent cross-referencing of evidence.

External validity stands for 'establishing the domain to which a study's findings can be generalized' (Yin, 2003, pp. 34). The intention is to generalize a certain group of results to some broader theory, thus performing analytical generalization. In this study, the results from the research questions were generalized to the broader theory of the main research problem. To increase this external validity, the replication logic in multiple-case studies was utilized (Ibid). The summarizing theoretical framework was tested by replicating the findings of one case into the second and third one. If replications were reached in most cases, the findings provided more powerful approval for the results to be generalized into the broader theory.

Reliability stands for 'demonstrating that the operations of a study can be repeated, with the same results' (Yin, 2003, pp. 34). The aim is to assure that other investigators could produce the same findings and conclusions when performing the same procedures in same case study as the former investigator, thus trying to minimize flaws and biases. In this study, the research procedures were documented as richly as possible and the steps taken along the way as operational as possible, hence reducing the level of suspicion by reviewers. To increase this reliability, the case study database was utilized during the data collection process (Ibid). The data was organized and documented in a manner that also other investigators can directly view the raw evidence data when necessary, instead of the mere processed data written in this study report.

3.6.2 Limitations

Zalan & Lewis (2004, pp. 514) explain that 'a major challenge is dealing with the nature and quality of the data and acknowledging their limitations'. In this study, personal interviews could not be conducted, thus potentially loosing targeted and insightful information on the case study topic. As the used data sources might have been conducted for a particular audience with a particular purpose, they might not have contained the entire truth, thus increasing the possibility of conceiving misguided assumptions and statements (Yin, 2003). The sources might have included also the disadvantages explained before, such as reporting bias in that they reflected the biases of the authors (Ibid).

Zalan & Lewis (2004, pp. 521) state that 'qualitative IB researchers… are encouraged to disclose how their education… nationality, and their personal interests and beliefs might have influenced the results of the study'. In this study, the investigator was a 27-year-old Finn who was born in Finland and had lived most of her life in Finland. She was doing her Master's in Science degree in the program of International Business. She had carried out a student exchange during both her Bachelor's and Master's in Science degrees as well as lived and travelled abroad for longer periods of time. She conducted this research in English in Finland. As for discovering the topic, the sole engine was her interest in social entrepreneurship as well as her expectation in its potential superiority in achieving sustainable development over the private sector with its CSR practices, governments, aid organizations and other civil society actors. The investigator was quite ignorant on the topic, however, hence potentially contemplating matters in a naïve manner. Thus, this research was subject to researcher bias, i.e. the interests, expectations and ignorances of the investigator might have quite undoubtedly influenced the conclusions in that they were experienced as highly significant.

Zalan & Lewis (2004, pp. 521) note that 'the IB researcher should take special care in explicating the extent of transferability of research findings'. In this study, as mere rural SSA was focused on, the possibility was excluded to transfer the findings to other geographical regions. As the poor in SSA are under-positioned compared to their counterparts elsewhere in the world, no other geographical areas were seen as equal. Further, as the research problem focused solely on sustainable development, the possibility was excluded to transfer the findings to other rural SSA settings where the social entrepreneurial activity is not targeted at sustainable development. As the idea of sustainable development subsumes more than mere economic or social sides, no other ideas were considered as equivalent. As to timeframes, the findings can be transferred into future social entrepreneurial activity, for the developmental state in rural SSA has stayed similar and most presumably will for quite some time. As the features of the entrepreneurs were not focused on, the possibility to transfer the findings to social entrepreneurial activity founded by a female or male person from the UK or Zimbabwe, Western or African culture, for instance, was faced as appropriate and acceptable.

Zalan & Lewis (Ibid) note that language and cultural barriers should be clarified as to limitations. In this study, indirect limitations might have been faced. Some informants of the public interviews and documentaries as well as the reports - that were conducted by other facets than the social enterprises - were local wholly-African individuals who might not have possessed good English language skills nor received cultural sensitivity from the research workers and were not necessarily allowed to discuss in their own native language. Thus, worthy information might have possibly been lost.

4 EMPIRICAL FINDINGS, DISCUSSION AND ANALYSIS

4.1 Riders for Health

Riders for Health (Riders) is a social enterprise that was officially registered in the United Kingdom in 1996 by Andrea and Barry Coleman as well as by an American motorcycle hero Randy Mamola. At present, Riders is operating in seven SSA countries, i.e. in Gambia, Kenya, Lesotho, Nigeria, Tanzania, Zambia and Zimbabwe. The enterprise's vision is 'of a world in which no one will die of an easily preventable or curable disease because barriers of distance, terrain or poverty prevent them from being reached' (See the opening page 'Welcome to Riders for Health', Riders for Health, 2011). Its mission is to 'strengthen health systems by addressing one of the most neglected, yet vital, aspects of development for the health of Africa – transport and logistics' (See the opening page 'Welcome to Riders for Health', Riders for Health, 2011). Riders seeks to assure that dependable transport is continuously available to all health workers in Africa, hence ensuring for even the most isolated rural people to have access to regular and anticipated health care. Thus, it established a vehicle management and maintenance system meant for two- and four-wheeled vehicles that are used in health care delivery so that they would not fall apart no matter how hard the African riding conditions are, hence creating this transportation infrastructure and assuring the continuous ability of health workers to reach rural villages and communities. (Riders for Health, 2011.)

Nowadays, Riders manages over 1300 vehicles to operate perfectly and is able to reach nearly 11 million people in SSA (BBC World News, 2010). In Gambia, for instance, Riders has apparently enabled a 55% increase in diagnoses of malaria and an 11%

increase in the proportion of fully immunized infants as well as in Zimbabwe a 21% decrease in malaria deaths (OC&C, 2005). The enterprise has won frequent awards, such as the Skoll Award for Social Entrepreneurship, Ernst & Young Entrepreneur of the Year Award as well as the Global Health Council Award for Best Practice in Global Health (Riders for Health, 2009).

4.1.1 Conceptual ideas concerning the first research question

As to the conceptual idea of satisfying basic human needs, the following issues come forth. Riders has focused on health care in terms of fighting preventable and treatable infectious diseases such as malaria, measles and diarrhoeal diseases. By performing this, Riders has also focused on fighting child mortality, for local health workers are now able to fully immunize infants in a larger scale. Afterwards, Riders has also focused on improving maternal health, which will be explained in detail later on. (Riders for Health, 2011.)

As to the conceptual idea of how to perform this, the following issues emerge. Riders has decided to strengthen local health care systems by addressing their transport and logistics side. Due to rural SSA possessing no infrastructure as regards to the management and maintenance of vehicles, Riders decided to develop a locally appropriate model for rightly managing the needed resources of vehicles, people and money that are utilized within the health care delivery activities, namely the Transport Resources Management (TRM) model (See 'Transport Resource Management'**,** Riders for Health, 2011). This model is planned to function within the rough conditions as well as the restricted resources of various SSA countries (Lee & Tayan, 2007). As Andrea Coleman explains it:

"How do you run and manage a fleet when there is no infrastructure to speak of, when there are no roads, no dealerships, no system for delivering parts, no services, no training and knowledge of maintenance practices? We knew that we had to find a solution and that it would not be a first world solution. It had to be a developing world solution to a developing world problem." (Lee & Tayan, 2007, pp. 7.)

As its highly important philosophy, the TRM system is managed by trained wholly-African staff. Thus, local nationals from respective SSA countries manage their respective Riders' national programs, whereupon Riders' administrative and technical workers are all African within the countries' offices. This way the local knowledge base of technical and business management would increase within time and eventually benefit the local economy. (Lee & Tayan, 2007.)

The TRM system includes the following aspects of preventive maintenance, a cost-per-kilometre calculator, outreach servicing and training. As to the preventive maintenance, routine maintenance is performed according to the instructions of vehicle manufacturers to ensure that the health care delivery vehicles do not fall apart while in use. The TRM assures for the vehicles to be maintained by an accurate schedule, hence enhancing the cost effectiveness and efficiency of the vehicles. (See 'Transport Resource Management', Riders for Health, 2011.) Daily routine maintenance checks assure that malfunctions are recognized before they reach a critical level and, a network of local trained technicians assure that a reliable supply chain of spare parts is quickly established and sustained (Mukherjee, 2009). Thus, substantial damage can be averted, for the routine inspections and the regular replacements of basic parts are conducted, hence assuring for the vehicles not to fall apart while being used. An organization is actually capable of extending the lifespan of its motorcycles from around 20.000 to 80.000 kilometres, if following Riders' model. (Lee & Tayan, 2007.) As they are sustained according to high technical standards, the motorcycles are capable of functioning several more years with substantially lower costs (Mukherjee, 2009).

Due to being more economical to have a vehicle running efficiently than repair it when it falls apart, Riders has focused on preventive maintenance by training both local technicians and health care workers. Riders has trained them both on how to drive safely and in a controlled way, hence reducing the possibility of road accidents and of the vehicles breaking down. Riders has trained the local health care workers to conduct daily checks on their vehicles, such as on brakes and tyres, hence ensuring for the vehicles not to fall apart before the next monthly servicing provided by the local technicians. Thus, Riders has trained local technicians into these highly skilled ones

who then conduct this monthly servicing for the health workers by actually travelling into the health care workers' location, thus increasing the amount of time that the health care workers have for their patients in their own communities. (See 'What we do' and 'Training in Africa', Riders for Health, 2011.)

As for the cost-per-kilometre calculator (CPK) developed by Riders itself, organizations and governments as Riders' clients merely pay for the kilometres that they travel and no unexpected costs can thus come across (See 'Transport Resource Management', Riders for Health, 2011). As a key principle of the TRM, the CPK adjusts the expenditures of health care vehicle operation that are generally of unpredictable nature (Mukherjee, 2009). The CPK subsumes a vehicle's maintenance interventions, replacements parts, fuel, management and logistic costs, thus enabling for Riders to calculate the accurate cost of running a vehicle within the TRM system and utilize the CPK calculator as its pricing system. Organizations and governments are able to make clear budgets for using Riders' services, for the costs of a vehicle's maintenance are foreseeable due to the connection between the travelled distance and costs, hence establishing Riders' programmes to become self-sustaining in the long term. (See 'Transport Resource Management', Riders for Health, 2011.) As it has been stated in the BBC World News episode about Riders for Health:

"Riders for Health programs are designed to become self-funding in the long term by charging a not-for-profit fee. This covers the full cost, running and maintaining the vehicles." (BBC World News, 2010.)

The CPK with its fixed fee structure enables organizations and governments to plan their budgets on a more dependable manner as well as retain up-to-date the territory that their health workers are covering (Lee & Tayan, 2007). However, Riders would not be able to operate without the financial assistance from its fundraisers and supporters, as it is a not-for-profit organization (See FAQs, Riders for Health, 2011).

As to the outreach servicing, the trained local technicians forming the Riders' logistics teams actually travel to the location of the health care delivery vehicles that are in the

need of servicing (See 'Transport Resource Management', Riders for Health, 2011). Riders' technicians are capable of reaching a vehicle regardless of its location (Mukherjee, 2009). In fact, Riders is the only one organizing this type of transport maintenance services on an outreach system in Africa. As a major advantage, organizations and governments do not need to deliver their vehicles into far-away servicing locations, thus reducing costs and increasing the amount of time that their workers have for their patients in their own communities. (See 'Transport Resource Management', Riders for Health, 2011.)

As for the training aspect, Riders offers full training in safe driving and basic vehicle maintenance. People driving the health care delivery vehicles have an important part as they should be able to perform certain maintenance routines on a daily basis for the vehicles to run efficiently before the next monthly servicing provided by the local trained technicians. (See 'Transport Resource Management', Riders for Health, 2011.) To maintain the capacity and longevity of a vehicle, the riders and drivers need to be trained in terms of road safety and skilled operation (Mukherjee, 2009). Riders has even established the Riders International Academy of Vehicle Management (IAVM) where everything relevant is taught, including rider/driver training, technical training, road safety, training of trainers, accounting, and management of logistics systems (See 'Transport Resource Management', Riders for Health, 2011).

The health workers are trained to conduct daily routine checks on their motorcycles before driving to secure for the motorcycles to be operationally fit. The technicians are trained to conduct maintenance procedures on the motorcycles once a month and change parts when necessary after a rigorous replacement schedule which is planned for the intense African riding conditions. This way the technicians are also able to conceive which parts and services would be needed on the next monthly servicing. Thus, the replacement-part maintenance is also conducted on an outreach basis. For instance, technicians have performed six-week training courses where basic motorcycle maintenance skills and training techniques are taught. When the technicians have accomplished the course, they have been responsible to teach health care workers the basic skills of routine motorcycle inspection and conduct services of intermediate level.

After a while, the technicians have performed more advanced lessons to enhance their amount and quality of knowledge. (Lee & Tayan, 2007.)

By creating this whole culture of preventive maintenance, Riders has enabled a longer lifespan for the health care delivery vehicles and for the vehicles to work correctly until next servicing, as the drivers are able to recognize possible issues that need servicing. Riders has been able to build local capacity in SSA and thus a sustainable infrastructure, for it provides training programmes for technicians, mechanics and fleet managers. (See 'Social Entrepreneurship' and 'Transport Resource Management', Riders for Health, 2011.)

Overall, Riders has been developing this vehicle management and maintenance infrastructure called the Transport Resources Management (TRM) model for the past 17 years that is now a structural model, which is sustainable, scalable and can be replicated to any African country in terms of assisting at delivering public health care services on a national scale (See 'Social Entrepreneurship' and 'Transport Resource Management', Riders for Health, 2011). As Philemon Simanyo, an environmental health technician in Zimbabwe explains it:

"We have had vehicles and motorcycles before. The difference is that now they are maintained properly by Riders for Health. Because I have a reliable motorcycle I can cover a large area and prevent the spread of disease. That's how lives are saved." (See 'Riders' Solution', Riders for Health, 2011.)

And as Barry Coleman, one of the co-founders of Riders for Health explains it:

"We do not provide the drugs or medicines, but by maintaining the health workers´ vehicles correctly we are making sure they can deliver vital health care to even the most isolated villages." (MotoGP, 2008.)

In a later stage, Riders focused on fighting other infectious diseases as well, for it helped to mobilize professional sample couriers who assist in the diagnosis of HIV/AIDS, tuberculosis and other diseases. These couriers transport samples on their motorcycles from health centres to laboratories and vice versa. By means of this rapid

action and available confirmed diagnosis, the people who have HIV/AIDS or some other disease are able to start its treatment immediately and thus unnecessary deaths are averted. (See 'Sample Courier Transport', Health for Riders, 2011.) This courier service was established in partnership with the Clinton Health Access Initiative and nowadays it has been implemented, for instance, nation-widely in Lesotho where the amount of uptake of antiretroviral drugs by women and children has substantially increased (Skoll Foundation, 2011). As Joseph Sakala, a nurse at the Bwanunkha Health Centre in Zambia explains it:

"I'm so very happy that the whole program, the whole change of health service won't be interrupted, it will be quick. Imagine the patient comes today, leaves maybe the sputum specimen… and then Violet (health care worker) comes, picks the specimen, and then she brings back the results after a day or two. Oh, I'm happy." (BBC World News, 2010.)

In 2003, Riders focused also on improving maternal health by introducing a new transportation solution called the 'Uhuru' in Zimbabwe (Mukherjee, 2009). This vehicle consists of a motorcycle and a side-car attachment so that a health care worker could transport more securely very ill patients as well as pregnant women to a clinic in the neighbourhood. However, Riders came to the conclusion that mass manufacturing of this vehicle would be outside of its core business. (Lee & Tayan, 2007.)

