The importance of environmental posture: a cross-case analysis of Sustainable Service Supply Chain Practices of remedial Education Service Providers in the Western Cape.

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FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES

SCHOOL OF BUSINESS AND FINANCE

-MRR712-

MANAGEMENT RESEARCH REPORT

Title:

The importance of environmental posture: a cross-case analysis of Sustainable Service Supply Chain Practices of remedial Education Service Providers in the Western Cape.

By:

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Submitted in fulfilment of the requirements of MRR712 University of the Western Cape

Abstract:

Sustainable Service Supply Chain Management is a concept that is rarely discussed in Sustainable Supply Chain Management literature. Thus, this report explores Service Supply chains and the practices that Education Service Providers adopt in order to address their Triple Bottom Lines. The research report uses the case study method in order to identify concepts stated within the conceptual framework. For this purpose, three case studies were compiled and analysed individually within the same context to allow for comparison. The report then makes use of a cross-case analysis in order to identify similarities and differences in how Education Service Providers address sustainability within their supply chains. Main findings of the research confirmed the conceptual framework provided by the literature and outlines how different Education Service Providers adopt postures to the structuring of supply chains in order to achieve sustainability. Recommendations for further research are also outlined, and possible discussions are provided within the concluding chapter of the report.

Contents

Table of abbreviations

ASDAN	Award Scheme Development and Accreditation Network
CAPS	Curriculum Assessment Policy Statements
CSR	Corporate Social Responsibility
CSD	Customer-Supplier Duality
ESP	Education Service Provider
ESC	Education Supply Chain
HSE	Holistic Service Experience
SESCM	Sustainable Education Supply Chain Management
SSC	Service Supply Chain
SSupCM	Sustainable Supply Chain Management
SServSCM	Sustainable Service Supply Chain Management
TBL	Triple Bottom Line

CHAPTER ONE: INTRODUCTION

Private remedial schools have slowly started to adopt Sustainable Supply Chain Management (SSupCM) practices in order to address the growing ecological and social need for sustainability. Before the adoption of the practice of SSupCM, private schools have engaged in short-term practices that make them economically viable, rather than looking at long-term sustainability. These practices were framed mainly based on racial and class segregation. This paper will, therefore, explore the Sustainability practices from three out of the six Western Cape private remedial schools (also known as Education Service Providers or ESPs); and how these ESPs implemented practices to achieve their Triple Bottom Line goals (Sustainability goals).

1.1) A brief history of the SA Education Industry Context

The Mandela government in 1994 restructured the Provincial Education Departments as well as Tertiary education Departments, splitting responsibilities between 9 newly formed Provinces. The South African Schools Act of 1996 was propagated to provide for a uniform system for the organisation, governance, and funding of schools (Chisholm, 2004). As it currently stands, South African public education is one of the weakest performing education systems in the world (Mbiza, 2018). As such, private/independent schools can meet the expectations of customers for a world-class education that the public sector is struggling to supply.

1.2) Field of interest

The field of interest is that of Sustainable Supply Chain Management within the specific context of South African private education. The composition of labour and other activities within the value chain is key to achieving the long-term financial goals of the for-profit ESPs. Thus, Sustainable Education Supply Chain Management (SESCM) builds on the addressing of socio, economic, and ecological (green) constraints of ESPs; and that the strategies built around resolving these constraints can align between actors within the supply chain to create long-term sustainability.

1.3) Industry structure

Service Supply Chains (SSC) between businesses is still a relatively new concept in the world of academia. An SSC is "the network of suppliers, service providers, consumers and other supporting units that performs the functions of a transaction of resources required to produce services, a transformation of these resources into

supporting and core activities and the delivery of these services to customers" (Baltacioglu et al., 2007, p. 112).
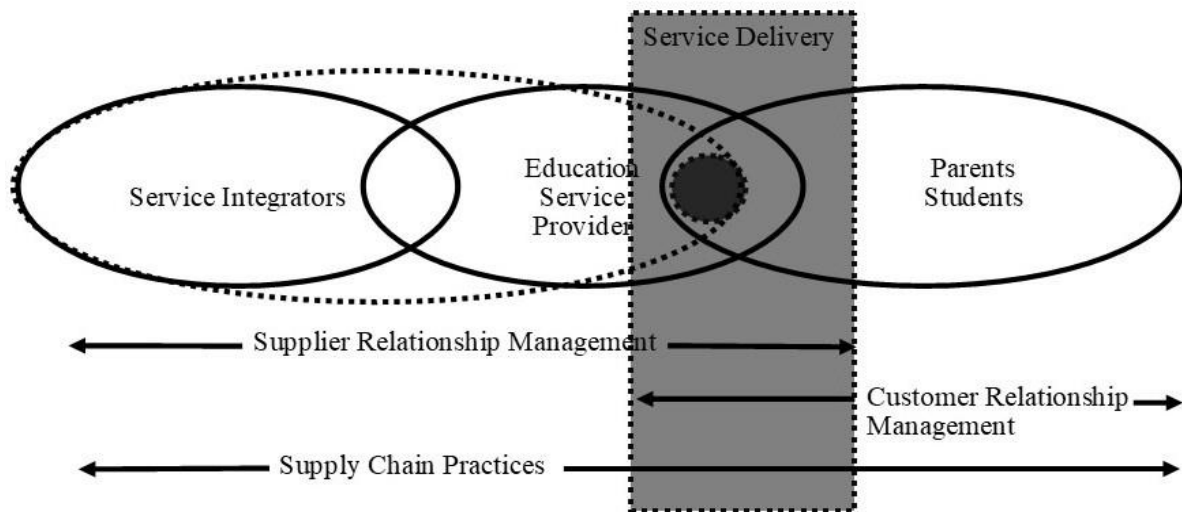

Figure 1 – Service Supply Chain structure as adapted from Baltacioglu et al. (2007)

Fig.1 illustrates the structuring of a supply chain within the context of service providers. The figure integrates into the conceptual framework that is presented in Chapter 2 (Literature review) as Fig.1 seeks to introduce the reader to the concept of an SSC. As shown above, service delivery is the core of a service supply chain. ESPs require the inputs from both suppliers and consumers into the organisational processes for the supply chain to function. Sakhuja and Jain (2012) emphasise that one of the significant contributors to the performance of an SSC is that of substantial social capital. Social capital refers to the network that organisations build and maintain through continuous relationship management. As illustrated in Fig. 1 above, bi-directional relationship management between ESPs and actors in the SSC plays a role in the quality of service delivery. Fig. 1 also introduces a concept known as Consumer-Supplier Duality (CSD), which is one of the characteristics of an SSC as consumers have to give inputs into the process in order for the service to be delivered. The importance of CSD derives from the core focus of service delivery, which is the co-creation of value from the inputs of ESPs and consumers.

