

Mobilising and managing resources through a social franchise approach

redressing sanitation gender disadvantage at schools in
the Eastern Cape

Presented by Ethne Davey



The service delivery issue

- Shortfalls in skills and management
- Infrastructure backlogs
- Lack of prioritisation for O&M
- Problems often addressed internally. Outside service providers not considered



IN DIRE STRAITS: Bulughe Farm School, situated just outside East London, is one such school that had to make do without proper toilet facilities. The school, which has 250 pupils enrolled, made use of a single pit latrine while other pupils were forced to relieve themselves in the bushes
Picture: MARK ANDREWS

Commission set to investigate school sanitation problem

By ZISANDA NKONKOBE
Education Reporter

THE Human Rights Commission (HRC) is to investigate schools in the Eastern Cape after it was found that

"Given the billions of rands made available to fund Eastern Cape education every year, it is unacceptable that almost one in five of the 664 public schools doesn't have the most basic facilities

lets at the school since it was built.
"This really affects us negatively because even the six pit toilets we have are not in a good condition and some of them should not even be in use," Mait said.

Toilet protesters raise a stink

By ARETHA LINDEN on June 20, 2013 in News · 2 Comments

SA toilet crisis to take top priority

September 9 2012 at 03:39pm

By Michael Mpofu

Updated 10:45pm

⇒ Report reveals extent of toilet crisis

The sanitation crisis has escalated to President Jacob Zuma's doorstep.

More than a quarter of households across the country have to live with toilets that stop working soon after they are installed and 11 percent of households – almost 1.4 million – do not have basic sanitation facilities at all.

Comment on this story

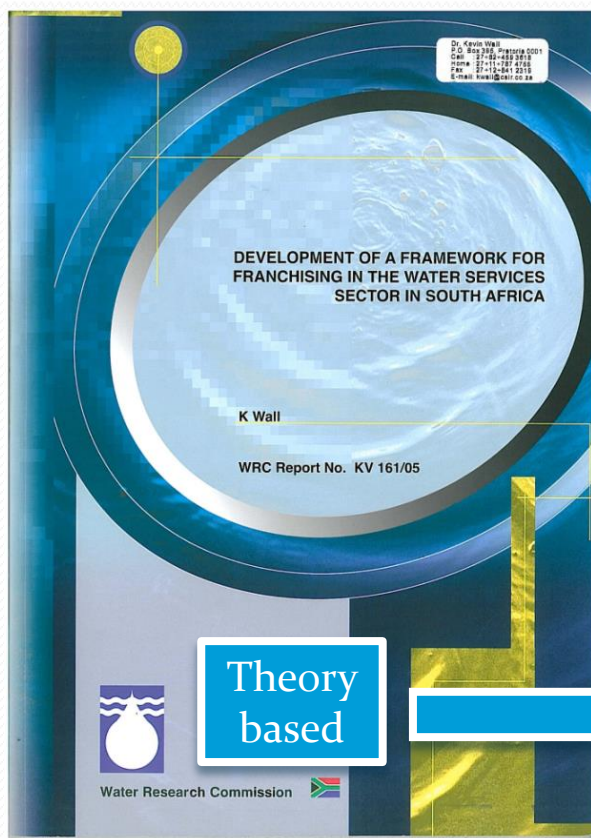


Having to use bucket toilets, disgruntled informal town NUI in Mdantsane yesterday marched to a house and threw buckets of sewage at it.