As to the conceptual idea of creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development, the following issues come forth. Riders has consciously attempted to achieve and promote gender equity under all the levels of its activities. Riders has in particularly experienced as an important issue the amount of female health care workers that are trained and equipped with motorcycles. Thus, Riders has attempted to train as many female health workers as possible as well as to provide women with management positions within its country operations. (Mukherjee, 2009.) As it has been stated about Riders' business model, i.e. the TRM model:

"There are two key social aspects to the Riders model. First, a conscious effort is made to achieve gender equity in all aspects of its operations, especially the composition of health workers that are trained and equipped with motorcycles." (Mukherjee, 2009, pp. 8.)

Further, for instance, the current Lesotho Programme Director Mahali Hlasa has had a long career with Riders. Already in Lesotho in 1991, Hlasa became a qualified motorcycle rider under Riders' first nationwide motorcycle fleet programme. Due to her success as a rider and a health care worker, Hlasa became Riders' first female trainer and established herself a leading position and role in Riders' motorcycle training programme in Ghana. Afterwards, Hlasa became the Lesotho programme director. Also the programme directors in Gambia and Kenya are all women. (See 'Our Team', Riders for Health, 2011.)

Also the Uhuru vehicle has become especially empowering for women, for they are not only able to operate as health care workers but also as individuals generating additional income. That is, the Uhuru is also an instrument to pump water, generate electricity, provide lighting and carry water or freight. For instance, due to being able to irrigate their gardens in a larger scale, female workers in Zambia are capable of providing for their families as well as for their children's school payments, as the yields from their gardens have increased that are then sold within urban areas. (World Bank, 2011.)

After a due diligence report conducted by OC&C in 2005, Riders has empowered women in Zimbabwe as follows:

1. Circa 15% of health professionals trained to ride motorcycles by Riders have been women,
2. 100% of Uhuru drivers are women and,
3. The Uhuru committees are composed mainly of women (OC&C, 2005, pp. 1).

In addition, at a later stage in Lesotho, the system of 'mentor mothers' was taken into practice wherein HIV-positive women are trained to use a motorcycle so that they are able to reach other HIV-positive women and provide them with information about HIV.

These mentor mothers utilize their own experiences in terms of being HIV-positive, thus aiding other HIV-positive women as well as their unborn children so that HIV would not be passed to them as well. (Hurd, 2010; See 'Riders on Sky News on World AIDS Day', Riders for Health, 2011; Scher, 2010.) As Lefulesele Masokanye, a mentor mother in Lesotho explains it:

"I wanted to help other women to do the right thing and protect their children… If all HIV positive people get information and drugs on time we could stop the transmission of HIV from mother to child." (Masokanye, 2010.)

As Barry Coleman states about a similar project in Kenya in 2008:

"The second new field project is in Kenya where we are training women who are HIV positive to be able to help their own communities. That is very important, these women are often very neglected by ministries of health, so … to be able to bring health care and help to those women is both vital and exciting for us." (MotoGP, 2008.)

Further, HIV/AIDS as a topic is still a taboo in various parts of Africa. A resistance prevails towards changing hazardous behaviours as regards to HIV/AIDS. (Ragy, 2011.) This infection frequently reflects a social stigma and the infected one would thus be avoided by her community (Lee & Tayan, 2007). In fact, people are unwilling to concede and rather deny the fact of having been infected with HIV/AIDS. The possibility of endangering her infant to HIV/AIDS would actually be the highly preferred option in the woman's mind when taking into consideration the fear of being revealed in terms of having HIV/AIDS. An HIV-positive young mother would continue to breast feed her baby, even if she knew that she was HIV-positive. (Ragy, 2011.) By reaching out to these HIV-positive pregnant women through the mentor mother system, Riders might be creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development in terms of helping to mobilize the mentor mothers who then openly educate about HIV/AIDS and hence might attempt to establish it to be less of a taboo.

As to the conceptual idea of translating the more abstract needs of future generations into action today, the following issues emerge. Riders has focused on the potentially

highly increasing carbon output from its health care delivery vehicles, for its business model is based on an increased utilization of motorcycles and other vehicles that work on fossil fuels. Riders thus possesses its own climate concern and attempts to operate in a pro-environmental manner. As regards to health care workers, Riders has utilized and promoted low-tech motorcycles that have small-sized engines, thus establishing for the fuel consumption to be low. To retain harmful emissions on a minimum level, Riders has secured that the health care workers are riding them in a responsible way and that the motorcycles are maintained well. Riders' aim has been that all vehicles are driven in an economical way and that the fuel consumption and exhaust systems are adapted attentively so that the amounts of carbon output are kept on a minimum level. (See 'Climate Concern', Riders for Health, 2011.) As it has been stated about Riders' operations in SSA:

"There were various reasons why motorcycles were effective transportation vehicles in Sub-Saharan Africa… they had lower carbon emissions per kilometre than a four-wheel vehicle." (Lee & Tayan, 2007, pp. 8.)

In fact, within the countries where Riders is operating, the carbon outputs per capita are actually ones of the lowest nature in the world. For instance, while an SUV produces 11kg of carbon per 20 miles, a Yamaha AG100 produces 0.2kg of carbon per 20 miles. (See 'Climate Concern', Riders for Health, 2011.) As it is stated on Riders' website:

"Riders believes that the small impact of our vehicles on the environment is massively outweighed by the positive effect of our work on rural communities in Africa." (See 'Climate Concern', Riders for Health, 2011.)

As an overall analysis of these findings, the majority of the conceptual ideas by Seelos & Mair (2009) in the summarizing theoretical framework did hold true under Riders' operations, for it has undertaken the following measures to contribute to sustainable development. That is, Riders has satisfied basic human needs, created communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development and translated the more abstract needs of future generations into action today. However, contrary to one conceptual idea, Riders has not

satisfied basic human needs with for instance nutrition, education, small-sized loans or health services, but with the vehicle management and maintenance *infrastructure* that it generated and built, namely the Transport Resources Management (TRM) model.

4.1.2 Conceptual ideas concerning the second research question

As to the conceptual idea of proactively creating an own value network of companies that share same social vision, the following issues come forth. Riders has collaborated with different health-related organizations attending to rural communities in SSA that also aim for even the most isolated people to have regular and anticipated health care. As a substantial part, Riders has developed partnerships and collaborations with organizations that operate on community level. As a reasoning to create these partnerships in general, Riders aims to incorporate the culture of vehicle maintenance into SSA and establish the required local capacity so that its own system could be practically functionalized, hence creating an equal relationship among itself, the organizations being assisted to mobilize and the people living in the related communities. (See 'Who We Work With', Riders for Health, 2011.)

Riders has collaborated with SSA governments and assisted them in managing their vehicles effectively, reaching the most isolated rural communities, establishing efficient transportation systems and hence creating sustainable development. Already in 1991, Riders started to work with the Lesotho Ministry of Health. In 1996, Riders began to collaborate with the Zimbabwe Ministry of Health and established a national programme with the Ministry whereby those local public health workers are given a special attention who use motorcycles to deliver health care on an outreach basis. In 2002, Riders began to collaborate with the government of Gambia and, they created a historic agreement in that the government outsourced its entire vehicle management to Riders, with the Department of State for Health as the starting point. (See 'Who We Work With', Riders for Health, 2011.) As to benefits for African governments, the following is stated on Riders' website:

"For African governments, predictable transportation brings with it the ability to plan their work effectively, to manage finances and budgets, and to set and achieve targets." (See 'Who We Work With', Riders for Health, 2011.)

Riders has also collaborated with local community-based groups, for they quite rarely possess the needed access to a system where a budget or a plan for the management and servicing of vehicles on an outreach basis could be accomplished. For instance, Riders collaborates with a US-based organization called the Africa Infectious Diseases Village Clinics in Kenya which offers basic health care, prevention, diagnosis and treatment to about 90.000 people. Riders has provided advice in acquiring suitable motorcycles as well as training in riding and maintenance, hence assisting this organization's ability to reach even more isolated locations. Riders has established a similar partnership with also a local community-based organization called Vumilia in Kenya which concentrates on the issue of HIV/AIDS. (See 'Who We Work With', Riders for Health, 2011.)

As Andrea Coleman explains about a programme launched in Lesotho in 2008, wherein Riders partnered with the Lesotho Ministry of Health, Partners in Health and the Clinton Foundation HIV/AIDS Initiative as well as received initial funding from the Elton John AIDS Foundation to mobilize local health care workers (IFRTD, 2011; See 'Where We Work', Riders for Health, 2011):

"… the program in Lesotho where we are working with the Elton John AIDS Foundation. They have given us the chance to set up in Lesotho, so we can train technicians and put in place a program director enabling us to put 120 motorcycles into the health care system. These health workers now reach people in the most remote areas in Lesotho. That is very important because Lesotho has a terrible burden of disease, particularly HIV and tuberculosis, and to be able to use the motorcycles that the MotoGP community is built upon to assist people there is very exciting for us." (MotoGP, 2008.)

In 2002, Riders also established the International Academy of Vehicle Management (IAVM) in Zimbabwe where it is able to train health care workers and other outreach workers from local and international non-governmental organizations in how to conduct maintenance of two- and four-wheeled vehicles and drive them in a safe and economical manner. As the reason for establishing this academy, Riders has aimed to incorporate

the culture of vehicle maintenance in SSA all the way down to the community level and has understood that these types of systems need to be operated by local people to create actual sustainable development. (See 'Where We Work', Riders for Health, 2011.)

Riders has also collaborated with MotoGP and with the Federation Internationale de Motocyclisme (FIM), which is the motorcycle sport's ruling body, in the fact that it functions as their official charity, thus being capable of receiving financial assistance and publicity for its operations (See 'Media Centre', Riders for Health, 2011). Riders has also partnered within the social entrepreneurial community, such as with the Schwab Foundation for Social Entrepreneurship and the Skoll Foundation (See 'Partners & Links', Riders for Health, 2011). For instance, the Skoll Foundation's mission 'is to advance systemic change to benefit communities around the world by investing in, connecting and celebrating social entrepreneurs'. (See 'Social Entrepreneurship', Riders for Health, 2011.)

Overall, Riders has collaborated with various agents, including governments, Ministries of Health, large and small non-governmental organizations, local humanitarian organizations as well as community-based organizations. As Barry Coleman explains:

"To know that we have made such huge progress, and to know that we have made stronger and stronger relationships with MotoGP and have built partnerships with Ministries of Health, NGOs, celebrities and drugs companies is very exciting and I am very proud of everybody in our staff and everyone in MotoGP." (MotoGP, 2008.)

As to the conceptual idea of developing resource strategies as an integral part of the business model, the following issues emerge. Due to the training and preventive maintenance methods within its business model, Riders has been able to assure that the health care delivery vehicles utilized under its programmes and systems have a highly longer lifespan than without these methods. The trained health care workers drive the vehicles economically and conduct daily maintenance routines on them, while the trained technicians conduct the monthly servicing and deliver correct replacements whenever needed.

The health ministries and NGOs that Riders has worked with have mostly possessed their own fleets of vehicles and, Riders has not been required to purchase them itself. The health ministries which needed a new fleet but did not possess enough capital were often capable of receiving motorcycles from foreign governments and large foreign agencies in the form of donations. Organizations with better resources again, such as UNICEF, were able to purchase their own motorcycles in general. (Lee & Tayan, 2007.) When being required to purchase the fleets of vehicles itself, Riders has also been provided with them by its supporters and partners such as Honda, thus large amounts of financial assets have not always been required and resources have been secured. (See 'History', Riders for Health, 2011.) In 1996, for instance, Riders effectuated its first large-scale nation-wide motorcycle program in Zimbabwe and, its results steered Honda to donate another 75 motorcycles for the program in 2003. Riders has been capable of extending its fleet in Zimbabwe to 386 motorcycles by means of donations provided from individuals as well as foundations, such as the Scott Raymond Evans Foundation. (GlobalGiving Foundation, 2004.)

The SSA health organizations normally possess fleets of motorcycles that are composed of many different makes and models and most of them are actually unsuitable for the SSA terrain and conditions. Thus, Riders promotes the standardization of the vehicle fleets when possible to decrease the expenditures and complexity of the TRM. Riders usually promotes agricultural specification motorcycles that are robust and low tech and thus suitable for the SSA riding conditions. (Lee & Tayan, 2007.)

By its continual training activities, Riders has also been able to assure the availability of technicians, mechanics and fleet managers as well as health care workers who are able to safely and economically drive motorcycles and other health care delivery vehicles. As an important notion, the health care workers driving the motorcycles, which are managed and maintained by Riders, are employed by the local national Ministries of Health or other local agencies (See 'FAQs', Riders for Health, 2011). Riders is thus not required to train the health care workers their profession.

By the CPK calculator, governments and all types of organizations are more encouraged and confident to utilize Riders' services, for they are able to conduct accurate budgets for these services (Riders for Health, 2011). The financial incomes provided by these governments and organizations assist in Riders' programmes becoming self-sustaining in the long term (BBC World News, 2010). On the grounds of social entrepreneurship, Riders has acted on the basis of a business model where governments and NGOs have been invoiced for its services, hence providing the income for Riders to promote organizational growth and development (Mukherjee, 2009).

Further, even though not seemingly being part of the concept 'developing resource strategies as an integral part of the business model', Riders has been able to assure its financial viability also by receiving financial assistance from its supporters and partners, such as the Skoll Foundation, as well as by raising money through MotoGP. In 2005, for instance, the Skoll Foundation provided Riders with an award of $765.000 so that Riders could reinforce its existing programmes as well as replicate its programme to a new country. (See 'Social Entrepreneurship', Riders for Health, 2011.) As to being the official charity of MotoGP, Riders has received assistance to promote its central office in the UK and expand its programs. Riders has also begun to receive acceptance and thus financial assistance through non-profit foundations. For instance, in 2007, the Elton John AIDS Foundation provided the initial seed funding when Riders launched the new program in Lesotho that was the first national program funded originally by a non-profit foundation rather than by money raised through MotoGP. Overall, Riders has been able to grow by means of the motorcycle racing community, sponsored events, foundation support as well as the income earned through the CPK calculator. (Lee & Tayan, 2007.)

As to the conceptual idea of integrating the target group into the social value network, the following issues come forth. Through its own norm of employing merely local wholly-African nationals in its field programs in SSA, Riders has created a considerable amount of jobs. Riders' resource office is located in the United Kingdom and it employs 26 full time members. However, in SSA, Riders employs more than 260 members of staff under its national field programs and, these members from trained technicians to administration teams are nationals of the countries concerned. (See 'Our Team', Riders

for Health, 2011.) These administration teams in each country are needed to efficiently supervise the fleets of vehicles, maintenance programmes and maintenance schedules. As no volunteers or foreign expatriates are employed, Riders has created a sustainable foundation of locally based knowledge in terms of transportation as well as a culture of maintenance within the related communities that will last for future generations, hence establishing a strong solution for health care delivery in SSA. (See 'Careers', Riders for Health, 2011.)

Riders has also provided professional services to its employees in terms of training and education. Riders did establish the International Academy of Vehicle Management (IAVM) in Zimbabwe on a motorsports complex, where courses are provided in safe driving and riding, vehicle maintenance and fleet management for delegates from non-governmental and other organizations. The facilities include a classroom, IT services, and a teaching workshop for the trainees as to how to conduct the basic maintenance procedures on motorcycles. They also include various outdoor tracks which resemble different terrains to teach the trainees on how to be ripe and confident when driving the very long distances in their communities. Riders trains the health care and other outreach workers from local and international NGOs in maintaining two- and four-wheeled vehicles and driving them safely. In addition to the issues of safety and maintenance, Riders teaches the fleet managers about logistics, route planning and accounts who are then capable of replicating their skills within the field programs of the other SSA countries. (See 'International Academy of Vehicle Management' and 'Training in Africa', Riders for Health, 2011.)