The Education industry within South Africa takes in children from as young as four and, through continuous education, aims at producing educated individuals with a

National Senior Certificate at the end of matric. According to Chisholm (2004), the Private Education Industry within South Africa spans across several market segments, or as the National Department of Education terms it: "Bands". Chisholm (2004) further elaborated that there are two main educational bands; namely: The General Education and Development (GED) band; and the Further Education and Training (FET) band. The taught curriculum is influenced by socioeconomic, administrative, and technological changes within the SA Macro environment; which was brought on by globalisation and the abolishment of Apartheid (Chisholm, 2004).

Private remedial schools as ESPs are structured around delivering a Holistic Service Experience (HSE). The HSE results from the delivery of core activities which are the core competencies that ESPs seek to provide to consumers. Chisholm (2004) explained that primary and secondary activities support these core activities. Within the education industry, the HSE usually comprises the central core activity; which is providing a conducive learning environment for students. Depending on the structure of the school, one or two more activities may add to the HSE, such as providing a safe learning environment; as well as a clean and green environment (Chisholm, 2004). Each school that formed part of the study had a different approach to the HSE, and further discussion and explanations follow in each case.

1.4) Importance of the management issue

Identifying the Triple Bottom Line (TBL) constraints of sustainability on SSCs and finding solutions to these will have a positive impact on the sustainability goals of the organisation. Problem-solving is an essential task that management must address within their supply chains. Constraint identification is crucial to improving how ESPs conduct relationships with actors in a way that promotes sustainable practices across the supply chain. Constraint identification applies to ESPs as service delivery focuses on developing social change within societies through providing holistic education experience to children ages 5-18 (Habib & Jungthirapanich, 2010). The achievement of social development goals occurs when ESPs have a clear understanding of the actors within the supply chain (service integrators, customers, consumers, and other stakeholders). The performance of the supply chain relies on the integrated coordination and collaboration of actors in order to ensure the attainment of desired outcomes (Habib & Jungthirapanich, 2010).

1.5) The problem

Our review of previous literature in the field of service supply chain management revealed a critical gap; which is a lack of empirical research on the topic. The reason for this deficit is that most authors mainly explored supply chain management in the product-based context.

Furthermore, very little research is available in the education supply chain field. Hence, one can see the need for filling the identified gap and making an addition to the body of knowledge. Sakhuja and Jain (2012) mentioned that the research on SSC is still very scant; this was agreed upon by Basu, Jeyasingam and Habib (2016) who emphasised that the body of knowledge about the structure of supply chains in service businesses is still insufficient.

1.6) Research questions

The main question that this paper poses is: What sustainability practices are used to achieve the triple bottom line goals in for-profit SA private remedial schools?

Four interrelated sub-questions will support the central question:
1) How sustainability goals structure Environmental posture adopted by an ESP?
2) What are the sustainability goals pursued by these schools in their supply chains?
3) Whom are the actors involved in the Education Supply Chain?
4) What are the strategic and tactical practices utilised in the Supply Chain Management of these schools?

1.7) Report summary

The next seven chapters have the following structure: Firstly, the introduction of a literature review that seeks to explore the different concepts relating to Sustainable Service Supply Chain Management (SServSCM) from the perspectives of different authors. Secondly, an incorporated methodology chapter is discussing the qualitative approach used within the research process; as well as the sampling selection of the selected participants in chapter 3. Next, there will be 3 case study write-ups reflecting empirical findings that the research has produced from the three ESPs. After the write-ups, cross-case analysis will present similarities and contrasts within the cases relating to the developed conceptual framework in chapter 2. Finally, a recommendations chapter for further study and the conclusion to the report is present in the final chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1) Introduction

The literature review has been formulated to discuss prior research discussed on the concepts that were chosen to answer the question of this paper. Several authors have contributed to the body of knowledge in the SSupCM field, but a specific focus on the service industry is absent. (Habib & Jungthirapanich, 2010). Thus, some literature relates more broadly to the service industry and less relate to ESPs specifically.

2.2) A review of past literature on SServSCM

2.2.1) Sustainable Supply Chain Management

The literature on defining SSupCM has been evolving over several years. Thus a systematic review of literature on both product-based and service-based supply chains must be explored. According to Carter and Rogers (2008), SSupCM is the practice of addressing the operational needs of the present without compromising the ability to meet the future needs of the next generation. In Green SCM, Sarkis (2003) describes three levels of ecology based on the amount of recycling and waste reduction that occurs within the supply chain: (1) closed system with no recycling, (2) some recycling factors, and (3) utterly open system with very little waste after operations occurred.

The key to sustainability encompasses the notion of the Triple Bottom Line (TBL). TBL goals refer to goals that are set by the organisation to achieve specific short-and long-term outcomes. According to Reuter et al. (2010), these outcomes affect the ecological, economic, and social environment that not only impacts the performance within organisations but also supply chains and industries. The authors further explain that by formulating sustainability goals, organisations also create sustainable strategic practices that govern their pursuit of performance. Hence, Wu and Pagell (2010) suggest that by adopting specific operating principles and technical standards, an actor within a supply chain structures their engagement in such a way that aligns them with the common goals of the supply chain. Engagement relates to ESPs as the nature of education surrounds the idea of providing students with a space to develop themselves; both intellectually and socially. By addressing these needs, ESPs create better individuals within society (Habib & Jungthirapanich, 2010).

An environment is not just nature; everything is an environment. According to Oxford (2019), an environment refers to "the setting or conditions in which a particular activity is carried on." Hence, sustainability goals that the ESPs pursue are determined by the constraints that they face within the ecological, economic, and social environments.