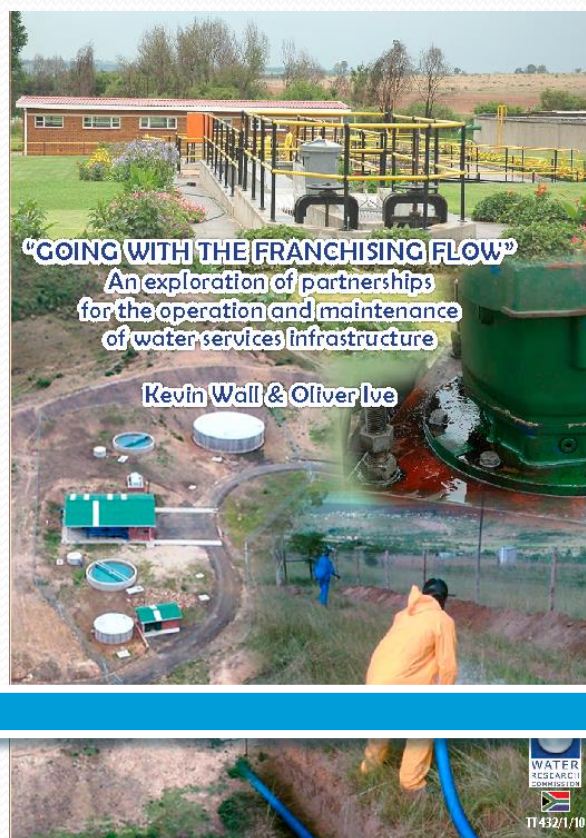


From Theory to Practice

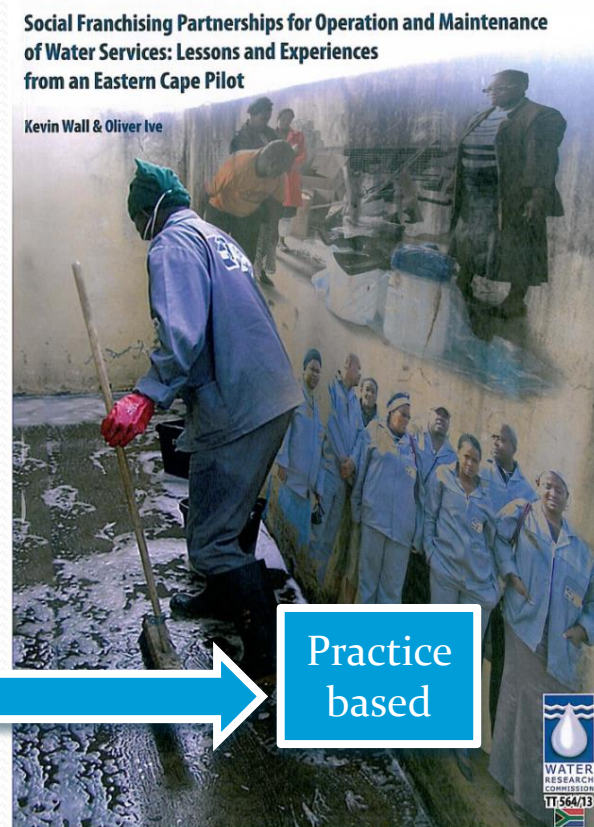
Development of a Framework for Franchising in the Water Services Sector in South Africa
Kevin Wall, 2005



“Going with the Franchising Flow” An Exploration of partnerships for the operation and maintenance of water services infrastructure
Kevin Wall & Oliver Ive, 2010



Social Franchising Partnerships for Operation and Maintenance of Water Services: Lessons and Experiences from an Eastern Cape Pilot
Kevin Wall & Oliver Ive, 2013



Theory
based

Practice
based

Social Franchising

Social franchising is:

“the application of commercial franchising concepts to achieve socially beneficial ends”

(Montagu 2002)

Commercial franchising is: –

“a grant by the franchisor to the franchisee, entitling the latter to the use of a complete business package containing all the elements necessary to establish a previously untrained person in the franchised business and enable them to operate it on an on-going basis, according to guidelines supplied, efficiently and profitable”.

(Parker and Illetschko, 2007, FASA)