As an overall analysis of these findings, all the conceptual ideas by Mair & Schoen (2007) in the summarizing theoretical framework did hold true under Riders' operations. Riders has become self-sustained and attained scale and sustainability to contribute to sustainable development by proactively creating its own value network of companies that share its social vision, developing resource strategies as an integral part of the business model and integrating its target group into its social value network.

4.1.3 Conceptual ideas concerning the third research question

As to the conceptual idea of building necessary infrastructure, the following issues emerge. Riders has built the entire infrastructure for managing and maintaining vehicles, i.e. the TRM model, which was already explained in detail in the beginning of the chapter '4.1.1 Conceptual ideas concerning the first research question' and no recapitulation is thus required. Nonetheless, in addition to the TRM model, Riders has also created the Transport Asset Management (TAM) model and the Agency Community Transport (ACT) model to be more adapted to the different needs of different customers. The TAM is based on a leasing model for large clients and is devised in particularly for large-scale national replication. As a new model, the TAM is an instrument for governments to possess program sustainability on a longer term and optimize fleet management. The TAM is similar with the TRM model in terms of the CPK calculator, training, vehicle management and maintenance systems, but in the TAM model Riders also owns and manages the assets. The partners do not need to discover initial capital and each of the operations as regards to fleet management is contracted to Riders, for Riders purchases and leases the vehicles. The TAM model does not include any extra cost. (See 'Transport Asset Management', Riders for Health, 2011.)

As the TAM and TRM models are suitable to the requirements of Ministries of Health, large agencies and organizations as well as large NGOs, a model for the needs of smaller NGOs and community-based organizations (CBOs) was called for. Riders created the ACT model for local partners wherein the local partner acts as an agent on Riders' behalf and monitors that the Riders' preventive maintenance system is implemented in a correct manner. Riders is not required to provide a full-time worker to monitor the project, for the project is still of small scale. The NGO or CBO working as an agent then announces to the Riders' UK field coordination staff about its needs, successes and failures. As for vehicles, with the help of Riders' fundraising operations in the UK and USA, donors are emboldened and thus willing to donate vehicles to these small-scaled community-based organizations. Riders also experiences this model to serve as a good starting point for establishing contracts with large NGOs, agencies and

governments within that new country. (See ‘Agency Community Transport’, Riders for Health, 2011.)

As for more mere general infrastructure, for instance, Riders transferred its head office to a new building in Zimbabwe in 2009 and is now building a new main workshop as well as offices for the administration team at this new building. (See ‘Where We Work’, Riders for Health, 2011.)

As to the conceptual idea of creating social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital, the following issues come forth. Riders has focused on social capabilities as regards to its own workers, such as technicians, mechanics and fleet managers, as well as to the health care workers mobilized by Riders so that they would be all able to respond to economic opportunity.

All Riders’ workers as well as the health care workers are now embracing the culture of preventive maintenance and receiving a sustainable foundation of knowledge in transportation that have been generated through educational training programs by Riders. As no volunteers or foreign expatriates are employed, Riders has established a strong solution for health care delivery in SSA. (See ‘Careers’, Riders for Health, 2011.) Riders did also establish the International Academy of Vehicle Management (IAVM) where everything relevant is taught, including rider/driver training, technical training, road safety, training of trainers, accounting, and management of logistics systems (See ‘Transport Resource Management’, Riders for Health, 2011). For instance, Riders trains the health care and other outreach workers from local and international NGOs in maintaining two- and four-wheeled vehicles and driving them safely. In addition to issues of safety and maintenance, Riders teaches the fleet managers about logistics, route planning and accounts. (See ‘International Academy of Vehicle Management’ and ‘Training in Africa’, Riders for Health, 2011.) Riders has also focused on health factors, for the health care workers are now able to cover more patients and thus reduce the amount of treatable diseases and ultimately of deaths, hence creating a healthier foundation for the local poor (Riders for Health, 2011).

By creating this whole new infrastructure related to preventive maintenance, Riders has established and linked various social networks in the form of social organization. Riders has brought together the health care workers and its own trainers, technicians, mechanics, fleet managers and administrative workers as well as connected them all with each others and with itself, thus creating circumstances whereupon all these participants are now able to respond to economic opportunity and be more productive. For instance, after being trained at the IAVM and indemnified by a monthly technical servicing, the health care workers are able to safely and securely deliver health care and reach patients in larger quantities, thus reducing the amount of curable and treatable diseases, child mortality and carbon output. (Riders for Health, 2011.)

As an overall analysis of these findings, all the conceptual ideas by Seelos & Mair (2006) in the summarizing theoretical framework did hold true under Riders' operations. Riders has overcome impediments typical to a developing context to contribute to sustainable development by building necessary infrastructure and creating social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital.

4.2 Camfed International

Camfed International (Camfed) is a social enterprise that was formally launched in the United Kingdom in 1993 by Ann Cotton. At present, Camfed is operating in five SSA countries, i.e. in Ghana, Malawi, Tanzania, Zambia and Zimbabwe (See 'About Us', Camfed International, 2011). The enterprise's vision is 'of an Africa where poverty is no longer a barrier to education, and where education opens the doors of health, prosperity and possibility to all children' (See 'Impact', Camfed International, 2011). Its mission is to 'fight poverty and HIV/AIDS in Africa by educating girls and empowering women to become leaders of change' (See 'About Us', Camfed International, 2011). As reasoning for this, research has proven that an educated girl in Africa 'earns up to 25 percent more income and invests up to 90 percent in her family; is three times less likely to contract HIV/AIDS; and has fewer, healthier children who are 40 percent more likely to live past the age of five' (See 'Impact', Camfed International, 2011). As Dr.

Phiri, the Director of Planning and Information in the Ministry of Education in Zambia explains it:

"There are compelling reasons for girls' education in terms of Zambia's development as a country: it is not only a question of redressing the gender balance, but it goes to the heart of the economy of the country if half the population has no income earning capacity. It also affects the health of the nation; if a girl is educated, the health of mothers and children (both boys and girls) improves, mortality rates improve, as do rates of HIV/AIDS." (Linklaters, 2010, pp. 44.)

Camfed established a business model that is based on a communal and holistic approach wherein young girls are assisted from primary school years all the way into young adulthood, thus encompassing their whole developmental phase. Camfed gives long-term support as to education, provides business training and small grants and, empowers women. (See 'What We Do', Camfed International, 2011.) Camfed's primary constituencies are girls from impoverished rural families in SSA (Linklaters, 2010).

Nowadays, Camfed's model has been replicated into more than 3.000 schools in SSA and, has advanced the school environment for more than 1 million children (See 'What We Do', Camfed International, 2011). Camfed has provided comprehensive support to around 40.000 girls during the years of secondary school and, in 2008, in all Camfed's partner schools the attendance rates of girls were of around 95% (Camfed International, 2010). The enterprise has received frequent awards, such as the Skoll Award for Social Entrepreneurship and the Global Social Entrepreneur by the Schwab Foundation (See 'About Us', Camfed International, 2011).

4.2.1 Conceptual ideas concerning the first research question

As to the conceptual idea of satisfying basic human needs, the following issues emerge. Camfed has focused on fighting poverty and HIV/AIDS. By performing this, Camfed has also focused on fighting child mortality, due to the fact of educated girls having children who are 40% more likely to live past the age of five. Camfed has also focused on improving maternal health, for a girl without an education in SSA possesses a one in 22 chance of dying in labour. (See 'What We Do', Camfed International, 2011.)

As to the conceptual idea of how to perform this, the following issues come forth. Camfed has decided to educate girls and empower women. Thus, Camfed established a community-based programs model, which is 'designed to be complementary and supportive of the existing education systems' and encompasses four key aspects (Linklaters, 2010, pp 44). Firstly, at primary school level, Camfed identifies exposed girls and boys who are in danger of quitting school. To preserve the rights and wellbeing of the children, Camfed founds a pervasive communal support system, which is administered by School Management Committees and involves the Safety Net Fund, i.e. the provision of cash transfers that in turn assist in the provision of books, stationery and clothing, to name a few. The aim of this fund is to fulfil the deficit in government support and assure the children's access to school and a better educational environment. The beneficiaries are mostly orphans, victims of HIV/AIDS and short life expectancy, abandoned ones, from child-headed households or from highly poor families. (Linklaters, 2010.)

Secondly, at secondary school level, Camfed proceeds to support the exposed girls, for tuition fees and school uniforms have to be paid for. Now Camfed concentrates merely on girls, for they are in the most danger of quitting school, and commits to support them for at least four years. Camfed partners with communities and schools to perform efficient interventions, such as scholarship schemes as well as psychosocial support, guidance and counselling by trained teacher mentors that are supervised on a local basis. (Linklaters, 2010.)

Thirdly, as to easing the post-school transition, Camfed offers the female graduates the opportunity to become economically active. Camfed offers continual training in finance, provides small grants and promotes local enterprise. Occasionally, Camfed supports these girls by means of tertiary education as well. Fourthly, after graduating as well, Camfed supports young women's leadership and assures for their possibility to nationally and internationally affect policy about girls and young women's education and empowerment. Camfed is supported by the Camfed Alumnae Association (CAMA), which it helped to establish, wherein young women constitute a network on continental scale. (Linklaters, 2010.) CAMA provides a path from school into secure livings by

creating ‘a safe place where women can address the issues that confront them; a platform to develop leadership and business skills; and a vehicle for practical health support services aimed at young women’ (Camfed International, 2010, pp. 4). These women function as major role models in their communities and head the philanthropic initiatives that underpin the school attendance of the present generation of exposed children (Linklaters, 2010).

Overall, Camfed’s business model is based on a ‘virtuous cycle’ of development wherein young girls are financially and socially supported through their childhood, adolescence education and post-graduation years for them to become the leaders of change, who actually stop the cycle of poverty of their generation and of the generations to come, hence ultimately creating systemic change (Camfed International, 2008). As the surrounding social environment also functions as an influential factor, Camfed involves and works with entire communities in addition to the related girls and schools. Camfed concentrates its support for the girls under their most vulnerable moments of life, which are ‘from primary into secondary school, where many girls drop out of the school system because school fees are introduced; and immediately post-school, when girls are vulnerable to sexual and economic exploitation in their search for an income’ (Camfed International, 2008, pp. 4). As Envioleta, a bursary-supported girl from the Wedza district in Zimbabwe explains it:

“After I finished primary school, my parents could no longer afford my school fees. I spent eight months at home herding cattle and goats instead of going to school like other children. I’m very relieved to be back at school.” (Camfed International, 2008, pp. 8.)

As the bottom line, the following comes forth:

“New generations of educated women who are educating their own children and contributing to the well-being of their communities. Implementation of this virtuous cycle results in systemic change founded in power-sharing at the grassroots, including the empowerment of whole communities.” (Camfed International, 2008, pp. 5.)

Thus, Camfed trains teachers and conducts sensitization sessions with community members and parents to create a supportive network wherein a girl’s daily experience at

school and her surrounding social context is cared for. Camfed locates child protection at the centre of its programs and governance to diminish the risks encountered by girls and exposed children and works with authoritative bodies of the highest nature to affect related policymaking. (Camfed International, 2010.) Camfed's integrated child protection approach consists of the following:

- A zero tolerance policy and a network of psychosocial support in schools, including training female teacher mentors;
- Working with School Management Committees and district-level Community Development Committees to monitor schools and ensuring children's rights are protected;
- Training local government members and traditional leaders in child protection, including police, legal representatives and chiefs;
- Engaging with policymakers at the national and international level (Camfed International, 2010, pp. 3).

As Camfed's approach is to unite girls' education with the social context of their entire lives, the 'virtuous cycle' of development is created that in turn creates even further cycles for communities and nations, hence developing a multiplier effect (Camfed International, 2010). Camfed's program model gives comprehensive support in that it allows whole rural communities to aid girls in finishing primary school; in going to secondary school and finishing it; in assuring a living by means of further training and micro finance; and in attending to the renewal of their communities as social and economic activists, for they are now young educated women. Camfed partners with parents, schools and Ministries of Education, to name a few, to provide programs of financial and social support so that girls' access to education is assured and a safe and secure educational environment created. Hence, all Camfed's programs are long-term and holistic, which distinguishes Camfed from others. (Linklaters, 2010.)

The rural communities occupied by Camfed have also previously possessed community organizations, such as parent associations and school management committees. For this reason, Camfed has attempted to build on and enhance these existing organizations, hence organizing and capacitating. All Camfed's social support programs for children and their communities are provided by a network of so called community activists, such

as young women, local officials, parents, teachers and village chiefs. Camfed's aim is to achieve a democratic process and finally a point in its programs wherein its local community activists start to extend its programs and initiatives. Thus, Camfed's programs are carried out local people, i.e. by the community activists who consist of three groups; the School Management Committees & Community Development Committees, the Mother & Father Support Groups and, the Camfed Alumnae Association (CAMA). To clarify, both of the committees derive from existing community structures that Camfed helped to develop further, whereas the Mother & Father Support Groups and the CAMA are new institutions that Camfed helped to establish. (Linklaters, 2010.)

The School Management Committees & Community Development Committees identify which children in their communities are in most of need of educational assistance and also what they need, including fees, shoes and/or sanitary pads. The communities are thus allowed to be responsible for identifying the children in most need, for they know best who these children are. They also manage and supervise Camfed's education programs. (Linklaters, 2010.)

The School Management Committees commonly derive from existing parent-teacher associations, which now, due to Camfed's assistance, possess a more extensive representation of community members and a tense democratic concentration. The Committees are selected by the communities, thus standing for various stakeholders of the community, such as the parents, teachers, traditional leaders, former beneficiaries and local education officers. The Committees usually consist of a school administrator, a teacher mentor, parents, a representative of the chief or village head man as well as CAMA members. The Committees possess the tasks of identifying the exposed children who are in the need of Camfed's programs; of expressing the nature of this need; and of managing the Safety Net Fund to benefit girls and boys at primary school level and the bursaries to benefit girls at secondary school level. Through this Safety Net Fund, the related teachers are able to act instantly to minimize the drop-out rates of children, which occur due to, for instance, a child missing a shoe. (Linklaters, 2010.)

The Community Development Committees are usually comprised of representatives from the District Education Board, the police force, head teachers and teachers, child welfare officers, religious leaders, former Camfed beneficiaries, parents and traditional leaders. The Committees are democratically selected by their constituencies. The Committees go through the suggested beneficiaries of Camfed's educational assistance and follow their accounts as well as deal with, for instance, cases of child abuse. The Committees also possess the tasks of identifying eligible schools according to Camfed's guidelines; of discussing with the parents and teachers at these schools about Camfed's programs; and of calling for interested individuals to constitute the School Management Committees. (Linklaters, 2010.) As a Child Welfare Officer of a Community Development Committee in Zambia explains it:

"We provide counselling to pregnant girls and enlighten children as to what rights they have. We also sensitise parents about the child's right to go to school." (Linklaters, 2010, pp. 17.)

The Mother and Father Support Groups provide further community-based support to the girls. In the communities where Camfed operates, Mother Support Groups have been formed by mothers living in villages nearby the schools to aid the girls in need. The mothers function as counsellors and mentors, but also, for instance, support the children with school and provide them with firewood and sufficient food by making and selling clothes. The Father Support Groups have been formed in Zimbabwe and they have provided a platform for parents wanting to get a contact with the local authorities and establish requirements about exposed children. (Linklaters, 2010.)

CAMA members in turn conduct health training and teacher mentoring, distribute seed money, manage their own businesses and function as role models for young girls. CAMA is meant for young women and it provides them with business and leadership training and seed money to start a business of their own. As CAMA members manage the Camfed Seed Money Program, Camfed trains them in making business plans and managing finances. CAMA members are also trained to be Community Health Officers by the Camfed Community Health Program and are thus empowered to teach people in

communities about sanitation, infant care and HIV/AIDS. CAMA arranges meetings within itself and also with the community wherein important issues are dealt with, such as child abuse. At present, CAMA operates in Ghana, Tanzania, Zambia and Zimbabwe with a network of around 14.000 women. (Linklaters, 2010.)