- Ecological goals of ESPs.

Within the Education Supply Chain (ESC), the physical environment is where service delivery takes place (servicescape). When looking at the ecological environment, Wu and Pagell (2010) described it as the physical environment that the industry finds itself in; issues within this environment often encompass things such as waste, pollution, and unsustainable use of resources. Through addressing these constraints, ESPs adopt goals related to the greening of the environment through initiatives such as recycling, reducing and reusing of resources (Liu et al., 2017). These goals are shared with different actors in the ESC as the creation of sustainability in the long-term depends on their collaboration and cooperation.

- Economic goals of ESPs

Wu and Pagell (2010) refer to the economic environment as the business setting in which the activity of profit generation is carried on. For-profit businesses will often take a strong focus on their economic performance. Often, Organisations will not engage in value creation projects that cannot be financially justified by the interests of stakeholders on returns on investment. Hence, each ESP will set economic goals that align with its financial constraints.

- Social goals of ESPs

Ciliberti et al. (2008) explain the social environment as the setting in which human intersectionality (merging of different demographics such as race, class, education level and religion) exists and the conducting of organisational engagement activities with the labour-force and customer base. Ciliberti et al. (2008) further make mention that this environment is one of the most complex and elaborated on the fact that organisations design social goals by creating Corporate Social Responsibility (CSR) portfolios to generate change in the Social Environment. Ciliberti et al. (2008) also

made mention that working conditions for the labour force is also a key factor within the social environment.

2.2.1.2) Environmental Posture

The environmental posture refers to the way that an organisation approaches its supply chain within an industry and determine which sustainable goals they prioritise above others. The adoption of an environmental posture directly affects the formulation of operating principles and technical standards within the value chain of the organisation (Wu & Pagell, 2010).

- Different types of environmental postures

A Service provider can adopt one of the four critical environmental postures as identified by Wu and Pagell, (2010). According to the authors, the environment first posture implies that the environmental values of management motivate sustainability objectives and that the organisation from its inception has an intention of being environmentally sustainable; and that social issues come secondary to that of environmental issues.

Moreover, the opportunity first posture is driven by the economic opportunities that exist within the market and not necessarily follow the values of the managers. The authors also discuss the community first posture by arguing that an organisation addresses critical environmental issues in reaction to threats to the socially sustainable values that they have adopted. Finally, the equal footing posture entails that an organisation conducts its business sustainably and their ecological and social sustainability efforts directly benefit actors within the supply chain. (Wu & Pagell, 2010).

2.2.2) Actors of the Service Supply Chain

Like supply chains of manufactured products, service supply chains comprise of different actors, who contribute either directly or indirectly to the delivery of the service through their involvement in different activities in the supply chain. The nomination of these actors may vary from an author to another. However, the roles played by these actors are quite similar. Sakhuja and Jain (2012) have confirmed these statements by saying that the delivery of services involves the participation of different actors

including the service provider, customers and suppliers providing other resources or services necessary to produce these services. Liu et al. (2017) have further agreed to these statements in their conceptual framework and mention different actors in the SSC including a service provider, a service integrator, a customer as well as other stakeholders.

2.2.2.1) Relationship Management between Actors.

The review of different authors in SSupCM has shown the importance of sharing good relationships between different actors as it directly impacts the creation of sustainability in supply chains. As a confirmation, Muller et al. (2012) suggest that the actors' ability to develop and maintain long-lasting and constructive relationships with trustworthy suppliers is a crucial determinant that contributes towards sustainable performance and eventually leads to value creation. Organisations can create sustainability only if they are willing to work as a group by pursuing common goals. Wilding et al. (2012) have also stressed the importance of all suppliers to work together by suggesting that firms need to engage in collaborative practices with different suppliers within their supply chains.

Hence, collaborative and cooperative relationships between actors are essential for the success of all activities in any supply chain. This statement is corroborated by Ciliberti et al. (2008) by arguing that the inability of suppliers to collaborate in a supply chain can result in negative eventualities such as poor quality of products or services.

2.2.2.2) Bilateral/ Bi-directional Supplier Relationships

Most papers discussing management approach to relationships between suppliers have led to the conclusion that sustainable development is more likely to happen when different actors of a supply chain work towards achieving the same goals. Organisations working cooperatively with suppliers adopt the bilateral or bi-directional approach. Muller et al. (2012) corroborate these statements by suggesting that value sharing, which implies the adoption of the bilateral approach in a supply chain through collaboration leads to the creation of sustainability.

Moreover, Schaltegger et al. (2014) have also agreed to these statements by implying that collaboration in SSupCM plays a significant role in amplifying competitive

advantage in a supply chain. The authors stressed that engaging in strong relationships allows for reducing risks and uncertainty. Lu (2011) has further implied that having a collaborative approach to the structuring of the supply chain results in a more dynamic network of information flow and shared value creation. Therefore, it is evident that the bilateral approach to supplier relationship as referred to by some authors consists of sharing values and information along the supply chain through communication and collaboration.

2.2.2.3) Customer-Supplier Duality (CSD)

Sakhuja and Jain (2012) have also mentioned information sharing between different actors of the SSC. The authors suggest that the bi-directional nature of services encourage relationship development between customers and service providers. Relationship development is indicative that the quality of relationships that they maintain with their suppliers positively impacts both product-based and service-based supply chains. Sakhuja and Jain (2012) further argued that a service provider requires the input of its customers in order to achieve an output. In that sense, customers also contribute towards the creation of sustainability within supply chains becoming themselves suppliers.

This concept constitutes as CSD. Sampson (2000) has confirmed these statements by implying that customers play two roles in a supply chain; one is to receive and "consume" the service while the other is to provide the key input needed by the service provider. CSD shows the duality in the two roles played by customers within the SSC.

Therefore, deduction allows for collaborative relationships between customers and service providers are strongly encouraged as it directly impacts the quality of the service delivery. Customers actively participating in information and value sharing within their supply chains can be considered as suppliers. Basu, Jeyasingam and Habib (2016) have also agreed to this statement suggesting that customers are the primary suppliers of the SSC, and their input may be required for the actual service delivery to occur.

2.2.3) Different levels of Service Supply Chain Practices.