Social Franchising Model

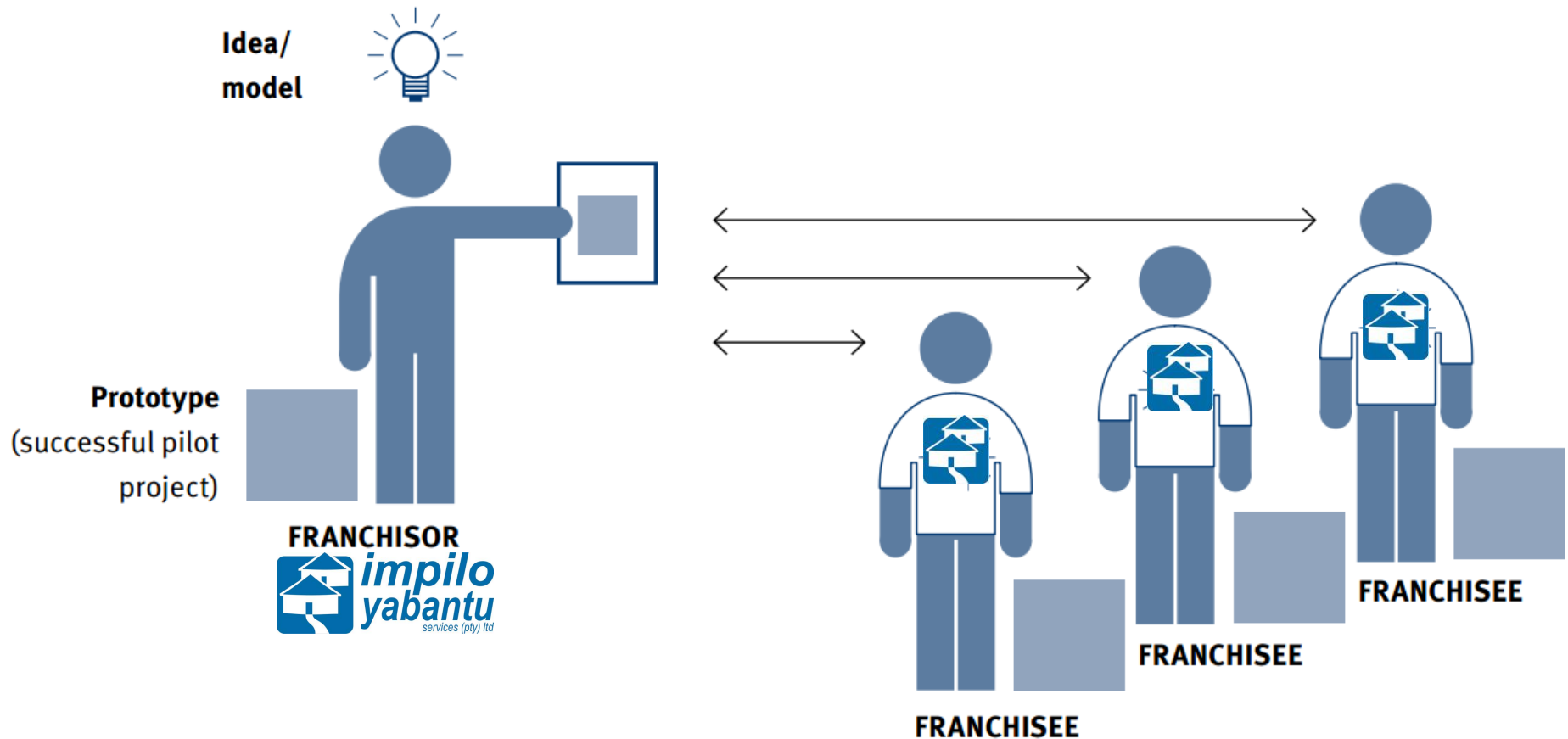