Camfed possesses a national organization and a national office in the countries it operates. The officers in these national offices are nationals of the given countries and thus comprehend well their national educational systems and other local matters. In Zimbabwe, a previous beneficiary of Camfed is now the Executive Director of the local national organization. Camfed International and Camfed USA conduct coordination and support to all the offices in SSA in finance, HR, programming, advocacy, fundraising, IT and communications. (Linklaters, 2010.) The following has been stated as regards to all the preceding entities from local School Management Committees to Camfed USA that are empowered by Camfed's programs and thus contribute to systemic change:

"Camfed believes that it has been able to catalyse systemic change (throughout the community), first and foremost, because it ensures that its programs are delivered in a holistic manner in service of its paramount principle of child protection." (Linklaters, 2010, pp. 17.)

Camfed's programs are also supported by its governance model to secure accountability to girls and the right of girls to education; and prevent fraud through the culture of integrity placed by it wherein participants of all levels, who influence a girl's life, are to ensure by working jointly for the respect and support to the girls' right to education and protection. This model consists of the overarching principle of child protection and the organizing principles of transparency & accountability; partnerships with government & community; activism & social capital; and a holistic long-term approach. (Linklaters, 2010.) That is, for Camfed governance is about 'who has influence; who makes the decisions; who controls the resources; and where and to whom accountability lies… the evolving processes, relationships, institutions and structures by which people in rural communities organise themselves collectively to negotiate their rights and interests, access the resources to which they are entitled and make decisions about what arrangements will best enable them to achieve their goals' (Linklaters, 2010, pp. 21).

Camfed's governance model creates systemic change through three aspects. The model establishes a robust local infrastructure as to secure girls' entitlements. The model allows for young women to draw on strategic decision-making positions. The model also allows expressing requirements to other service-providers, such as the government, and affecting national policy change and realization. Thus, Camfed promotes systemic change by issuing the responsibility to run its programs and make highly important decisions to the local communities themselves. (Linklaters, 2010.)

As to the conceptual idea of creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development, the following issues emerge.

Camfed has focused on children's ability to access primary level education and complete it; young girls' ability to access secondary level education and complete it; girls' ability to assure their own living after graduation; and young women's ability to attend the renewal of their communities. However, Camfed has not focused on this for the universally thought reason of girls being excluded from schooling in rural SSA due to cultural grounds. Instead, Ann Cotton found that poverty was the main obstacle for sending girls to school (See 'About Us', Camfed International, 2011). Within the context that Camfed operates, 45% of the people live by less than $1 a day (Camfed International, 2010). Camfed has thus disputed the assumption of cultural resistance, while maintaining that 'the main barrier to girls' education is chronic poverty, which simultaneously prevents impoverished girls in rural communities from continuing their education and forces them into situations of extreme vulnerability, including early marriage or prostitution, with all the attendant risks of HIV/AIDS' (Linklaters, 2010, pp. 1). Camfed also recognizes that because 'families couldn't afford to buy books or pay school fees for all their children, so they had to choose who would receive an education. Girls were rarely chosen. The reason was simple: Boys had a better chance of getting a paid job after graduation' (See 'About Us', Camfed International, 2011).

Further, by focusing on girls and young women's ability to assure their own living after graduating and attend the renewal of their communities, Camfed might be

demonstrating that it is not necessarily boys and young men anymore who would possess the better chance of making a livelihood after graduation. Camfed has thus potentially influenced SSA rural families' assumptions of their boys' superiority in making a living and, consequently the families might send their girls to school.

Further, a Child Welfare Officer in a Community Development Committee in Zambia explains that 'we enlighten children as to what rights they have… sensitise parents about the child's right to go to school… most parents do not know that the child has a right to education' (Linklaters, 2010, pp. 17). Camfed is thus informing about children's right to education, which has not been necessarily known previously.

In addition, as to the principle of child protection in its governance model, Camfed has forwarded a zero tolerance campaign in the countries it operates and worked with Ministries of Education to assure for a National Child Protection Policy to be executed. Camfed has contacted educators, families, law enforcement officials and politicians to create systems wherein cases of child abuse could be reported safely and efficiently and secure for justified punishment of offenders. The Child Protection Policy is assimilated in the whole school system whereby educational leaders are trained. Camfed's Zero Tolerance to Child Abuse Campaign thus 'breaks through the culture of silence surrounding child abuse and calls on all sectors of society to put an end to it' (Linklaters, 2010, pp. 31). Zambia has even assimilated the Camfed's Child Protection Policy to function as its national strategy at schools (Camfed International, 2010). A Child Welfare Officer of a Community Development Committee in Zambia explains that 'the introduction of the zero tolerance policy has been very instrumental… when children are sensitised about their rights, they are able to report on abuse as they know it is wrong' (Linklaters, 2010, pp. 31). A Mother Support Group member in Zambia also says that 'when we see girls who are acting in a certain way, we counsel them… we are currently speaking with a girl and her parents who live in another district who are not watching out for her' (Linklaters, 2010, pp. 3). Likewise, a Father Support Group member in Zimbabwe states that 'it is time that men got over their big egos and moved beyond the patriarchal nature of our society… men should take responsibility for helping to stop child abuse' (Linklaters, 2010, pp. 52).

As for the CAMA members, they go to distant villages to discuss and urge the local leaders to change their traditional customs and practices as to early enforced marriages. By the Camfed's Community Health Program, many CAMA members have also as Community Health Officers travelled to communities to teach the local people about sanitation, infant care and HIV/AIDS. (Linklaters, 2010.) As explained before about the taboo surrounding HIV/AIDS in reference to the operations of Riders for Health, Camfed is making an impact within that context as well. Lastly, Camfed is also providing these young women with the possibility of business training and seed money for them to start their own businesses. As a CAMA member in Zambia explains it:

"We… went to a leadership and enterprise program run by Camfed... We learned about how to run a business, prepare a business plan and manage the money. We voted on what business we would like to do and chicken rearing was chosen. Some people call us names and say things to us about what we are doing. We had a training session… on how to handle name calling. We do not care what people call us. We are going to use the profits to help vulnerable orphans. We have all decided that we want to do this before helping our own families." (Linklaters, 2010, pp. 49.)

Altogether, all the preceding could be summarized as follows: "The attitudes of communities who are trapped by a sense of hopelessness and dependency on outside help also need to change, as do traditional customs and practices that reduce the chances of girls accessing and remaining in school. Camfed maintains that these attitudes can be changed only through a holistic and long term approach…" (Linklaters, 2010, pp. 52).

As an overall analysis of these findings, half of the conceptual ideas by Seelos & Mair (2009) in the summarizing theoretical framework did hold true under Camfed's operations, for it has undertaken the following measures to contribute to sustainable development. That is, Camfed has satisfied basic human needs and created communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development. However, contrary to one conceptual idea, Camfed has not satisfied basic human needs with for instance nutrition, education, small-sized loans or health services. Here the term 'education' signifies for something simple and not a formal education with certifications. As noted in the literature review, BRAC educated women in preparing safe food for their families (Ibid). Instead, Camfed

has satisfied basic human needs with the *new infrastructure* that it generated and helped to build - the Camfed programs and the new supportive institutions of the Mother & Father Support Groups and Camfed Alumnae Association (CAMA) - as well as with the *existing infrastructure* that it assisted to develop further - the existing community structures of the School Management Committees & Community Development Committees - as regards to girls and women's education and empowerment. Further, contrary to another conceptual idea, Camfed has not seemingly translated the more abstract needs of future generations into action today.

4.2.2 Conceptual ideas concerning the second research question

As to the conceptual idea of proactively creating an own value network of companies that share same social vision, the following issues come forth. Camfed has collaborated and established partnerships with local governments and community structures that are potential enough to support and protect exposed children (Linklaters, 2010). That is, '…founded in power-sharing at the grassroots level…Camfed has built a unique partnership with schools, families, young women, local leaders, policymakers and governments to redress the imbalances of power that marginalize girls, women and poor communities' (Camfed International, 2010b, pp. 1). These community structures are the community activists consisting of the School Management Committees & Community Development Committees, Mother & Father Support Groups and CAMA members. (Linklaters, 2010). Camfed's governance model principle of 'Partnerships with existing national and community structures' provides a further signal of Camfed proactively creating its own social value network.

Due to its governance model operating on the grounds of that 'systemic change is generated by working from within the system to improve existing structures' (Linklaters, 2010, pp. 44), Camfed partners with national, regional and local governments and with local communities and assures for them to institute and run its programs. Camfed wishes to secure for many governmental decision-makers of many different levels to possess the ownership of its programs and accountability for serving the beneficiaries. Due to Camfed advancing girls' access to national education system, the system needs to be present and functional for Camfed's programs to be deployed.

However, if problems and deviations were to come forward, the partnership with government would function as an instrument to surpass them. (Linklaters, 2010.)

At national level, Camfed works with the government. At regional level, Camfed works with government officials, i.e. with regional District Education Boards and their officers, who actually possess the opinion of being better capable of delivering their own responsibilities through Camfed's programs. At community level, Camfed unites existing community structures for the creation of networks of people of all levels of the community, who are actually motivated and devoted to augmenting and enhancing the opportunities for girls and empowering women. From these collaborations sustainable change comes into view, for all these constituencies start to develop and promote the status of girls and young women. (Linklaters, 2010.) As Dr. Phiri, the Director of Planning and Information in the Ministry of Education in Zambia explains it:

"Camfed acknowledges and uses existing community structures. This is essential for sustainability, integration and capacity building. Without it, the level of achievement will be hindered. Camfed's use of community structures means that they can operate on lower costs and overcome problems in communities. For us [the Ministry of Education] it means that we can reflect in our plans what is happening in Camfed and vice versa. So integration is critical – without it, access is limited." (Linklaters, 2010, pp. 46.)

As to starting in a new country in SSA, Camfed firstly partners with the local Ministry of Education to recognize the rural areas with the highest drop-out rates and with the fewest girls going to school and establish a Memorandum of Understanding whereby Camfed is able to be involved in national education planning processes. Camfed then partners with the local Education Board and community leaders to start its programs in the related schools and communities. Individuals who have benefited from and assisted to cultivate Camfed's programs partner with the local communities to locally adapt the programs and give them the necessary support and training to manage the programs themselves. Now that community support has come forth, the local communities make the decision about who should be part of the School Management Committees & Community Development Committees. Camfed then establishes its Camfed National Office in the country to provide high level administration for the programs, for now the

support of the communities is received and their expectations and endeavours comprehended; the committees established; and the programs set up and managed at the local level. After a while, Camfed becomes to consist of its local parts, i.e. the School Management Committees & Community Development Committees, Mother & Father Support Groups and CAMA, while the Camfed national and international organizations withdraw and merely support in terms of financing, training, monitoring and evaluating. (Linklaters, 2010.)

As to the conceptual idea of developing resource strategies as an integral part of the business model, the following issues emerge. Camfed informs people that it will not provide financial payments when participating in its operations, but that one 'will be contributing to the welfare and future of their communities' (Linklaters, 2010, pp. 45). Camfed thus counts on unpaid community activists to promote its educational aims and, its governance model principle 'Activism and social capital in the place of dependency' comes forth. The participatory activists care about the related children's future and wish to help, hence enhancing the advancement of girls and young women on collective level and the sense of ownership on individual level. Entire rural communities are learning that 'they can transform themselves by taking responsibility for programs…do it as a matter of civic pride, and thereby become decision makers ready to affect, influence and bring change to their societies' (Linklaters, 2010, pp. 25). Barbara Chilangwa, the Executive Director of the Camfed Zambia also explains that 'we do not see them as volunteering for us - this is about leadership and saying 'we should be doing this anyway, it is our duty'' (Linklaters, 2010, pp. 47). Through this 'bottom-up, community-led approach' in its business model, Camfed possesses the support of the community for its programs, while the community is able to decide what nature of support it needs and how it manages the programs. Camfed provides some incentives through, for instance, supplying the local activists with the opportunity to access decision- and policy makers within the greater community. (Linklaters, 2010.)

Government officials and ministries are always amazed by Camfed's policy of not paying compensation for being involved in its programs. Nonetheless, due to comprehending that Camfed is seeking for a lasting partnership that would also result in

a better performance on their behalf, the government officials partake with enthusiasm and commitment. CAMA members are also 'passionate to effect change and have the education to achieve it as well as the technological means to communicate with one another…have a voice' (Linklaters, 2010, pp. 51). Though striving to support their families, the Mother Support Groups also 'want to right what they see as a wrong: all children should have the chance to be educated…want to build a better future for the whole community and they see education as the only real way of achieving change' (Linklaters, 2010, pp. 51). The Mother Support Groups have been established as an inspiring result of Camfed's aims of assuring girls' education and securing women's attendance in the process of selecting Camfed's beneficiaries. Due to now managing own programs, these mothers possess a sense of ownership and responsibility to promote the position of girls and women in their communities. As a member in Zambia explains it:

"We started our support group with 15 mothers. The idea came from the mothers themselves. We saw Camfed supporting girls and we wanted to do something as well. We wanted to help the girl child prosper and not to be suppressed… We will still struggle but we don't want to sit back and be vulnerable, we want to help ourselves. In the end, it will be us who benefit from this and we want to encourage this." (Linklaters, 2010, pp. 51.)

Father Support Groups also feel that 'they have more invested in their communities and feel more fulfilled in their own lives' (Linklaters, 2010, pp. 52). As School Management Committee members in Zambia also explain about actually wanting to help:

"It is common knowledge… that girls are suppressed and we want to help… we want to contribute to our national development." (Linklaters, 2010, pp. 21.)

"We had seen Camfed at other schools and we wanted it to come to our school…we agree that we need to support girls." (Linklaters, 2010. pp. 16.)

"Camfed has helped open up our eyes and move forward to help our own children without having to wait for help." (Linklaters, 2010, pp. 21.)

Overall, by its business model, Camfed's local voluntary community members have become inspired by Camfed's long-term way of operating. That is, Camfed provides the

local people the mere necessary means and resources while assigning them the actual responsibility and ownership of managing its related systems. It has been proposed that 'the most important achievement of the Camfed model is its ability to inspire philanthropic initiatives within communities, such as CAMA, and the formation of Mother Support Groups and Father Support Groups' (Linklaters, 2010, pp. 49). Through CAMA, around 70.000 children have been wholly supported during a period of ten years, hence manifesting the sustainability of Camfed's community-based model (Camfed International, 2008). Camfed's programs eventually become owned by the communities and, government representatives and other parties have explained that this holistic approach is unusual and transformational (Linklaters, 2010). That is, 'by tapping into the innate desire of people to improve their lives, and by giving community members responsibility for their own decisions, Camfed's intended beneficiaries and entire communities are able to move beyond dependency on aid and are motivated to achieve long term and sustainable change at all levels' (Linklaters, 2010, pp. 2).

On the other hand, Camfed does not receive any fees for its services from the recipients due to how its business model is formed and executed. Camfed merely relies on donations and grants and resorts to the generosity of individuals, corporations, trusts and foundations as well as statutory and non-governmental bodies. Camfed established the Camfed Circle and Camfed Fellowship for the acknowledgement of donors providing substantial support to Camfed and its programs, such as the Elton John AIDS Foundation and the Canadian International Development Agency. (See 'About Us', Camfed International, 2011.) Hence, Camfed does not seemingly develop financial resource strategies as an integral part of its business model.