Constraints regarding sustainability are becoming more pertinent in societies, and organisations find themselves in a position where their viability is in jeopardy. As a result, many service providers that are striving to remain profitable and competitive will adopt sustainability practices that are aligned with their environmental posture (Liu et al., 2017). These practices branch into tactical and strategic levels that a service provider can implement. According to Sakhuja and Jain (2012), there is a strategic level for each SSC practice that an ESP has. Also, the tactical levels divide into different operational levels of SSC practices. Basu, Jeyasingam and Habib (2016) argued that the strategic level could also refer to as the planning level of these SSC practices.

The decisions made on a strategic level within the SSC are the least structured and the most imaginative. Such decisions concern general direction, long-term goals, philosophies and values (Habib & Jungthirapanich, 2010). The planning level is of medium-term and supports the strategic decisions in the organisation; this often encompasses both leadership and top management engagement within the development of goals to achieve sustainability (Basu, Jeyasingam & Habib 2016).

However, on the tactical level of the supply chain, ESPs are concerned with the daily decisions which are used to support the decisions of the strategic or planning level by dividing them into green, organisation, plan, implementation (Liu et al., 2017). Thus, actors of the supply chain should share a system of standards in order to appropriately structure the operational frame while ESPs should monitor upstream providers in order to establish evaluation systems, especially to that of social responsibility. (Liu et al., 2017).

2.2.4) Value Chain in Service Delivery

The value chain in the Educational Supply Chain differs by dividing value-adding activities into primary activities such as logistics, processes, services as well as marketing and sales. On the other hand, secondary activities include administrative infrastructure management, R&D, and human resource management. Hence, Porter (1985) argues that the value chain analysis is a potent strategic planning tool that organisations can use in order to gain a competitive advantage. Garcia and Ortega

(2012) also discuss the value chain in the SSC of education institutions suggest that primary activities in the ESC are focused at the recruitment of students activities which are the admissions. Furthermore, other primary activities include the education process of students; the graduation; the identification of needs and using communications mix to segment and academic support. Secondary activities within the ESC include structures and control systems, employee recruitment and upskilling, class technology management, procurement of supplies and equipment (Garcia and Ortega, 2012).

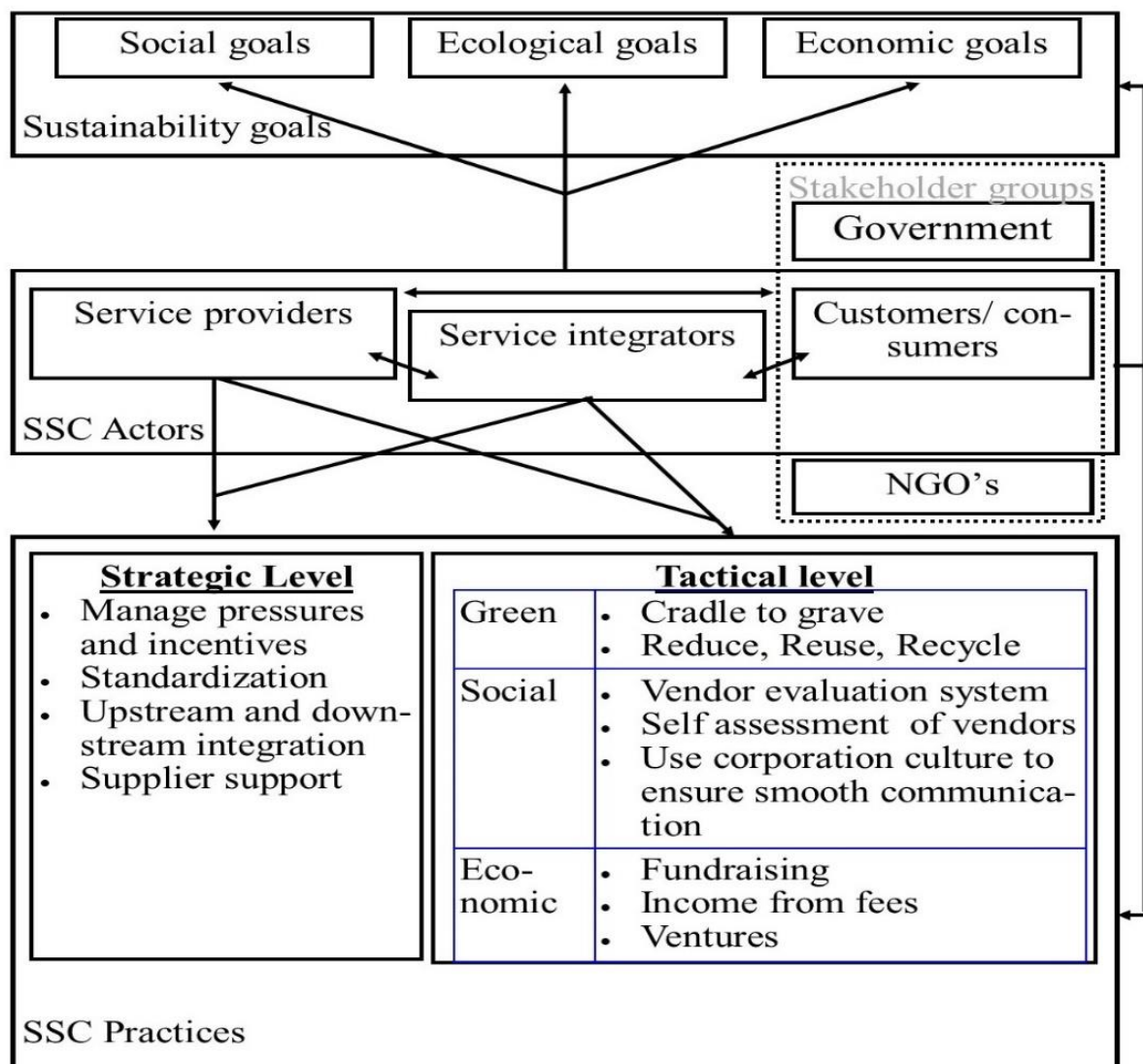## 2.3) The proposed conceptual framework for the study

Figure 2- Conceptual Framework as adapted from Liu et al. (2017, p. 19)

The above conceptual framework has been created in order to illustrate the TBL aspects, SSC actors and SSC practices that can be adopted by service providers in order to achieve their sustainability goals (Liu et al., 2017). The framework suggests that supply chain actors must work collaboratively, on both a strategic and tactical level, in order to achieve sustainability within the supply chain. The framework also suggests that external stakeholder groups (such as NGOs and Government) are also contributors to the creation of value and sustainability in the chain. The framework also depicts that the actors of the SSC exert power over what sustainability goals to pursue and the adoption of SSC practices to achieve long-term goals.