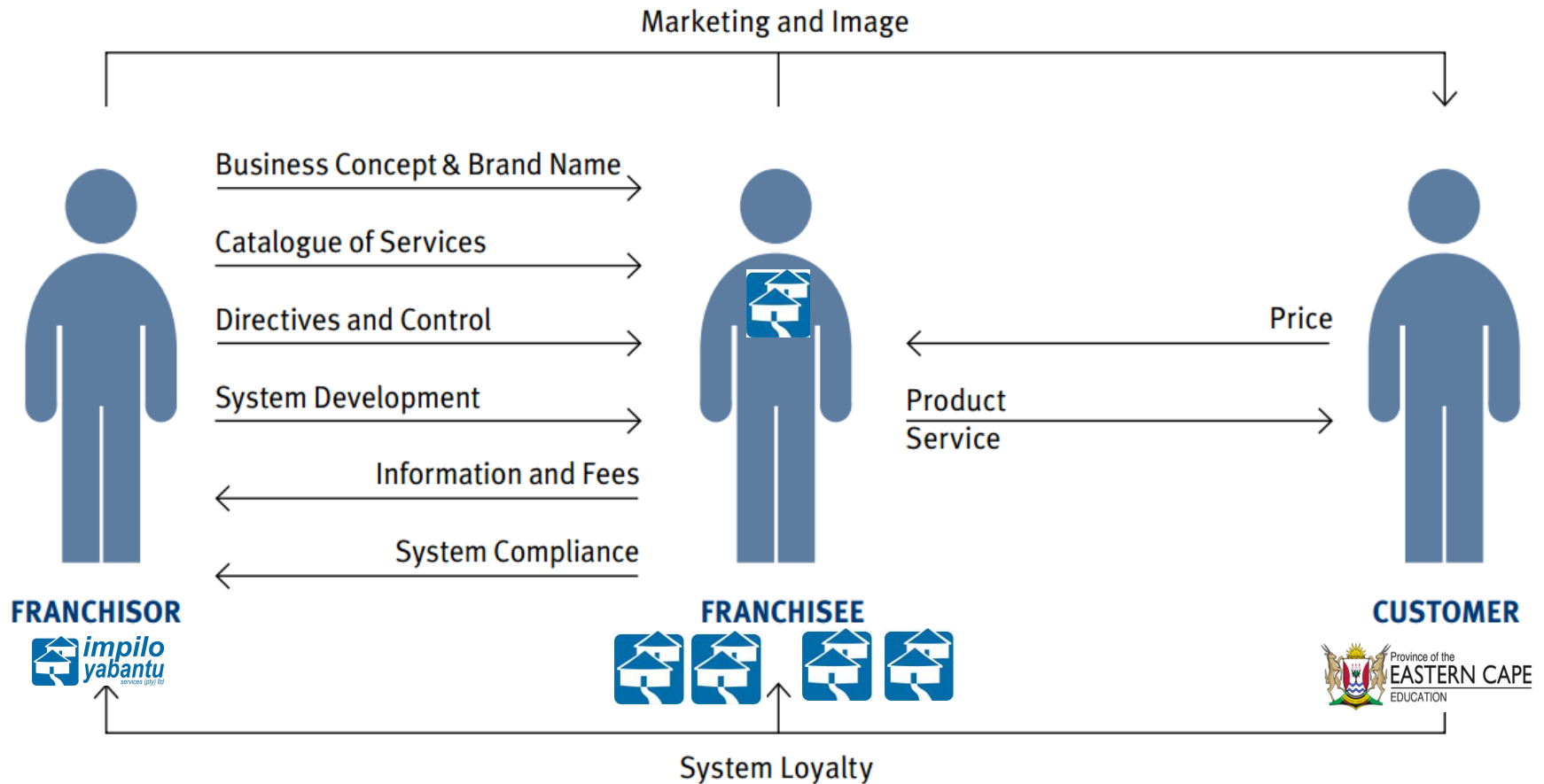