In 2005, nonetheless, Camfed did establish a strategic plan of five years as regards to fundraising wherein income targets on an annually basis were developed that were necessary to attain to accomplish its aims. As leverage, Camfed has demonstrated the undeniable impact of its work to collect more financial resources. In 2008, Camfed gained many new donors, such as Credit Suisse, Goldman Sachs and the John Ellerman Foundation, and even created a new customer relationship management tool named Salesforce. This instrument assists Camfed in comprehending its supporters' needs,

demonstrating the impact of their donations more efficiently and increasing the amount of supporters through long-term relationships. Regardless of the latest worldwide economic stagnation, Camfed attained a year on year 31% increase in revenue in 2008. (Camfed International, 2008.) The Directors' and Trustees' Report on Financial Performance and Policies in 2008 also states that 'over the years we have established a reputation of delivering strong impact that has allowed us to leverage long-term relationships with institutions that range from corporate bodies, trusts and foundations, bilateral, multilateral and other public sector bodies as well as public supporters' (Camfed International, 2008, pp. 19).

As to the conceptual idea of integrating the target group into the social value network, the following issues emerge. In terms of its direct beneficiaries, Camfed has provided professional services to young girls and women as regards to formal education, business training, mentoring and seed money. Camfed has also provided young women with the opportunity to participate in the renewal of their communities. Camfed has also aimed to secure for the principle of child protection to be fulfilled within its entire strategic planning and delivery of its programs. Camfed targets to secure for the communities to take the responsibility of protecting the exposed children and for the governments to operate according to these children's learning and knowledge. (Linklaters, 2010.) As to Camfed's Zero Tolerance to Child Abuse Campaign, a School Management Committee member in Zambia explains that 'girls are now able to express themselves and issues of early marriage have been reduced' (Linklaters, 2010, pp. 31). Children, and especially girls, are more able and allowed to feel secure as regards to protection and communicate others about issues they experience as wrong. A Mother Support Group member in Zambia also explains that 'we are concerned about girls who are coming from far away…we counsel them and watch out for them' (Linklaters, 2010, pp. 35).

In addition, Camfed has aimed to establish a system and mindset of entitlement instead of dependency. Camfed aims for local communities to know exactly what they are supposed to receive and how to conduct demands when not receiving. Camfed's beneficiaries are monitored as regards to financial and social support and educational progress and, the insurance of girls receiving legitimate support and of deviations to this

being discovered is assured by the vast monitoring of Camfed's programs. Risk of corruption is reduced by mere two financial transactions between donors and beneficiaries. (Linklaters, 2010.) Nonetheless, in case of lacking transparency and accountability, a teacher in Zambia explains that 'we had one child in our class who owned only one pair of trousers...these were ripped at the side… he would never put his hand up in class as he was scared that they would fall down when he stood to answer' (Linklaters, 2010, pp. 37). A Community Development Committee member in Zambia also states that 'transparency is very important…getting each girl to identify what she is going to receive and acknowledging that this support has been received' (Linklaters, 2010, pp. 38). Hence, children, girls and young women as well as local communities are now able to comprehend what they are rightfully entitled to - for typically they have been an excluded and marginalized group -, that they are allowed to make demands when not receiving their entitlements and how to make these demands.

Camfed has also focused on the wider local community and its various stakeholders from governments and police officials to teachers and parents to create systemic change for girls' education and young women's empowerment. All interested members of the communities have been allowed to be part of the Camfed's established responsibility and decision-making systems and practices and thus influence the future of their communities. Indeed, the responsibility of running the Camfed programs and making important decisions is issued to the local communities themselves. The local stakeholders are also allowed to take the ownership of upcoming dilemmas and discover needed solutions, while Camfed is merely providing its support and its long-term programs whereupon excluded individuals are provided with the education and voice they are entitled to. With these confidence and tools being provided, the local communities are able to decide for their own futures and affect change in their communities in a way they experience as proper. (Linklaters, 2010.) In other words:

"…rural communities are incentivised and inspired to deploy their ideas to the fullest, so that… their actions and interventions also foster a continual cycle of community renewal and improvement… The synergy within the communities created by these (Camfed's) programs generates the systemic change Camfed sets out to achieve… measured by intangible metrics such as: the extent to which (i) local communities take

ownership over and expand Camfed's programs; and (ii) individuals, enlightened and empowered through Camfed's programs, themselves become powerbrokers on behalf of their constituencies." (Linklaters, 2010, pp. 25.)

A District Education Officer in Zambia also states that 'Camfed involves the community…many NGOs say that they do this but they don't… how does this help the child…this does not empower people' (Linklaters, 2010, pp. 46). Due to local participation in Camfed programs and committees, communities are able to 'make demands on other providers in order to gain access to, and participate in decisions over, the resources and services to which they are entitled' (Linklaters, 2010, pp. 45). Camfed and its programs become eventually embedded in the communities to the point that the ownership of the programs becomes of local nature and Camfed into an entirely local entity. As a Community Development Committee chair has explained that 'the major accomplishment of Camfed has been to help people view education as something in which they have a stake, as something of which local people can take ownership' (Linklaters, 2010, pp. 26). CAMA members have even become national 'powerbrokers' in that they are drawing on to more positions of importance in governments and NGOs and reaching to international platforms. (Linklaters, 2010.)

Camfed has thus also aimed to transform these communities that have been dependent on outside help into independent ones and change their attitudes and practices that have been decreasing the probability of girls going to school and staying there. Camfed has developed its program to be long-term and community-driven and operated from within the existing structures and systems, hence empowering the communities and subsuming an inclusive participation on all levels. As a District Education Officer in Zimbabwe has explained that 'what Camfed provides are the structures and the motivation; the local community provides the rest' (Linklaters, 2010, pp. 53). Camfed Zambia also says that 'the objective is that we become irrelevant as the program grows' (Linklaters, 2010, pp. 53).

Further, a Community Development Committee chair in Zimbabwe explains that 'Camfed taps into people's innate hunger for education and advancement…the

collective interest - the advancement of girls and young women - and the individual's sense of ownership…are promoted' (Linklaters, 2010, pp. 21). Local communities are thus provided even the actual inspiration to make a change for the better in their communities. A Father Support Group member in Zimbabwe also states that 'instead of waiting for another donor to come…if there's a vulnerable child I see every day, why not stand up and do something…even if a donor comes they'll find us in another setting…we need to organise ourselves in our own way' (Linklaters, 2010, pp. 52).

Altogether, these issues reflect a highly community-involving and -driven approach. That is, 'community ownership and involvement…Camfed believes this is the only way to effect systemic social change' (Linklaters, 2010, pp. 53). For instance, Camfed has established two innovative women's film production programmes in rural Zambia and Ghana wherein literate and non-literate women are provided with the necessary confidence and know-how for them to 'express their capability, knowledge and demands for change' (Camfed International, 2008, pp. 12). Women are now empowered as to raise awareness of issues such as child labour, prostitution and domestic violence (Camfed International, 2008). Through CAMA, 45 women have been educated in filmmaking, radio broadcasting and journalism and who then have produced 141 broadcasts and films that deal with social issues such as HIV/AIDS (Camfed International, 2010). Thus, rural SSA women are supported to 'advocate for themselves, their own voices' (Camfed International, 2008, pp. 12).

As an overall analysis of these findings, all the conceptual ideas by Mair & Schoen (2007) in the summarizing theoretical framework did hold true under Camfed's operations. Camfed has become self-sustained and attained scale and sustainability to contribute to sustainable development by proactively creating its own value network of companies that share its social vision, developing resource strategies as an integral part of the business model and, integrating its target group into its social value network.

4.2.3 Conceptual ideas concerning the third research question

As to the conceptual idea of building necessary infrastructure, the following issues emerge. Camfed has built this entire integrated and comprehensive community-based

infrastructure, which is concentrated on girls and is 'unique in Africa' (Camfed International, 2008, pp. 9). Camfed unites various stakeholders - e.g. parents, teachers, chiefs and government officials - and supports them, for they possess the knowledge and influence in girls' education and young women's lives. Camfed focuses its effort into transparent and accountable decision-making structures and systems to position girls and women to the centre of community and mobilize people around them in advocating and promoting for their education and empowerment. By means of Community Development Committees working with schools, Camfed national offices and whole communities, Camfed has established 'a forum where - for the first time - representatives of all local stakeholder groups and government services are brought together to focus on the needs of girls and young women…local ownership through this power-sharing democratic approach, empowers communities and ensures investment is sustainable' (Camfed International, 2008, pp. 9).

By consulting with the local communities and girls, Camfed has built this model that mobilizes a whole social infrastructure around the girls to provide them with necessary support throughout primary and secondary school and into post-graduating employment and training possibilities. Community Development Committees function as a new platform for women to participate in making decisions and, the Chair of CAMA is invited to join the Committee, thus 'giving the constituency of young women representation on a local decision-making body - a breakthrough in a context where young women in particular have little power' Camfed International, 2008, pp. 9).

Camfed has thus built infrastructure under two interrelated aspects; its various programs and the related surrounding institutions. Camfed has established the various programs for girls and women's education and empowerment, such as the Camfed Education Program, Seed Money Program, the Safety Net Fund, Community Health Program and, the Leadership and Enterprise Program (Camfed International, 2008). Camfed has assisted in establishing the various supporting institutions related to these programs, such as the CAMA and Mother & Father Support Groups. Camfed has also developed existing institutions even further, such as the School Management Committees.

As to the conceptual idea of creating social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital, the following issues emerge. Camfed has focused on social capabilities as regards to its direct beneficiaries, i.e. children, girls and young women, as well as to the community activists, such as the School Management Committees, so that they would all be able to respond to economic opportunity.

Camfed's direct beneficiaries and the community activists are now embracing the cultures of institutional education and schooling for girls and women, of child protection, gender equality and female empowerment as well as of the ultimate independence from international aid. They are also receiving a sustainable foundation of related knowledge, for responsibility is given to the communities. All this has been generated by introducing Camfed's programs and training the local people. For instance, now the children in primary school and girls in secondary school are receiving that level of education. After graduation, these girls are offered the business training and other capabilities and knowledge to start their own businesses. Through CAMA, these young women receive the know-how and competences to become leaders and make a change in their communities. (Linklaters, 2010.) As Envioleta, a bursary-supported girl in Zimbabwe explains: "I want to get an education so that I can be enlightened on my rights as a woman. I have sadly realised that the reason why most women are abused in all facets of life is because they are ignorant of their rights." (Camfed International, 2008, pp. 8.)

Camfed has also focused on health factors, for an educated girl in Africa earns more income; is less likely to contract HIV/AIDS; and has children who are 40% more likely to live past the age of five (See 'Impact', Camfed International, 2011). Camfed is thus creating a healthier foundation for the local poor. A District Education Officer in Zambia explains it from CAMA's perspective: "CAMA is very useful in bringing out all kinds of issues with girls. They are role models and the girls can relate to them and see a way out of their problems." (Linklaters, 2010, pp. 50.)

By creating the programs and supporting institutions for educating girls and empowering women, Camfed has established and linked various social networks in the form of social organization. Camfed has brought together its direct beneficiaries, i.e. children, girls and young women; the local, regional and national governments; the local community activists; and the related schools, as well as connected them all with each others and with itself and its various programs. Camfed has thus created circumstances whereby all these participants are now able to respond to economic opportunity and be more productive. Camfed has concentrated the infrastructure it has built and thus brought together all the related stakeholders, hence creating crucial community-wide connections. (Linklaters, 2010.) To support the 'virtuous cycle' of development, 'Camfed engages with whole communities…bringing together government ministers to traditional faith-based leaders, health workers, police, teachers, parents and female role models' (Camfed International, 2008, pp. 5). These participants are now empowered to contribute to the education and empowerment of women, while the direct beneficiaries receive an opportunity to earn more income, avert HIV/AIDS, become economically and socially independent and have fewer and healthier children. (Linklaters, 2010.)

As a Father Support Group member in Zimbabwe explains that 'the drop-out rate of girls due to pregnancy is even lower now that fathers are involved…now boys wash plates…it's now easier for kids to talk about sex…more HIV awareness… there was a time of too many funerals and deaths, but now it's gone down' (Linklaters, 2010, pp. 52). And as a CAMA member in Zambia explains how they 'make sure that the Camfed message is communicated and also that the message from the girls is communicated back to the Community Development Committee and the head office' (Linklaters, 2010, pp. 50).

As an overall analysis of these findings, all the conceptual ideas by Seelos & Mair (2006) in the summarizing theoretical framework did hold true under Camfed's operations. Camfed has overcome impediments typical to a developing context to contribute to sustainable development by building necessary infrastructure and creating

social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital.

4.3 Lifeline Energy

Lifeline Energy (Lifeline) is a social enterprise that was founded in South Africa in 1999 by American-born Kristine Pearson (Schwab Foundation for Social Entrepreneurship, 2011). At present, Lifeline is operating in 11 SSA countries, i.e. in Burundi, Kenya, Lesotho, Liberia, Malawi, Mozambique, Niger, Rwanda, South Africa, Tanzania and Zambia (See 'Where We Work', Lifeline Energy, 2011). The enterprise's vision is to 'develop a range of practical, fit-for-purpose products using innovative and appropriate technologies and distribution approaches that the poor can apply to their daily lives' (See 'FAQ', Lifeline Energy, 2011). Its mission is to 'transform lives through dependable, self-sufficient and environmentally friendly technologies' (Schwab Foundation for Social Entrepreneurship, 2011). Lifeline established a business model based on a holistic approach wherein self-powered energy solutions in the form of lighting and access to information and education, i.e. lights and radios, are distributed to the extremely poor with a particular focus on women, girls, orphans, refugees and other vulnerable groups of people. Lifeline sees energy poverty as a major obstacle in enhancing the quality of these people's lives and works across various disciplines to promote pervasive community well being. (See 'Our Focus' and 'How We Work', Lifeline Energy, 2011.) As Kristine Pearson explains it:

> "With access to modern information sources and clean energy light, people can dramatically change their daily lives to engage in small business and educational opportunities that can lift communities out of abject poverty." (See 'Press release: Lifeline Energy introduces the Lifeplayer', Lifeline Energy, 2011.)

Nowadays, Lifeline has distributed more than 450.000 radios and lights and has notably reduced the use of batteries and fuel-based lighting sources as well as impacted the lives of more than 10 million people (Schwab Foundation for Social Entrepreneurship, 2011). The enterprise has received frequent awards, such as James C. Morgan Global Humanitarian Award, World Technology Fellowship, Technology Benefiting Humanity

Award as well as a recognition by the Schwab Foundation for Social Entrepreneurship (See ‘Awards and Recognition’, Lifeline Energy, 2011).

4.3.1 Conceptual ideas concerning the first research question

As to the conceptual idea of satisfying basic human needs, the following issues come forth. Lifeline has focused on fighting poverty and improving issues of health, safety and quality of life. As to the conceptual idea of how to perform this, the following issues emerge. Lifeline has decided to approach the matter of energy poverty. Thus, Lifeline established a business model wherein fit-for-purpose lights and radios are strategically distributed even to most isolated rural areas, their intended recipients trained to use and maintain them and, these operations monitored and their impact evaluated, thus aiming to provide lighting, education and information in a sustainable manner. (Lifeline Energy, 2011.)

Lifeline firstly performs comprehensive research about its end-users and subsequently generates and distributes suitable clean energy products, i.e. radios and lights (Schwab Foundation for Social Entrepreneurship, 2011). During its operating time, Lifeline has worked with local partners to cultivate and refine a system wherein Lifeline radios can be distributed to all types of projects (See ‘How We Work’, Lifeline Energy, 2011). As Search for Common Ground, an international non-profit organization in Burundi explains about the importance of Lifeline’s technique of strategic distribution:

"It goes without saying that 500 radios alone will not cause a turning point in the Burundian conflict. Nevertheless, by strategically distributing wind-up radios and promoting their programmes aimed at ethnic reconciliation and peace-building, the Women's Centre and Studio Ijambo will be able to reach portions of Burundian society that are currently cut off from reliable sources of information and therefore particularly vulnerable to manipulation and control." (See ‘Testimonials’, Lifeline Energy, 2011.)