An observation of the conceptual framework shows that there is a creation of value between the actors of the SSC. ESPs exposed to problems within the supply chain can be differentiated by the quality of sustainability within the chain (Garcia & Ortego, 2012). These differential elements that are mentioned by the authors are policies and procedures, active monitoring, collaboration, investor relations.

2.4) Conclusion

Based on the reviewed literature, it concludes that the service-based supply chains are as crucial as product-based supply chains. However, there is a lack of available empirical research conducted on the topic. Thus, the field of Supply Chain Management can benefit from research that explores not only Service Supply Chains, but also the concept of sustainability within the Education Supply Chain.

The available literature covered shows that sustainability goals have a direct impact on the types of practices adopted by the ESPs and that these practices directly originate from both the tactical and strategic levels. It is also evident that actors within the SSC need to work collaboratively to achieve sustainability. Engagement between actors on the sharing of visions, goals, values and information is also shown to be an influence on the success of sustainable development in supply chains.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1) Introduction to chapter

This chapter will explain the reason for conducting the research. The methodology serves the purpose of giving structure to the collection of data to be used in the cases. The research questions have a general direction of analysing three main aspects of SServSCM, namely: Sustainability goals, Relationships of actors within the supply chain, and SSC practices. The methodology addresses the interpretivist research philosophy that was adopted. The research purpose of this report is exploratory as it is trying to establish what types of SSC practices ESPs deploy in order to ensure sustainability. The approach of the paper is qualitative as it deploys the case study method, making use of open-ended questions during the interview stages. The case study method was the most effective tool in this report as it utilised a cross-case analysis of the three cases in order to identify similarities and differences on the three main aspects of SServSCM that was outlined by the conceptual framework. This chapter will firstly look at the participants of the study. Then, a discussion on the research design, ethics, and trustworthiness issues. Data collection strategy, data analysis and synthesis will then follow. Lastly, the chapter discusses the limitations to the study and a summary.

3.2) Research sample

The research participants were chosen from the Western Cape using the available list on the Western Cape Education Department's website. Through filtering the list with keywords of "remedial", "private", and "skills" a list of 15 potential participant schools populated the list. Each school was contacted and briefly interviewed to establish if they were willing to be participants. Three out of the 15 schools comprise the cross-case analysis as they were the best fit for the study. The reasoning for the choice in schools is that they enable students to receive a better education than what they would have received if they remained in mainstream schools. Remedial private schools are much more socially conscious, and because there are not many articles that focus on CSD in SServSCM, it was interesting to explore this. The social aspect of SSupCM literature has limited empirical research findings on the concept, coupled with a lack of literature on SServSCM; this study could prove interesting with the use of a case study method. A non-probability sampling method of Judgemental sampling obtained the framework by which we sampled the participants. Sampling choice was due to the

principals and headmasters of the schools being chosen to be the interviewees of the research was very educated on the strategic and tactical practices implemented within their schools. Below is a table that outlines the demographical data of each of the three schools in order to give a more generalised view of the cases chosen for this study:

ESP Name	BLUE	YELLOW	RED
Interviewee	Operations Officer	Principle	Headmaster
Business Description of school	This school educates students with autism using the Award Scheme Development and Accreditation Network (ASDAN) curriculum.	This school remediates students by offering skills phases in a profession of the student's choosing	This school seeks to remediate students using the ASDAN curriculum
For-profit	yes	yes	yes
Years in operation	3	13	7
Size of staff	25	54	32
Markets served	Primary school High school	Primary school High school	Primary school High school
Key SC relationships	Psychologists Trainers Parents/children Community ASDAN network	Psychologists Trainers Parents/children Community	Psychologists Trainers Parents/children Community ASDAN network
Consent form	*Appendix A*	*Appendix B*	*Appendix C*

Table 1- Demographic profiles of the schools

3.3) Research design

The design that for this study was to do individual case write-ups of each ESP and then using a cross-case analysis, identify the similarities and differences in how these ESPs address their TBLs, supply chain relationships, and supply chain practices.

Through reviewing literature, the case study method was an excellent design for this study as it creates personal insights into each case and then enables the researcher to compare cases with one another, thus lending to the validity of the findings within the report.

The research design first started with the formulation of a questionnaire instrument for use during the interviews of the schools. The three schools were interviewed separately and with a spaced time frame of two months to allow for data collection and analysis in order to identify any new patterns that might not have arisen that was not part of the initial findings, such as the use of on-premises psychologists. Data collection took place through face-to-face interviews that were between 60 to 90 minutes long.

The scheduling of interviews was at a time in the day when the Principal/headmaster was not too busy. Recordings of the interviews took place for transcription as well as the research team took on two roles, one researcher who interviewed with the other observing (taking notes and timestamps) and doing any follow-up questions that the main interviewer had missed. The transcription of the recordings took place, and concepts were colour coded and then arranged. After arranging the data, write-ups of the cases ensued. After all the cases were written up, a table was made to summarise each case side by side. Then, the writing of the cross-case analysis that identified similarities and differences between the three cases completed the analysis.

3.4) Ethics and trustworthiness issues

Ethical considerations were an important aspect that was addressed early in the research process, not to cause problems later in the study. The first ethical consideration was that of consent, after contacting the schools were and agreeing on interview times; a consent form was sent out to participants that had to be signed. This form stated the purpose of the research and what their role in the process is. Another critical ethical aspect that was a concern for participants is that of privacy of students, and thus the team was not allowed to interview students or their parents. The last ethical concern was confidentiality; we ensured this by changing the names of the schools to colours in order to ensure privacy and confidentiality.