Image taken from Ahlert et al (2008) *Social Franchising: A Way of Systematic Replication to Increase Social Impact* [Online] available from <http://www.stiftungen.org/fileadmin/bvds/de/Projekte/Projekttransfer/Social_Franchise_Manual_Englisch.pdf>

Relationship between franchisor, franchisee and customer



The Franchise

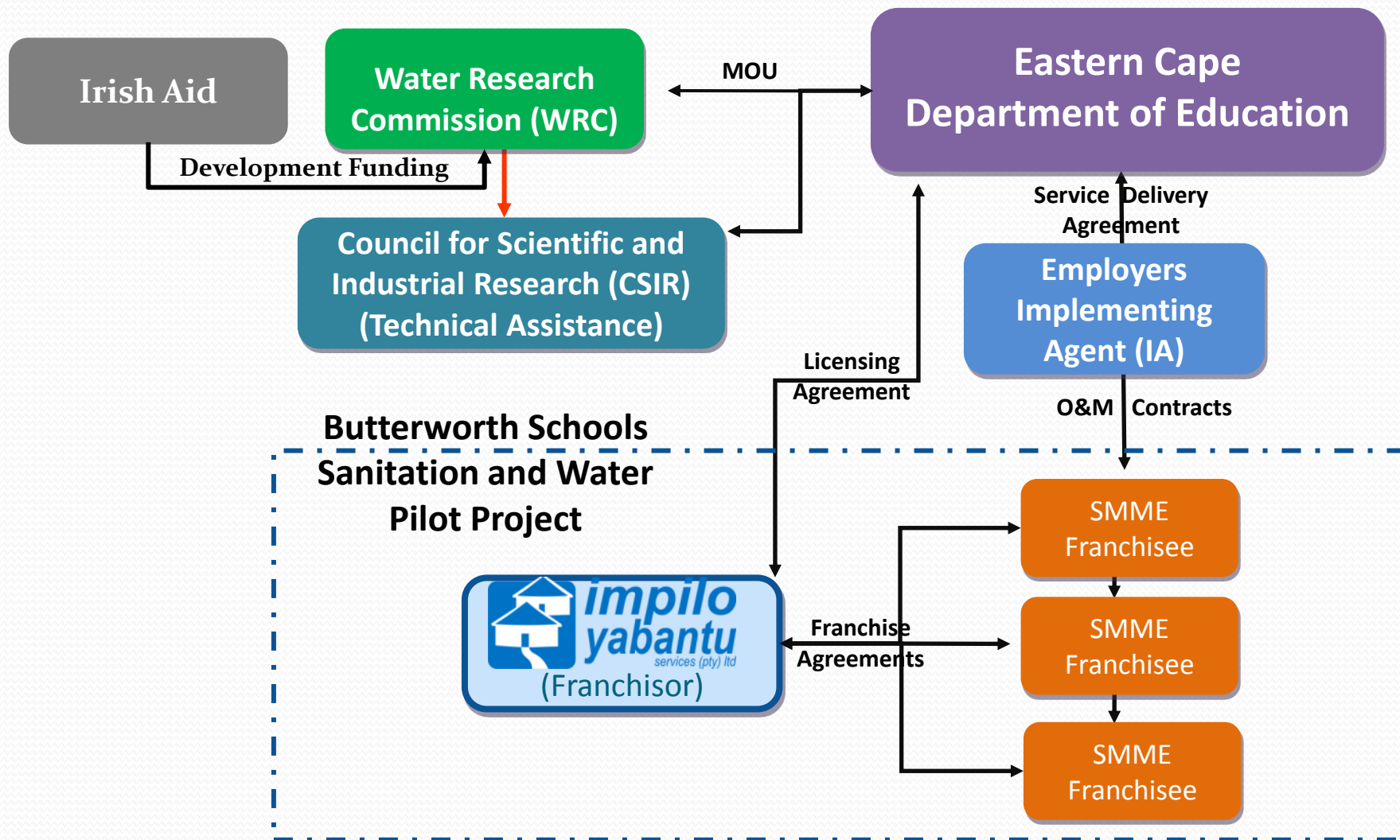
The Franchisee

- Owner managed
- Locally based
- Sector focussed
- Freedom to service a number of clients
- Works to defined procedures
- Has access to higher level assistance
- Benefits from a collective procurement approach
- Has access to the collective experience and learning.

The Franchisor

- Business know-how and experience,
- Proven track record
- Proven systems and procedures,
- Managerial, technical and financial capacity,
- Has a vested interest in the success of the franchisees,
- Owns the “brand”
- Provides Quality Assurance
- Manages the broader marketing and business strategy.

The Butterworth pilot programme



Some of our Business Operators



Noncawe Lupuwana

An ex-teacher from the Idutywa area

Has worked with Impilo Yabantu since 2009, on over 120 schools and 800 households improving hygiene facilities

Currently employs 12 people

She enjoys the work, even though it is hard, she sees the difference it make to learners and is proud of what she has achieved. The job has earned her respect within her community and thanks for the changes she has made to peoples lives.

Phoka Jankie “PJ” Mathebula

A plumber

Has worked with Impilo Yabantu since 2010 on over 150 schools and 600 households, specialising on emptying the pits in schools

Currently employs 6 people

Enjoys the job because he likes to help people and finds the support offered by Impilo Yabantu a great help in making his business successful



Municipal work

The pilot programme was extended to provide services to households:

- Operational plans for different types of toilet
- Safe on-site disposal
- Speed of service



What we achieved

- Supporting and mentoring individuals to build and manage their own business
- Local employment
- Improved service delivery
- Regulation and quality
- Improving the school environment and learner's health and hygiene awareness



Achievements

- 22 sustainable franchisees established under the Impilo Yabantu brand
- 5-15 employees each (number varies with task)
- Toilets of 1200 schools serviced, another 1100 planned to be serviced before March 2015
- Schools' water facilities repaired
- Toilets built for 40 schools
- Toilets of 3400 households serviced



Other applications

- Our earlier research has identified over 30 types of opportunities for water services franchising
- A range of O&M services possible for municipalities
- Suitable for urban and rural