Lifeline allocates its proprietary methodology with its partners and trains their personnel (as trainers) and community members (See ‘How We Work’, Lifeline Energy, 2011). In general, Lifeline trains the trainers under its radio distribution methodology face-to-face

(See ‘Interactive Radio Instruction in Malawi’, Lifeline Energy, 2011). Overall, a Lifeline team consists of specialists who can:

- Survey and assess target populations' information and energy needs
- Assess, determine and implement distribution criteria for radio guardians and lighting beneficiaries
- Manage logistics, plan and implement distributions in collaboration with local partners
- Create radio listening groups and train local users on group formation and facilitation skills, to maximise radio listening with discussion and debate
- Monitor projects and evaluate their impact (See ‘How We Work’, Lifeline Energy, 2011).

As to Lifeline’s strategy, the following has been stated:

“We will continue employing our successful operational model of working with credible international and local NGO and UN partners on the ground to implement a variety of initiatives across a range of disciplines. We will raise funds on behalf of orphans and other vulnerable children and work with our local partners to responsibly distribute a range of radios and lights and monitor and evaluate their impact.” (See ‘FAQ’, Lifeline Energy, 2011.)

And the objective is to establish a virtuous cycle. That is, Lifeline will ‘continue researching and assessing what the extremely poor want and need; create fit-for-purpose products that people can afford; and then, ensure their distribution through various channels including the ability for women to earn income and create jobs by selling or renting lights and providing charging services to those without electricity’ (See ‘FAQ’, Lifeline Energy, 2011). Lifeline’s products are provided to its highly poor end-users through donations as well as through a market-driven approach whereby the products can be purchased by utilizing micro finance or other programmes (See ‘FAQ’, Lifeline Energy, 2011). Lifeline provides renewable energy alternatives, i.e. solar-powered and wind-up Lifeline radios as well as solar-powered and wind-up light-emitting diode (LED) Lifelights (Erickson, 2010).

As reasoning for this Lifeline’s business idea, people are able to adhere to economic opportunities and thus advance their health and quality of life when they have access to

information, education and lighting. Information, such as news, can be an instrument to save lives, educate basic skills and link its listeners to their surrounding yet unreachable world, while a light can be a tool to lengthen the day as to working. (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011.) Vulnerable groups are able to receive information on 'current market prices so that they are not cheated by traders; information on health and safety so that their children have a better chance of survival; information to increase crop yield and improve their businesses' (See 'Information', Lifeline Energy, 2011). Vulnerable groups are also able to receive education, such as learning a new skill or learning to read and calculate simple figures (See 'Information', Lifeline Energy, 2011).

Further, women are now able to increase the incomes of their households by conducting extra work in the evening, such as sewing, due to possessing a Lifelight. In Africa where more than 85% earn a living through agriculture (See 'Issues in Focus', Lifeline Energy, 2011), rural farmers are able to advance their agricultural yield, for they have access through Lifeline radios to the required information to battle pests, recognize improved seeds or develop harvest practices. Women and children are able learn basic life skills as regards to health and safety issues through informational radio programs broadcasted via Lifeline radios. (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011.)

In addition, Lifeline's clean and bright LED lights assist midwives during and after birth as regards to handling any complications and, access to information through Lifeline radios assists mothers after birth in breastfeeding, illness prevention, safety and hygiene. Access to information also provides messages and vital information about disease prevention and care as well as promotes positive behaviour as to malaria and HIV/AIDS and, clean and bright lights assist nurses to change dressings and identify infections in dark barns. (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011.) As Valentine, a 14-year-old head of household in Rwanda explains it:

"I used to think that people only get infected with HIV/AIDS during sex; but after listening to different health programmes on the radio, I have realised that there are other ways of contracting the disease." (See 'Testimonials', Lifeline Energy, 2011.)

As for the access to information, the concept is also to provide distance education via radios to girls, women and children who are living on their own. Lifeline created the Lifeline radio and has nowadays distributed more than 215.000 of them, hence reaching around 10 million listeners of whom the majority is female. Consequently, women are now able to make superior and more enlightened decisions for themselves and their families, for they have a permanent access to radio programs which discuss about sexual and reproductive health, violence, peace and reconciliation as well as economic development. In SSA, radio persists as the major tool for communication and, in countries like Rwanda, Lifeline has distributed thousands of Lifeline radios to vulnerable groups to ensure their permanent access to fundamental news and information. (Erickson, 2010.)

By utilizing Lifeline radios, information is delivered to people in the most remote areas where electricity infrastructure is non-existent. Thus, radio programs containing information about issues such as disease prevention, life skills, hygiene and family health can be broadcasted to the ones who really need them. (See 'Health', Lifeline Energy, 2011.) That is:

"They hear news and learn about places and things and solutions never imagined. They learn what their government is doing and how it affects them, and how they can stand up for their rights. Listening to the radio, they can learn English, mathematics, and science." (See 'Information', Lifeline Energy, 2011.)

In Rwanda, for instance, a group of 50 widowed women due to the genocide of 1994 received a Lifeline radio. As one of the women, Chantal explains that 'before the radio we were ignorant…and speculated about what was going on…now we are able to be smarter and we can discuss many issues about our rights, our bodies, and our country' (Erickson, 2010). She continues to state that 'we are starving to learn more and to build our skills' (Erickson, 2010). After creating the Lifeline radio, Lifeline invented the Prime radio with a digital screen which is powered by both solar and wind-up energies,

is simple to use and carry, receives AM/FM/SW frequencies and plays for 24 hours by only a single charge (Schwab Foundation for Social Entrepreneurship, 2011).

As Lifeline's latest innovative product, the Lifeplayer is an MP3-enabled radio and combines a media player, radio, Internet and cell phone technologies and is powered by both solar and wind-up energies. The Lifeplayer can be loaded up with as much as 64 gigabytes of informational or educational material which is possible to paused and repeated. To create this product, Lifeline performed end-user field research with multiple child-headed families and women and diagnosed both the power and limitations of conventional radio. (Erickson, 2010.) The Lifeplayer is purchased by schools, NGOs, businesses and other institutions, for Lifeline has not yet established a model wherein individuals could buy the product (Nerenberg, 2010). As regards to its comprehensive distribution and training methodology, Lifeline's field personnel give instructions to the trainers and end users in the Lifeplayer's use and maintenance as well as provide pictorial training guides under every unit (Index, 2011). Nonetheless, 'some end users who might be less exposed to technology could need to seek further assistance after initial training, in order to maximize benefits offered by the Lifeplayer', for the product does include a wide range of features (Index, 2011). Further, the Lifeplayer reflects and subsumes more than mere school-based curricula. As Kristine Pearson explains it:

"Imagine loading a programme on how to start a business, understanding micro-finance, agricultural best practices, environment and climate changes, health promotion and disease mitigation, health worker and teacher training, all in local languages." (See 'Press release: Lifeline Energy introduces the Lifeplayer', Lifeline Energy, 2011.)

As for the lighting, Lifeline entered the renewable lighting sector to satisfy the need and demand for portable clean energy sources. Lifeline performed end-user research, i.e. lighting needs assessment of vulnerable households in rural SSA and developed the Lifelights which are fit-for-purpose clean energy lights. This way Lifeline has enhanced the quality of life and diminished recourse on dangerous firewood, kerosene, candles and dry cell batteries. (Schwab Foundation for Social Entrepreneurship, 2011.) The Lifelight renders 74% of wind-up energy into electricity and is able to illuminate a room

through its brightest light for as much as six hours when fully charged. The Lifelight also includes the feature of a task light, which can used for reading and sewing, to name a few, and which can illuminate for more than 20 hours when fully charged. (Freeplay Foundation, 2009.)

As to the conceptual idea of creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development, the following issues emerge. Lifeline has corroborated formal education even in the most rural areas by its radios broadcasting school lessons. Children are now able to listen educational programming in family or social groups in areas of non-existent schools and teachers. (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011.) The Prime and Lifeline radios provide educational programming to even millions of primary school children in SSA (Schwab Foundation for Social Entrepreneurship, 2011). As Fanwell Besa, a writer/producer for the Educational Broadcasting Service in Zambia explains about the importance of the Lifeline radios to its education programmes:

"The…wind-up radios are of great benefit to our education programmes. In the areas where children are using wind-up radios, the programme is experiencing no problems at all. The teachers wind it up or put it in the sun and can listen to the lessons. In the areas where there are no Lifeline Energy radios, there are big problems because there is no money for batteries." (See 'Testimonials', Lifeline Energy, 2011.)

Lifeline radios function also as training tools for national and district educators as well as supervisors and local teachers. Lifelights in turn provide the opportunity to study at night time and for teachers to prepare lessons and grade papers. (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011.) In addition, for instance, groups of female refugees from Somalia have received training as to form and run radio listening groups, wherein the trainers teach the women and learn from them on what issues they would like to hear information about through the radio, which is then announced to the programme writers (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011).

In Africa, more than 40 million children are disallowed access to education and, a lack of resources is merely worsening the problem, including a lack of classrooms and trained teachers. Nonetheless, radio distance learning has been proven to be successful in educating children who are not in school, wherein high-level educators produce formal school curricula for radio. Lifeline has partnered with educators, local communities and national governments to secure the reach of school programming by means of its Lifeline radios. (See 'Education', Lifeline Energy, 2011.) Thus, Lifeline is demonstrating that a person does not need to be physically located in a school building to learn high-quality basic education. Instead, by receiving and accepting these Lifeline radios, a new and innovative way of learning has been introduced among the poor of rural SSA.

Further, Kristine Pearson calls the Lifeplayer even as 'way to democratize education', because 'for pastoralist families in certain parts of Africa -- if you train mothers and women how to use these devices, you can keep your kids in school while you're travelling with your animals' (Nerenberg, 2010). Pearson continues to explain the following issues which reflect even more pervasively the way that Lifeplayer could democratize education:

"You don't have to be literate, feel intimidated by the technology or worry about batteries dying. It is a reliable, user-friendly tool that inspires people to learn at their own pace, to think and act differently, to pursue passions and different interests. It will help people to make more informed choices and decisions. To enhance literacy levels, it can even hold dictionaries and be a 'talking book'." (See 'Press release: Lifeline Energy introduces the Lifeplayer', Lifeline Energy, 2011.)

Further, women are demeaned under various traditions in SSA. For instance, women are 'frequently excluded from civil society participation, lack access to educational and income-earning opportunities and suffer from gender-based violence, early and forced marriages and female genital cutting' (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011). Nonetheless, experience has demonstrated that women and men are able to change these traditions together when they have access to information. Radio persists as the major source of information, but most of the

owners are male. (See ‘The Millennium Development Goals and Lifeline Energy’, Lifeline Energy, 2011.) Lifeline indeed commits to empower women and girls in SSA and improve the quality of these people’s lives through suitable, dependable and environmentally friendly technologies (Erickson, 2010). As Kristine Pearson explains it:

"The Lifeplayer offers women and girls unprecedented options for desperately scarce educational and practical informational access, which will also enhance self-esteem and confidence… It is often said that knowledge is power, and we believe that the more that women know, the more things will change, and the more personal power they will exercise in their families and communities.” (Erickson, 2010.)

Also Chantal, the widowed woman from Rwanda explains that ‘our children go to school now and no longer think their mothers are stupid…we know our rights’ (Erickson, 2010). She continues to state that ‘we believe as women, we are the future, and this is what we tell our daughters’ (Erickson, 2010).

Further, in various African areas HIV/AIDS still embodies shame, stigma, repression and discrimination whereby infected individuals are abandoned by their communities and families. Nonetheless, through Lifeline radios, people are able to follow serialised radio dramas about ‘beloved fictional characters as they manage health problems such as AIDS’ (See ‘Health’, Lifeline Energy, 2011).

As to the conceptual idea of translating the more abstract needs of future generations into action today, the following issues emerge. Most of the poor’s energy sources are highly polluting and damaging to the environment, including wood, candles, kerosene and disposable batteries (See ‘Environment, Lifeline Energy, 2011). These batteries are inefficient, need 50 times more energy to produce compared to generating and leach heavy metals and toxins into soil or waterways when they are being disposed. Bio-fuels in turn produce toxic indoor and outdoor air pollution, including firewood and dung. This wood collection is very costly to the environment, for it results in deforestation, erosion and reduced biodiversity. Utilizing a power grid instead would diminish the outcome of bio-fuels. However, it would also bring about its own limitations and, the probability of connecting the 1.6 billion people without electricity into a power grid

seems highly low. (See ‘The Millennium Development Goals and Lifeline Energy’, Lifeline Energy, 2011.)

Due to the lack of access to clean energy, people are forced to utilize dangerous and polluting kerosene and disposable batteries. These mediums are toxic, expensive and inefficient and lead potentially to weakened health. Further, the people most in need of clean energy technologies can not often afford them, such as rural women, children, refugees and other vulnerable groups. (Schwab Foundation for Social Entrepreneurship, 2011.) Nonetheless, Lifeline has mitigated all these limitations and pressures through renewable human and solar powered technologies (See ‘The Millennium Development Goals and Lifeline Energy’, Lifeline Energy, 2011).

The wind-up and solar-powered Lifeline radios and Lifelights offer reliable human or solar energy. They also utilize recyclable NiMH rechargeable batteries, which sustain at least four years. These batteries can be changed to lengthen the product life for another four years. (See ‘Environment, Lifeline Energy, 2011.) In fact, Lifeline Energy used to be the Freeplay Foundation and changed its name due to its experience on-the-ground in SSA (Erickson, 2010). As Pearson explains it:

> "After working in the field for many years, the need for a variety of clean technologies to reduce dependency on fossil fuels and poor quality batteries became increasingly apparent…We've broadened our energy poverty focus, and Lifeline Energy seemed like a good natural name and progression." (Erickson, 2010.)

And as Dame Anita Roddick, the Co-founder of Body Shop explains about the meaning of Lifeline’s radios in poverty and environmental terms:

> "Lifeline Energy radios are one of the most socially responsible products I have ever come across. It gives people the tools of communication, to get out of poverty and to connect. This product also minimises the impact on the environment as it doesn't run off of toxic batteries. Connecting villages to the majority of the world through continual access to information will help improve the lives of the rural poor." (See ‘Testimonials’, Lifeline Energy, 2011.)

Lifeline also collaborates with governments, international aid organizations, in-country NGOs, local communities, individuals and corporations to attain its goals. Lifeline works with these partners across various disciplines to promote pervasive community well being, including education, health, agriculture, complex emergencies and peacemaking. Lifeline believes that 'lasting improvements in people's lives come about when all those directly involved and affected by change are offered space for their voices to be heard and access to a platform from which they can participate' (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011).

As an overall analysis of these findings, the majority of the conceptual ideas by Seelos & Mair (2009) in the summarizing theoretical framework did hold true under Lifeline's operations, for it has undertaken the following measures to contribute to sustainable development. That is, Lifeline has satisfied basic human needs, created communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development and translated the more abstract needs of future generations into action today. However, contrary to one conceptual idea, Camfed has not satisfied basic human needs with for instance nutrition, education, small-sized loans or health services. Instead, Lifeline performed this with the comprehensive *refined system* wherein fit-for-purpose lights and radios are strategically distributed even to most isolated rural areas, their intended recipients trained to use and maintain them and, these operations monitored and their impact evaluated, thus providing lighting, information as well as formal and informal education in a sustainable manner to those who need them the most, i.e. through the Lifeline radios and Lifelights. To clarify, Seelos & Mair's term 'education' signifies for something simple and not a formal education with certifications. Instead, through radio programs broadcasted via Lifeline radios, actual basic education is taught in the form of formal school curricula in addition to the basic life skills that are taught as well.