Regarding trustworthiness, credibility was ensured by having the interviewee of the schools review the draft case study and have the chance to amend incorrect or misinterpreted information. Dependability was ensured by reviewing different literature on the case method and summarising the processes of the schools by using the information given by the Principal/Headmaster. Transferability of findings was ensured by centring the design of the interviews around the conceptual framework and general structure of a service supply chain.

3.5) Data collection strategy

The collection strategy held the submission timeframe of the MRR712 module in mind. A decision on travelling to the schools would be the best way to make the interviewees feel comfortable as it is in a familiar environment. The interviews took place in the offices of the principal, headmaster, and COO to ensure that the environment would be quiet enough to make recordings as clear as possible. Having clear audio would eliminate any uncertainty during the transcription stage.

The interview followed in a professional manner where participants were offered bottled water at the beginning of the interview. The stating of names of the researchers took place at the beginning of the interviews, and any questions regarding the research received answers before continuing. During the interview, guiding questions were asked to allow interviewees the freedom to express their opinions on the topic. Probing questions were utilised to dive deeper into some of the answers to gain information that was more relevant to the researchers' interests. The recording of data took place on a mobile device, and after the interview, uploading of the recording to an encrypted password folder in Google Drive, where the two team members had exclusive access, was made.

The information needed in order to answer the questions were all related to the three main aspects of the conceptual framework constructed in the literature review chapter. The three key aspects each had specific concepts that needed exploring. Below is a table outlining concepts and some of the questions asked in order to identify the concepts within the specific case (for full interview guide, see *appendix D*)

Key Concept(s)	Question(s)
TBL	How does the organisation define sustainability? How is long term sustainability achieved at the organisation?
Actors	Who are the actors within the supply chain and what role do they play?
Relationships	Describe the bilateral and unilateral relationships, both downstream and upstream in the supply chain.
CSD	How can the customers and consumers be suppliers within the supply chain?
Tactical Practices	What are some of the day-to-day operational practices that the organisation implements in order to address the sustainability goals?
Strategic Practices	What are some of the long-term strategies that are adopted by the organisation in order to address the sustainability goals
add-ons	Is there anything of interest that should form part of the analysis?

Table 2 – Questions related to main concepts as adapted from the interview guide.

3.6) Data collection method

Each business had its way of addressing its sustainability goals, but all the goals remained mostly the same through the 3 cases.

There were some strengths and weaknesses to the gathering of case evidence that was evident. Below is a table that outlines these aspects to the case evidence collection.

Source	Strengths	Weaknesses
Documentation	The instrument was stable and adaptable to all three cases.	Access to specific information was not given and purposely withheld in order to protect themselves
Archiving	Digital and thus no paper trail (Ecologically friendly)	Can be quickly deleted and not recovered
Interviews	Information gathered was targeted and focused on the topic.	Academic jargon that required clarification for interviewees was in the instrument.
Observations	A walkthrough of the premises to see if reality matched the gathered data was allowed in order to increase the reliability of data.	Time-Consuming as some premises were larger than others, and it was costly due to physically travelling to the premises to conduct interviews and observations.

Table 3- Strengths and Weaknesses of data gathering as adapted from Yin (2010)

3.7) Data analysis and synthesis

The analysis of the data started with picking the transcriptions apart to identify the answers to the research questions. Through analysing the transcriptions, the team was able to identify the concepts of the conceptual framework in all the cases. Coding of these instances within the cases took place in order to keep track of all the data. After completing the individual write-ups of the cases, a summary of all three cases, along with the links to the main concepts, was made in order to aid in the cross-case analysis (Table 4 in chapter 7).

When looking at the summary, apparent similarities and differences within the cases were evident, and thus, the cross-case analysis was easier to do as all the data followed the same format. An additional table was formulated to show the similarities and differences between the cases (Table 4 in Chapter 7).

As the first case write-up took place in the first semester, we had to revise the conceptual framework to accommodate new findings, and thus a re-edit of the original case was necessary in order to align it with the present two cases. This editing was not too tricky as the interviewee gave an abundance of information and thus a revisit to the documentation and archives was all that was needed.

3.8) Limitations and conclusion

There were critical limitations to the study that would have increased the validity and quality of the outcome had they not been there. One of the most significant limitations to the study was limited research on the topic of sustainability in Educational supply chains. Thus, the team had to pull from different articles in order to solidify the literature review enough to bring across the point of the concepts. Another limitation occurred at the data-gathering stage as scholars and parents were not allowed access to due to the terms set by the Principal, Headmaster or the Operational Manager from each school. Access to these actors would have given additional insight into the pressures between the relationships of actors of the SSC in a combined effort to co-create value and achieve the shared goals of sustainability.

A limitation of the case study method is that the findings of the three cases cannot be generalised to the broader population. Another significant limitation to this method was that it was incredibly time-consuming; having to replicate the process three times over was very tedious, and much time on transcribing and coding of the data took place.

Based on the information provided in this chapter, a drawn conclusion was that the case method was an effective way to display the three different cases and that the cross-case analysis was useful in analysing the empirical findings of the evidence and comparing it to the formulated conceptual framework in Chapter two.

CHAPTER FOUR: THE BLUE CASE STUDY (By Bandela, W.)

4.1) Background of the school

The organisation of interest is a private special needs school that provides education and support to children with barriers to learning and the emphasis on autistic children. For this case study, the school is known as the Blue school.

The school was founded in 2016 and started initially in a house with only three children. For the past three years, the number of students at the school had been progressing and currently counts 80 students. In September 2018, the school decided to move to bigger premises where it is currently operating. Along with the increase in the number of students came more staff members, and the school currently counts 30 full-time employees and therefore satisfies the criteria of an SME. The Blue School has strategically increased its staff members as individualised attention can only be possible when many educators are available, and the ratio educator-student are as low as possible. For example, in the mainstream private schools, the ratio is approximately 1:16, while the ratio at this school is 1:4. Hence, it is evident that individualised attention is more significant in the Blue School than in mainstream ESP.