Addresses National Targets

- Job creation
- Workplace skills development
- Micro-business creation
- BBBEE



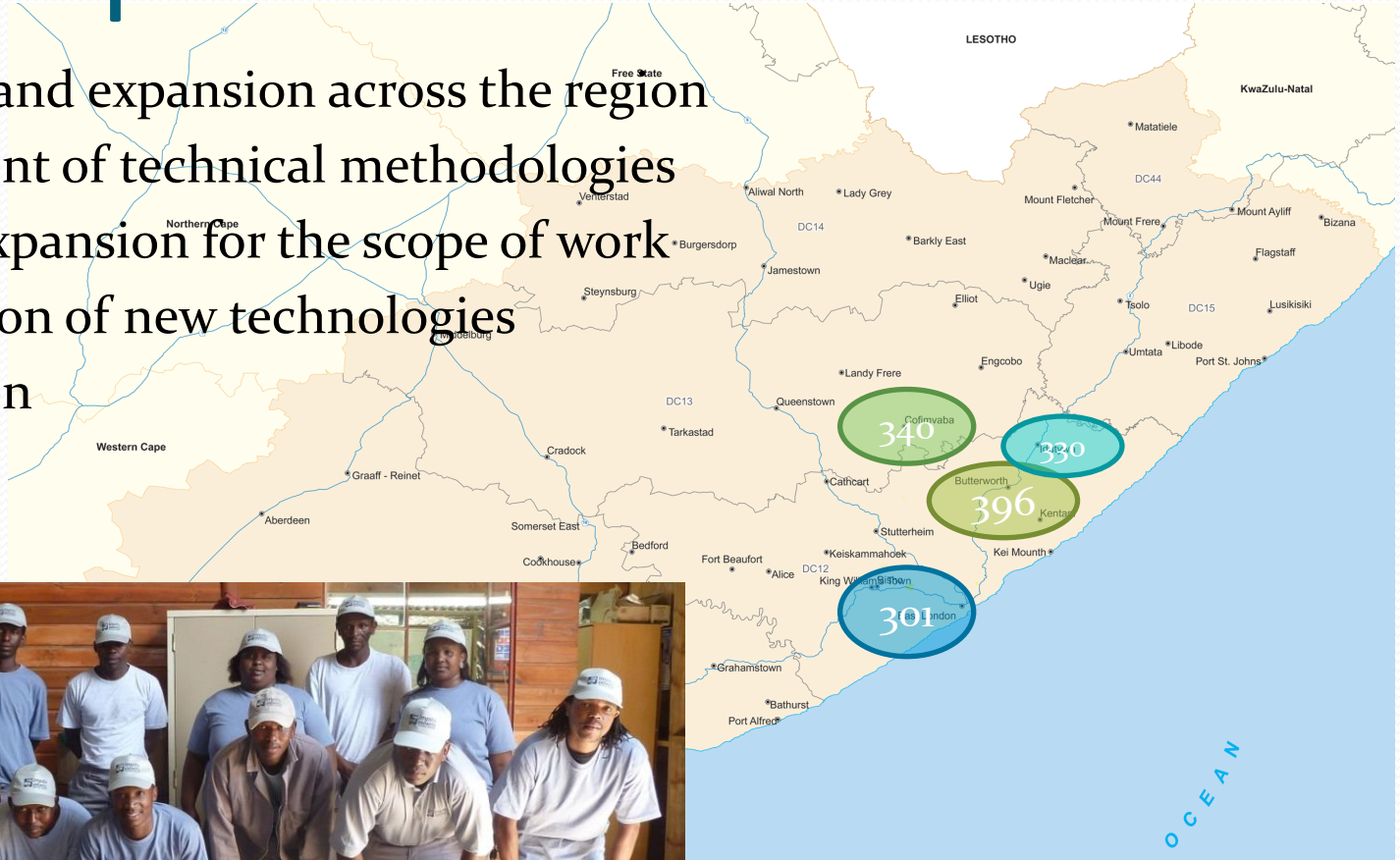
Business sustainability

- Incentive structure reinforces good practice and delivery
- Proven business model
- Knowledge sharing and shared learning
- Replicability



Next steps

- Scaling up and expansion across the region
- Development of technical methodologies
- Potential expansion for the scope of work
- The inclusion of new technologies
- Competition



Thank you