4.3.2 Conceptual ideas concerning the second research question

As to the conceptual idea of proactively creating an own value network of companies that share same social vision, the following issues come forth. Lifeline seeks for partners that share its goals and values and that are able to 'co-create vehicles for

collective research, participative service delivery, joint evaluation and learning' (See 'Our Values', Lifeline Energy, 2011). As one of its values, partnerships are central to Lifeline's work. Lifeline believes that 'lasting improvements in people's lives come about when all those directly involved and affected by change are offered space for their voices to be heard, and access to a platform from which they can participate' (See 'Our Values', Lifeline Energy, 2011).

Lifeline collaborates with governments, international aid organizations, in-country NGOs, local communities, individuals and corporations and works across various disciplines with these partners, such as education, health, agriculture, complex emergencies and peacemaking. Lifeline establishes coalitions that combine both the public and private sector to obtain the most effective and efficient utilization of resources. Lifeline is thus able to assure for information to be delivered even to most isolated and remote communities and locations. During its operating time, Lifeline has worked with local partners to cultivate and refine the system wherein Lifeline radios can be distributed to all types of projects. (See 'How We Work', Lifeline Energy, 2011.) As Frank Arnold, a Rotary Fundraiser for the 'Learning at Taonga Market' project in Zambia explains about Lifeline's partners for this specific project and about the refinement of Lifeline's distribution system:

"I travelled to Lusaka to meet the partners in the project - World Vision, UNDP, YMCA, Peace Corps, Women for Change and the Educational Broadcasting Service. It was a pleasure to meet all of them and hear of their progress and development. I was further impressed by the way the documentation for every single Lifeline radio is formalised with each partner knowing exactly where each one is." (See 'Testimonials', Lifeline Energy, 2011.)

Further, Lifeline partners with the for-profit Lifeline Technologies Trading Ltd (LTTL), which is Lifeline's new product development and trading arm. LTTL designs, develops, manufactures and sells products for the humanitarian sector. It provides empowerment to both individuals and communities in developing countries by developing and distributing suitable and sustainable products and technologies. LTTL also concentrates to fight energy poverty and health issues. LTTL endows the profits from its commercial

operations to Lifeline and, for instance, the Lifeplayer was created by both Lifeline and LTTL. (See 'History', Lifeline Energy, 2011.) LTTL enables Lifeline to conduct end-user driven product development and to create suitable products of realistic prices for the humanitarian community (See 'FAQ', Lifeline Energy, 2011). By partnering with its shareholder Lifeline, LTTL possesses 'a development, distribution and implementation record earned through 11 years of active distribution and project implementation of appropriate technology products in the developing world' (See 'About Us', Lifeline Technologies Trading Ltd., 2011).

As to the conceptual idea of developing resource strategies as an integral part of the business model, the following issues emerge. Due to its radio group listening method within its business model, Lifeline seemingly saves on personnel, for merely the radio guardians are needed to teach how to use and maintain the radios. Further, a Lifeline team includes specialists who establish these radio listening groups and teach the local users on group formation and facilitation skills, thus maximising the radio listening (See 'How We Work', Lifeline Energy, 2011). Lifeline does seemingly save on financial resources in terms of cost-effectiveness, for one produced radio equals many listeners, thus reducing the amount of radios needed to be produced compared to the amount of listeners they cover. In Zambia, over 10.000 Lifeline radios are used in community and formal government primary schools that reach almost 2 million children every school day (See 'How We Use Your Donation', Lifeline Energy, 2011). The Lifeplayer is not intended for individual or family use either and its related costs function as part of the reasoning (DeCapua, 2010). As Kristine Pearson explains:

"This is really a tool to deliver education and community level content. So, it would be adopted by schools, by health clinics, by governments, who want to upscale their government workers." (DeCapua, 2010.)

Further, rural people tend to highly appreciate the radios and take care of them, thus merely minimizing the amount of radios going missing that would then need to be replaced with a new one (See 'BBC's Lifeline appeal', Lifeline Energy, 2011).

In addition to its products being provided to its end-users via donations, Lifeline also created the market-driven system wherein its products can be purchased by utilizing micro finance or other programmes. As part of its strategy, Lifeline seeks to create products that people can afford, which it does in collaboration with its for-profit arm LTTL. In fact, Lifeline decided to establish LTTL because it enables Lifeline to create products of realistic prices for the humanitarian community and, because all the profits deriving from this contribute to Lifeline's core funding. (See 'FAQ', Lifeline Energy, 2011.)

Further, even though not seemingly being part of the concept 'developing resource strategies as an integral part of the business model', Lifeline does raise funds on behalf of orphans and other vulnerable groups and does receive donations. For instance, the development of the Lifeline radio was funded by Lifeline, while the Lifelight was mostly funded by Lifeline's American Ambassador Tom Hanks and the Lemelson Foundation based in the US. (See 'FAQ', Lifeline Energy, 2011.) Hanks enabled Lifeline to perform a lighting needs assessment of vulnerable groups in rural and peri-urban locations in South Africa (See 'Lifelight', Lifeline Energy, 2011). In total, Lifeline has three Ambassadors, i.e. Tom Hanks, its European Ambassador Terry Waite and its South African Ambassador Sibusiso Vilane (See 'FAQ', Lifeline Energy, 2011). Lifeline also has various networks and friends supporting it, such as the Schwab Foundation for Social Entrepreneurship and GlobalGiving as well as Royal Academy of Arts (See 'Our Networks', Lifeline Energy, 2011). Also inspired individuals and organizations have become Lifeline's fundraisers. For instance, Lifeline's partner in a farmer-focused Coffee Lifeline project, Peter Kettler, partnered with the owner of Ancora Coffee Roasters, George Krug, to perform informal Coffee Lifeline discussions in Ancora's coffeehouses in the US and, nowadays Ancora has donated nearly $5.000 to endorse coffee farmers in Rwanda. (See 'Our Fundraisers', Lifeline Energy, 2011.)

As to the conceptual idea of integrating the target group into the social value network, the following issues come forth. As Lifeline explains:

"Our approach is holistic. Radios are never just given away. Community involvement is paramount in forming radio listening groups to ensure that the radio's potential is maximised. We help them select radio 'guardians' to care for the radio on behalf of their listening group or classroom. Guardians are often teachers or local leaders or child heads of households and at least 50% percent of the guardians are female." (See 'How We Work', Lifeline Energy, 2011.)

Lifeline radios are not thus merely ceded away to individual persons, who then might or might not know how to utilize and maintain the radios and who might use the radios only for their own purposes. Instead, the recipients of the radios 'have to commit to maintaining and managing the radio and participating in follow up surveys' (Gunther, 2010). Further, Lifeline radios are utilized for group and community listening. Lifeline works with its partnering organizations and communities to assure for these listening groups to gather up to learn significant information and discuss and debate issues they have heard. In Rwanda, around 100 coffee farmers share one Lifeline radio which broadcasts coffee programmes to assist in stimulating the damaged coffee industry due to the genocide. (See 'How We Use Your Donation', Lifeline Energy, 2011.)

In Rwanda, Lifeline also provided radios to a group of 50 orphans, who were taking care of their younger brothers and sisters. After teaching them in how to use the radios, these children actually singed a contract whereby they promised to take care of the radios and provide an opportunity to other young people to listen to the radios as well. (See 'BBC's Lifeline appeal', Lifeline Energy, 2011.) As Kristine Pearson explains about the results this operation has created:

"We actually find that people prize these radios so much and they take such a good care of them, very few actually go missing." (See 'BBC's Lifeline appeal', Lifeline Energy, 2011.)

Hence, instead of merely donating its products, Lifeline educates its recipients the needed skills and knowledge in how to use and maintain the radios and lights; provides ownership to the radio guardians in that they are now responsible for the radio on behalf of their listening group; and provides the listening groups a sense of involvement in

something larger and more pervasive and connects them with their surroundings. As Nestor Oller, the President of Netri Foundation explains it as to those in extreme need:

"…what struck me the most were…the emotional side of the program: Listening to the radio and learning from it makes them feel active part of society avoiding the feeling of falling behind." (See 'Testimonials', Lifeline Energy, 2011.)

Thus, in an indirect manner, Lifeline is also providing its beneficiaries professional and educational services as well as potentially creating employment, for by the various radio programs broadcasted via Lifeline's radios the poor are receiving formal and informal education as well as other types of information to be potentially able to engage in small business opportunities.

As an overall analysis of these findings, all the conceptual ideas by Mair & Schoen (2007) in the summarizing theoretical framework did hold true under Lifeline's operations. Lifeline has become self-sustained and attained scale and sustainability to contribute to sustainable development by proactively creating its own value network of companies that share its social vision, developing resource strategies as an integral part of the business model and integrating its target group into its social value network.

4.3.3 Conceptual ideas concerning the third research question

As to the conceptual idea of creating social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital, the following issues emerge. Lifeline has focused on social capabilities as regards to its radios' listeners, i.e. both the radio guardians and the people included in the radio listening groups, such as orphans, head-of-household children, vulnerable women and refugees, so that they would all be able to respond to economic opportunity.

Lifeline radio listeners are now embracing the cultures of information and distance education and receiving a sustainable basis of knowledge in various areas, such as agriculture, health and formal school curricula. This has all been generated through different respective radio programs broadcasted via Lifeline's radios. For instance, now

out-of-school children are able to receive basic education, for educators produce formal school curricula for radio and Lifeline partners with the educators, local communities and national governments to secure for the school programming to attain these children via its own radios (See 'Education', Lifeline Energy, 2011). Hundreds of thousands of children are now able to learn English, math, science as well as life skills via radio distance-learning programs broadcasted through Lifeline radios (Freeplay Foundation, 2009). As Suz Simard, a Senior Pedagogy Specialist of an Education Development Centre explains about the Lifeline radios:

"Through the use of these radios, we are able to provide quality basic education to children and young people who have never been able to attend formal primary schools." (See 'Testimonials', Lifeline Energy, 2011.)

Further, now also refugees are able to obtain vital information and basic education in even the most damaged areas through Lifeline radios. 'Families can learn how to locate missing loved ones, where to go for medical care and food', to name a few (See 'Emergencies', Lifeline Energy, 2011). As JustWorld International researchers explain, who are evaluating the Lifeline radio in the UNCHR camps in Tanzania:

"Every custodian interviewed uses the radio for basic education and news and believes that the Lifeline radio has vastly improved the quality of his or her life, despite their difficult living circumstances. The Lifeline radio plays a multi-faceted role in the lives of the refugees: it is an advisor, informer and educator." (See 'Testimonials', Lifeline Energy, 2011.)

Lifeline has also focused on health factors, for by the Lifeline radios local organizations are now able to deliver radio programs even to most remote areas that subsume information about disease prevention, life skills, hygiene and family health. Also serialised radio dramas discuss about health problems, such as HIV/AIDS. (See 'Health', Lifeline Energy, 2011.) Lifeline is thus helping to create a healthier foundation for the local poor. As Nestor Oller, the President of Netri Foundation explains it:

"The radio can be an extremely useful device for those in extreme need since it gives them information that turns to be vital. Information on health…helps them take

decisions that improve directly their standard of living, even if they still sleep on the floor..." (See 'Testimonials', Lifeline Energy, 2011.)

By creating this comprehensive refined system wherein fit-for-purpose radios are strategically distributed even to most isolated rural areas and their intended recipients trained to use and maintain them, Lifeline has linked various social networks in form of social organization. Lifeline has linked the poor people listening to radio programs via its radios with itself, with the formed radio listening groups, with the professionals producing the different radio programs and series, surrounding communities and even with the rest of the world, thus creating circumstances whereby these people are now able to respond to economic opportunity and be more productive. For instance, through the 'voice' of the radio, refugees in damaged areas are now able to feel less isolated and be aware of the moment when relief will arrive. These refugees are able to use the Lifeline radios both on the move and in refugee camps. (See 'Emergencies', Lifeline Energy, 2011.) As Rev Morais Quissico, a United Methodist Church Projects Co-coordinator in Mozambique explains about the significance of the Lifeline radios:

"These radios are very helpful for the populations who can follow everything that is going on in an emergency including advice on matters such as prevention and treatment of diseases to which they are vulnerable. There have been several known cases of people who have saved their lives after having heard how cholera and malaria can be prevented and treated through the radio's programme." (See 'Testimonials', Lifeline Energy, 2011.)

Further, local farmers who might already possess the needed knowledge and capabilities to establish and have an agricultural farm might not possess the needed information about their surroundings that will have an affect to their yields and thus to their productivity. Nonetheless, through the Lifeline radios, farmers are now able to receive radio programming from government extension offices that subsume the needed information on weather conditions as well as on how to fight pests and advance harvest practices (See 'The Millennium Development Goals and Lifeline Energy', Lifeline Energy, 2011).

Also orphans and children who are heads of household and other groups of vulnerable children are now able to connect themselves with their surrounding environment, thus reducing their feeling of isolation and increasing their amount of knowledge and other capabilities to be more productive. As a UNICEF report note explains how Lifeline radios have helped vulnerable children to integrate with their community:

"The main objective pursued through the distribution of radios was to encourage vulnerable children to interact and integrate with the community as well as increase their access to information. The donation of the radios has undoubtedly had a positive impact on the lives of the children that benefited from the distribution." (See 'Testimonials', Lifeline Energy, 2011.)

Further, Kristine Pearson has in fact stated that 'children say that the voice they trust is the voice of the radio' (Lindow, 2007). And as Nestor Oller, the President of the Netri Foundation explains about the significance of radio soap opera characters to orphans:

"…when an orphan tells you that the radio soap opera main characters are a bit like their parents since when they listen to them they learn values, feel accompanied, don't feel any fear at night anymore and things like that, it's then, when you feel you are making a difference." (See 'Testimonials', Lifeline Energy, 2011.)

And lastly, as Chantal, a 16-year-old head of household who takes care of her two younger brothers who go to school instead of her and whose father was killed during the Rwandan genocide and whose mother died of malaria, explains about the meaning of the Lifeline radio to herself as regards to connecting herself with the surrounding region and the world to be more productive:

"My life was miserable before I had this radio. We were isolated and didn't have any way to get information. Every day we listen to the news from our region and the world, the weather and also I get the time. I especially like programmes about caring for children and AIDS. I worry about AIDS. Neighbours used to treat us badly, but now they come around to listen and we are friends." (See 'Testimonials', Lifeline Energy, 2011.)

As an overall analysis of these findings, half of the conceptual ideas by Seelos & Mair (2006) in the summarizing theoretical framework did hold true under Lifeline's

operations. Lifeline has overcome impediments typical to a developing context to contribute to sustainable development by creating social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital. However, contrary to one conceptual idea, Lifeline has not seemingly overcome impediments typical to a developing context to contribute to sustainable development by building necessary infrastructure.

5 CONCLUSIONS

Around the globe, 72% of the world population is situated at the Bottom of the Pyramid (BOP) living under two dollars a day (CI, 2007). The dominant factors of unemployment and deficient access to sanitation, water and energy have led to grave outcomes for the BOP population, including extreme poverty, hunger, perilous diseases, child mortality, maternal ill and environmental erosion. The presence of poor infrastructure, poor educational and medical means as well as gender inequality has merely aggravated this holistic societal problem. However, the BOP population in Africa is the largest by holding 95% of the continental population and, the poor in Sub-Saharan Africa (SSA) - mainly located in rural areas - are even under-positioned compared to their counterparts elsewhere in the world (Ibid; SESRTCIC, 2007).

Governments, NGOs, multilateral organs and international aid institutions have not provided sustainable developmental answers to this societal problem (Prahalad, 2005). Objections have been put forth towards large corporations' trials to mitigate this problem by their CSR practises (Newell, 2006; Frynas, 2008). On the other hand, the phenomenon of Social Entrepreneurship (SE) has approached this societal problem and drawn the attention of various entities, for this more socially ambitious entrepreneurship is providing innovative ways to create sustainable development (Seelos & Mair, 2005).