The school uses the Curriculum Assessment Policy Statement (CAPS) curriculum for most children and the ASDAN curriculum for children who do not fit to CAPS. CAPS is a policy document introduced by the Department of Basic Education for all the subjects listed in the National Curriculum Statement for Grades R - 12. CAPS provides guidelines on how lecturers should teach and assess students. ASDAN is an accredited British course that provides programmes and qualifications to young people. Students registered with this curriculum are offered 18 modules to complete within three years. The programmes and qualifications aim to develop knowledge that will allow students to gain employability skills and prepare them for the possibility of further education or training as well as the prospect of becoming employable individuals. Also, extracurricular activities such as cricket, rugby and swimming are offered to help students grow and improve their motor skills.

4.2) The Holistic service experience related to the Value Chain.

The school has a holistic service experience of providing quality education to special needs students. Its holistic service branches into two core services which include

providing both a conducive learning environment and a safe and clean environment for students. Primary and secondary activities sustain these core services. Primary activities supporting the former core service include teaching the curriculum and support students emotionally. Also, secondary activities supporting the core service includes training and upskilling teachers, structuring the classroom environment and employing on-site therapists and psychiatrists. Primary activities supporting the latter core service include safety compliance and cleaning the premises. Secondary activities of the latter include procurement of the necessary materials to comply with safety regulations; and clean the premises. To ensure the successful creation of value in the delivery of the service that the school provides; collaboration, interaction and effective communication needs to exist between different actors involved in the service supply chain. The supporting services discussed further in the case study.

4.3) Sustainability Practices

Like most organisations, the Blue school has defined both its goals and mission. While its goal is to achieve social inclusiveness of students with barriers to learning, its mission perfectly complements this goal as there is a misconception that exists around people with disabilities. The mission of the school is then to change the negative perception of people with autism in society. In that sense, the social, ecological and economic practices implemented by the school align with its goal and mission as well as the creation of sustainability.

- *Social Practices*

To achieve social sustainability, the school provides education and support to students with barriers to learning; thus allowing them to become individuals with the abilities to sustain themselves in society. This school has implemented the ASDAN curriculum as long with the CAPS mainstream curriculum, to provide life skills that will allow students to become socially responsible individuals.

Furthermore, the school organises outings such as visiting museums and other places where students have the opportunity to socialise and learn. The school also uses animal therapy as a fun way of reducing emotional distress and depression that students' experience, and on-site therapists and psychologists further provide this support.

- *Ecological Practices*

In terms of ecological sustainability, the Blue school understands the impact of caring for the environment, especially when dealing with young people. Hence, the school is actively involved in recycling and students also contribute to the process. The school uses bins of different colours to classify different types of waste. Moreover, students have undertaken an environmental project in which each student is required to plant a seed and ensure to grow a tree. This initiative is done to help students develop a sense of accountability and responsibility and further aligns with the second core service of the school, which is providing a clean environment to its students.

- *Economic Practices*

In terms of financial sustainability, the school does not receive subsidies from the government and thus, depends entirely on tuition fees paid by parents in order to operate. Also, regular fundraising events take place consisting of market days where different types of products made by students and teachers get sold to the community. Teachers and parents usually use word of mouth to invite people to participate in these charitable events and the funds raised will be redistributed into the school's programmes. Furthermore, the school seeks to create a strategic business unit, registered as a non-profit organisation, with the prospect of raising funds for disadvantaged children who cannot afford to pay the tuition fees. The vision of the future non-profit organisation is providing training to the general public, including parents in order to raise awareness about autism.

4.4) Supply chain actors

Research and experience conducted in the sustainability of supply chains have shown that the success of organisations heavily depends on the quality of the relationships existing between actors of supply chains. (Muller et al., 2012). Hence, developing and maintaining good relationships between all actors of the supply chain ensures the successful creation of value. This school has close relationships with different actors of the supply chain and has developed different means of communication such as the use of WhatsApp groups involving parents, teachers, therapists, psychologists as well as the principal.

Moreover, the school has a parent board group which gathers each term to share concerns or to share a glass of wine. An occupational therapist will sometimes join the

meeting to discuss with parents and teachers. These communication channels are essential to monitoring the progress of each student as well as ensuring that all the actors involved in the learning process are effectively working towards achieving the same goals. The different actors involved in the supply chain are mentioned down below and classify as two separate categories, namely: external suppliers and internal suppliers.

4.4.1) External suppliers

- *Government*

WCED: The school registers with the Western Cape education department as well as each student. The school has to complete annual accreditation and submit specific documents such as financial statements.

- *Accreditors*

SACE (South African Council of Educators): All the teachers at the Blue registers with the SACE, which is a professional council aiming to enhance the status of the teaching profession through appropriate registration, management of professional development and inculcation of codes of ethics for all educators.

Fire Safety Inspectors: According to the law (SANS 10400 Part T), the workplace environment should have all the correct equipment, such as fire extinguishers and first-aid kits. In order to be able to operate, the Blue school has completed a fire safety and evacuation plan, which consisted of being trained by a professional inspector. After completing training, the inspector would provide accreditation confirming its compliance with the rules and regulations. Furthermore, monthly surprise inspections at the school take place, during which an inspector from SafeTech would visit the school to ensure that they comply with these standards. The compliance is necessary and perfectly aligns with the second core service of the school; which is to provide a safe and clean environment for students.

- *Service integrator*

In the supply chain of service delivery, the service integrator is the actor playing the mediator role by bridging the relationship between the service provider and the customer. In this particular case, service integrators are therapists and psychologists while parents are customers of the service delivery. In fact, due to the intangible nature of the service delivery that schools provide, customers of the service are seen as the

ones paying for the service delivery while consumers are the ones using the actual service. In that sense, parents are customers and students are consumers. Thus, one can see the mediator role played by service integrators (therapists and psychologists) in the service delivery

As an illustration, the Blue school works closely with occupational therapists and counselling psychologists as they provide emotional support to students and in some instances, they would also refer children with learning barriers to specific remedial school that they consider will fit their patients' needs. From there, the conducting of a two-week observation takes place by the school and students will then enrol with the parents' agreement. Thus, the relationship between the service provider and the customer occurs through a referral from the service integrator. Moreover, the importance of service integrators increases by their participation in the service delivery process. This school has an occupational therapist and two counselling psychologists present at the school premises where they continue to provide care, support and assistance to students in need.