As conclusion, social entrepreneurial activity's potential procedures should be examined in contributing to sustainable development in rural SSA, for they appear as a promising option in helping the local BOP population. Thus, the research problem was: "How can social entrepreneurial activity contribute to sustainable development in rural Sub-Saharan Africa?" By reading the limited literature on social entrepreneurial activity's

procedures in contributing to sustainable development, the most suitable conceptual ideas were discovered. The research objective was to apply these conceptual ideas in this new context of rural SSA and examine which of them held true. To reach a decisive answer to the research problem, the following three research questions were formulated:

1. What kinds of measures can social entrepreneurial activity undertake to contribute to sustainable development in rural SSA?
2. How can social entrepreneurial activity become self-sustained and attain scale and sustainability to contribute to sustainable development in rural SSA?
3. How can social entrepreneurial activity overcome impediments typical to a developing context to contribute to sustainable development in rural SSA?

5.1 Main Findings and Theoretical Contributions

As main findings to the first research question, Riders for Health (Riders) focused on fighting preventable and treatable infectious diseases through strengthening local health care systems by addressing their transport and logistics side; sought to achieve and promote gender equity under all levels of its activities; and used low-tech motorcycles with small-sized engines so that fuel consumption would be low. Camfed International (Camfed) again focused on fighting poverty and HIV/AIDS by educating girls and empowering women; and tried to break the culture of silence surrounding child abuse. Lifeline Energy (Lifeline) in turn focused on fighting poverty and improving issues of health, safety and quality of life by approaching the matter of energy poverty; sought to endorse an innovative way of learning whereby a person does not need to be physically located in a school building to learn high-quality basic education; and supplied renewable human and solar powered technologies.

As to the second question, Riders collaborated with health-related organizations that also aim for the most isolated people to have regular and anticipated health care, such as governments and CBOs; used the CPK calculator in its business model to secure financial resources; and established the International Academy of Vehicle Management (IAVM) to provide courses for delegates such as the health care workers. Camfed again partnered with local governments and community structures potential enough to support and protect exposed children; utilized its long-term way of operating to secure human

resources as local community members became inspired and voluntary; and issued the liability to run its programs to local communities. Lifeline in turn collaborated with partners that share its goals such as local NGOs and corporations; utilized its method of radio listening groups under its business model to secure financial resources; and assured for the radio listening groups to assemble to learn vital information and discuss and debate about issues.

As to the third question, Riders built the infrastructure to manage and maintain vehicles; as well as generated the culture of preventive maintenance and a sustainable basis of local knowledge in transportation by its training programs. Camfed again created the Camfed programs that are complementary and supportive of the existing education systems and helped to build the new supportive institutions and develop further the existing community structures as regards to girls and women's education and empowerment; as well as connected the recipients, governments, community activists and schools with each others and its various programs, thus creating community-wide connections. And Lifeline for instance focused on health factors, for local organizations are now delivering programs via its radios that include information on disease prevention and hygiene.

Overall, these findings show for the majority of the conceptual ideas in the summarizing theoretical framework to hold true in rural Sub-Saharan Africa. Conformable to most conceptual ideas by Seelos & Mair (2009), the social entrepreneurial activity in rural SSA did satisfy basic human needs, create communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development and translate the more abstract needs of future generations into action today. Albeit Camfed did not seemingly translate the more abstract needs of future generations into action today, strong evidence was sufficiently provided to argue for this conceptual idea to hold true in the context of rural SSA. That is, both Riders and Lifeline did undertake this measure and, Lifeline's vision and mission were even highly reflected by it, as it sought to transform lives by self-sufficient and environmentally friendly technologies.

In addition, conformable to all conceptual ideas by Mair & Schoen (2007), the social entrepreneurial activity in rural SSA did proactively create own value networks of companies that shared same social vision, develop resource strategies as an integral part of the business model and integrate target groups into the social value networks. Lastly, conformable to all conceptual ideas by Seelos & Mair (2006), the social entrepreneurial activity did build necessary infrastructure and create social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital. Albeit Lifeline did not seemingly build necessary infrastructure, strong evidence was sufficiently provided to argue for this conceptual idea to hold true in the context of rural SSA. That is, both Riders and Camfed did conduct this activity and, their business ideas and models were even highly reflected by it, as Riders entirely operated by its TRM model and Camfed by its Camfed programs, new supportive institutions and advanced existing community structures.

However, one finding was not confirmed by existing research. That is, contrary to one conceptual idea by Seelos & Mair (2009), the social entrepreneurial activity in rural SSA did not satisfy basic human needs with for instance nutrition, education, small-sized loans or health services. To clarify, Seelos & Mair's term 'education' signifies for something simple and not a formal education. Instead, Riders satisfied basic human needs with its vehicle management and maintenance infrastructure named the Transport Resources Management model; Camfed with its Camfed programs, new supportive institutions of the Mother & Father Support Groups and Camfed Alumnae Association as well as with advanced existing community structures of the School Management & Community Development Committees; and Lifeline with its comprehensive refined system wherein fit-for-purpose lights and radios are strategically distributed even to most isolated rural areas, their intended recipients trained to use and maintain them and, these operations monitored and their impact evaluated, thus serving lighting, information as well as formal and informal education in a sustainable manner.

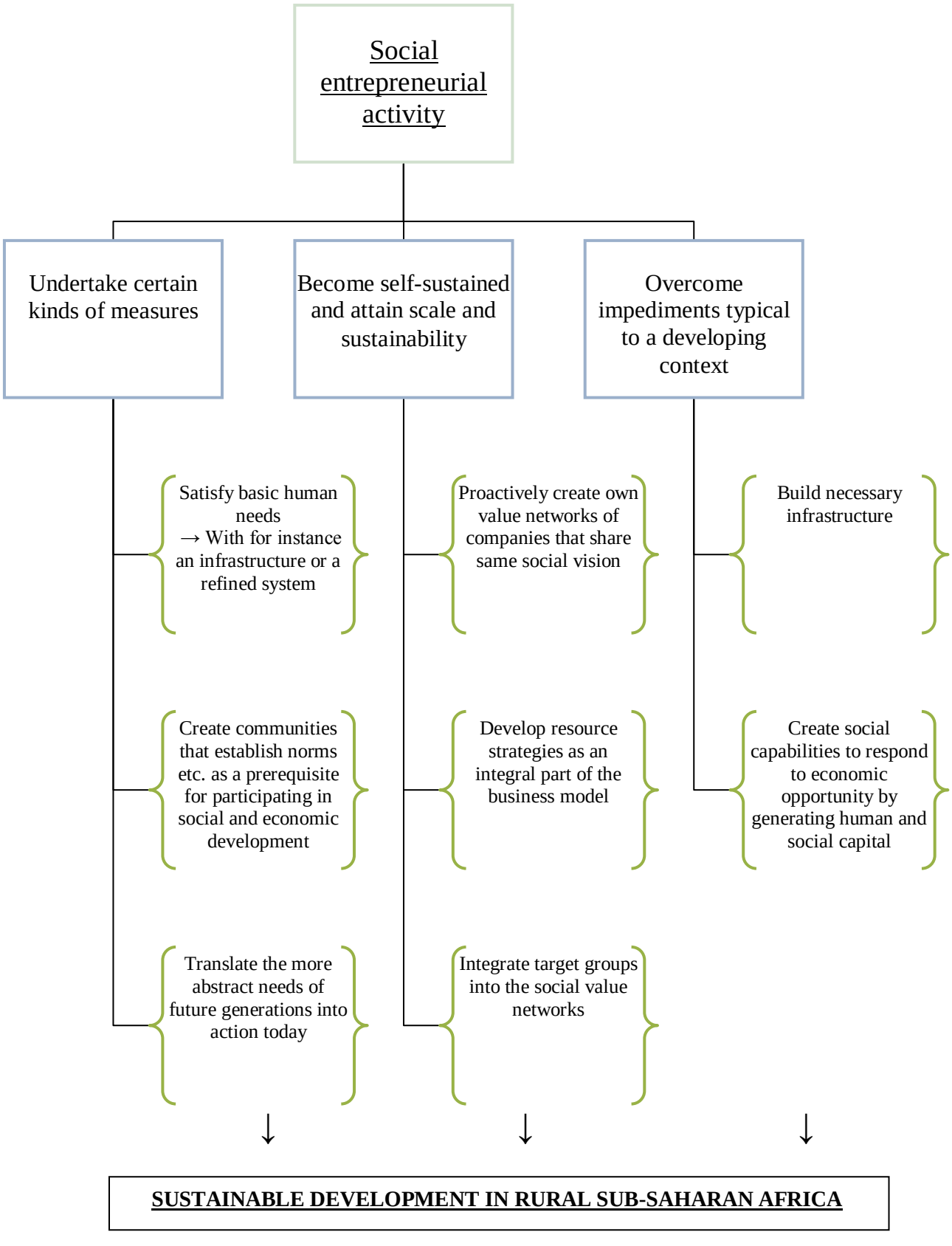
Thus, as to what new knowledge did this study generate, the following comes forth. In rural SSA, the social entrepreneurial activity satisfied basic human needs with an entire infrastructure and a refined system. The social entrepreneurial activity thus performed

this measure with unconventional, holistic, systemic and long-term approaches and means rather than with conventional, isolated, one-sided and short-term solutions that are narrow in scope such as nutrition and medicines. Indeed, Riders satisfied basic human needs with an *infrastructure*, Camfed with both *new and existing infrastructure* and, Lifeline with a *refined system*. Hence, the conceptual idea by Seelos & Mair (2009) of contributing to sustainable development by satisfying basic human needs does hold true in the context of rural SSA, but in a different scale. When the manner of this measure is explained in detail, the difference between existing research and this study comes forward as the measure extends in scale and scope from mere nutrition and medicines into entire infrastructures and refined systems.

As conclusion, social entrepreneurial activity can contribute to sustainable development in rural SSA and thus help the local BOP population by satisfying basic human needs with for instance an infrastructure or a refined system, creating communities that establish norms, rights, and collaborative behaviour as a prerequisite for participating in social and economic development and by translating the more abstract needs of future generations into action today. Social entrepreneurial activity can also contribute by proactively creating own value networks of companies that share same social vision, developing resource strategies as an integral part of the business model and integrating target groups into the social value networks. Lastly, social entrepreneurial activity can also contribute by building necessary infrastructure and creating social capabilities to respond to economic opportunity through changing the poor into resources by generating human and social capital.

Thus, a slightly revised theoretical framework is now formulated as a response to the novel finding of this study (See Figure 4). As to the mere modified factor within the framework, social entrepreneurial activity does satisfy basic human needs, yet with means of different scale. Otherwise, the summarizing theoretical framework has remained similar.

Figure 4. Revised theoretical framework on social entrepreneurial activity's procedures in contributing to sustainable development in rural Sub-Saharan Africa



As reasoning for the emergence of this mere modified factor, the grounds why rural SSA was to be part of the main research problem in the first place might now come forth. Albeit it is scattered around the world, the BOP population in Africa is the largest one and, the poor in rural SSA are situated in an even inferior position compared to their counterparts in rest of the world. As to the amount of HIV-infected people, for instance, as much as two thirds of the global total is located in SSA, i.e. 22.5 million people (Avert, 2011). To approach complexities of this scale and scope as regards to satisfying basic human needs and ultimately helping the BOP population in rural SSA may require other types of means than those used in other geographical regions, such as Egypt in North-Africa and Bangladesh in South-Asia, which were the geographical focuses of the conceptual ideas utilized in this study. As conclusion, more sturdy arms might be needed to satisfy the basic human needs of the BOP population living rural SSA, which indeed subsumes the most under-developed areas in the whole world.

5.2 Managerial Implications

Under the successful operations of Riders, Camfed and Lifeline, a similar factor can be discovered wherein a highly community-involving approach is adopted in that the local people are included within the enterprises' operations in an emphatic manner. Riders employed merely local wholly-African nationals for its field programs in SSA and provided training and education to its staff by the Riders International Academy of Vehicle Management (IAVM). To manifest the successfulness of Riders' community-involving approach, it has been stated that by the IAVM Riders is able to assure 'the transfer of skills in the region and the continuity of programs even after Riders withdraws from a country' (Mukherjee, 2009, pp. 15). Further, Camfed possesses a no less community-involving and -driven approach, for it issues the responsibility to manage its programs and make important decisions to the local communities themselves. The communities are allowed to take the ownership of coming dilemmas and discover solutions to them, hence being able to decide for their own futures and affect change in their own communities. To demonstrate the successfulness of Camfed's community-involving approach, the following has been stated:

"Camfed's achievements in access to education, provision of quality education, and the economic empowerment and leadership of young women are proof that strong progress is entirely possible with sustainable community-led structures and strong volunteer commitment from local communities." (Camfed International, 2008, pp. 16.)

Also Lifeline possesses a community-involving approach in that the radio guardians are trained to use and maintain the radios and provided with the responsibility to take care of them and maximize the radio listening by allowing others to listen as well. People included in these radio listening groups are again given the option and responsibility to gather for the listening group meetings. Thus, the local people themselves possess the means and option to decide for their own futures through better-informed decisions. To manifest the successfulness of Lifeline's community-involving approach, the following example has been stated:

"There have been several known cases of people who have saved their lives after having heard how cholera and malaria can be prevented and treated through the radio's programme." (See 'Testimonials', Lifeline Energy, 2011.)

Especially the case of Camfed suggests that by ultimately becoming embedded in the community in that the ownership becomes of local nature and the enterprise into a local entity, sustainable development can be attained. In other words, 'community ownership and involvement…Camfed believes this is the only way to effect systemic social change' (Linklaters, 2010, pp. 53). Indeed, even the Finnish daily newspaper, Helsingin Sanomat disclosed that the power and responsibility of developing countries have been emphasized merely during recent years, while Western countries have mainly dictated the way these countries should progress for the last 50 years (Ämmälä, 2011).

Thus, this study might imply for a highly community-involving and -driven approach to be a significant factor when the aim is to help the BOP population in rural SSA by contributing to sustainable development. As conclusion, current and future managers of social entrepreneurial activity might find as a notable and useful insight to intensively subsume the local people into their business models and operations as regards to conducting social entrepreneurial activity that is locally appropriate in rural SSA.

5.3 Suggestions for Further Research

Enterprises in developed countries have conventionally possessed one type of a target group, such as specific companies or individuals. Nevertheless, as discussed above, Camfed in particular had a highly community-involving and -driven approach. Camfed focused on fighting poverty and HIV/AIDS in rural SSA by educating girls and empowering women. Its direct beneficiaries were thus young girls and women. To create systemic change as regards to girls and women's education and empowerment, however, Camfed needed to involve whole communities with their various stakeholders from local governments and police officers to school teachers and parents in addition to its main target group of young girls and women. In other words:

> "Camfed believes that girls' circumstances can improve only if their communities are in a position to support them and to access the resources that lie behind the girls' and the community members' rights and freedoms. In turn, rural communities realise their own rights and freedoms as girls' circumstances improve." (Linklaters, 2010, pp. 25.)

Thus, it would be interesting to conduct further research on the number, nature and purpose of so called supplemental target groups surrounding the main target group aimed by social entrepreneurial activity. That is, are there more than one target group? And if yes, what is the nature and purpose of this supplemental target group? Does including this supplemental target group improve the situation for the main target group and thus fulfil the mission of the social entrepreneurial activity? What is the relationship between the main and supplemental target group? By conducting this research, interesting insights might be provided about the potential significance and importance of subsuming more than merely the main target group that is included in the business model of the social entrepreneurial activity attempting to contribute to sustainable development within highly under-developed geographical areas. Ultimately, useful insights might be provided of those local societal complexities that might be highly interconnected and -twined into the main target group and thus potentially possess a major influence on the progression of the main target group's situation.

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