- *Parents*

The school does not have a governing body of parents; however, proper communication channels exist between the school and different actors of its supply chain. For example, parents actively partake within the learning process. The school and parents maintain constant communication via "Hi mama" which is a software application developed to connect childcare programs to parents through digital communication. Hence, parents use the application daily to report on their children's mood, diet and activities; and feedback gets shared with the school. Thus, bridging the gap between learning that happens at school and the one happening at home.

- *NGOs*

The Blue school works with non-governmental organisations such as churches and day-care centres to raise awareness about autism as well as providing resources. For example, parents will usually supply needed goods such toiletries, stationery and clothing to the school in a collection bin which will then be distributed monthly to a day-care centre that caters to children with autism in Khayelitsha.

- *Business partners*

The school also collaborates and maintains good relationships with independent businesses such as hairdressers and restaurants. The independent businesses are related to the school's ASDAN curriculum as a big part of the programme is to provide job shadowing for students. The collaboration aims at securing job opportunities for students after their completion of that specific curriculum.

4.4.2) Internal suppliers

- *The service provider*

In the supply chain of service delivery, the service provider is an organisation that provides the service delivery. The Blue school, in this specific case, is the service organisation delivering education to students. The role of the school in the supply chain is to provide education and support through its product offering, including a conducive learning environment and different curriculums.

A conducive learning environment involves the infrastructure of the school itself and especially its classrooms. Hence, this school ensures that every classroom is perfectly suitable to fit with the students' needs. For example, the classrooms are sensory-friendly to avoid unnecessary stimulation of students as many would feel uncomfortable to be in an environment that is noisy and too bright. Moreover, the Blue school as a service provider has the responsibility of providing a clean and safe environment to its students through the cleaning of the premises and the compliance with rules and regulations of fire and safety.

- *Teachers/ Educators*

Teachers at the Blue school are well trained and prepared to provide education and support to students. They are carefully selected to ensure that they have the necessary skills to cater to young people and little children in some cases. Hence, teachers work hand in hand with the school ensuring successful daily progress of their students through a great dispensation of the programmes offered by the school's curriculums. Moreover, teachers will further assist students in their daily medication intake. This situation will usually occur when a specific student needs to take medication at a specific time while they are at school. In that case, parents will have to provide the medication along with a written permission letter stating that the teacher can administer the medication.

- *Students*

Because of the intangible nature of the service that a school delivers, students play two roles; the first one being the consumer of the service as they are the ones benefiting from it. Moreover, students contribute to the creation of value in the supply chain through by participating in activities such as fundraisings and recycling.

4.5) Supply chain practices

- *Strategy Level*

The school chose to use the product differentiation strategy as a basis for competitive advantage in the market space. This competitive strategy flawlessly aligns with the core values of the school as a remedial and special needs school. Special needs students require unique and individualised attention; which is the reason behind the 1:4 ratio maintained by the school. By having smaller classes, the school is maintaining high standards and ensures to keep a competitive advantage position in the market. However, the school plans for accommodating a more significant number of students with the prospect of growing even more prominent. Thus, the long-term goal of the school is to open duplicable models of the school in different areas in the Western Cape, as the school has identified the growing need for individualised education in the private education sector as an opportunity to franchise and increase its profitability.

Furthermore, the school is planning to expand its facilities and launch a programme that will create job opportunities for students who are currently completing their curriculum and will soon leave the school. This employment opportunity represents a bright perspective, especially for students who are unable to work in a mainstream work environment, as it will allow them to integrate more quickly in society after graduating from matric.

- *Tactical Level*

At a tactical level, the school ensures to provide training to teachers, parents and the general public to raise awareness for children with barriers to learning especially people with autism. The implementation and use of effective means of communication between the actors is also an illustration that all the actors involved in the supply chain aligned with its goals and contribute towards the value creation.

Along with the expansion plan, the school plans to hire more staff members to compensate with the increase of students. The increasing of staff will allow the school to maintain its model built based on providing education for students with barriers to learning through individualised attention.

4.6) Conclusion

As a conclusion, the data collected about the Blue school has revealed important information regarding the school itself as well as its supply chain. The dynamic relationship existing between different actors of the supply chain, the structure of holistic service as well as the practices adopted by the school indicates the existence of sustainability within the supply chain. Both internal and external suppliers are interdependent and complementary in their roles and are working collaboratively to ensure a successful service delivery through value creation.

CHAPTER FIVE: THE YELLOW CASE STUDY (By Bandela, W. & Hay, T.)

5.1) Background of the school

The organisation of interest is a private remedial school that provides education and care to students with barriers to learning. For ethical reasons, the school will be referred to as the Yellow school.

The Yellow school was founded in 2001 in a Sunday school church on the same premises and was comprised of only ten learners and three teachers. Through the past 18 years, the school had moved to much larger premises to accommodate its current 290 students and 53 educators. Thus, the number of the total number of staff employed by the school is currently 70 and qualify the school as an SME. It has branched out into 4 phases according to the guidelines of the Western Cape Education Department (WCED); namely: the junior phase, senior phase, skills phase, and high school phase.

The remedial nature of the school is the main reason restraining the principal from further expanding the premises to accommodate more students. The individualised attention that students with learning barriers can only be provided when the educator-student ratio is high meaning each classroom must contain a limited number of students. In the Yellow school, this ratio is 1:7, which means there is a teacher for seven students. This is one of the main characteristics of remedial schools that create a difference with private mainstream schools.

The school uses the CAPS curriculum which is a policy document introduced by the Department of Basic Education for all the subjects listed in the National Curriculum Statement for Grades R – 12 and provides guidelines on how lecturers should teach and assess students. Moreover, the school has also added a skills phase to go along the Caps curriculum. The skills phase is a unique educational structure at the school which aims at developing students' practical abilities and technical skills, and it comprises ten different fields referred to as Career opportunities that include: leatherwork, carpentry, farming, arts & crafts, computer, hospitality, entrepreneurs, Edu-care, beauty and hairdressing.

According to the FET band, students must reach Grade 10 to be eligible to enrol to the skills phase. Hence, the skills phase compliments the Caps curriculum as it equips

students with technical skills and competencies that will allow them to become responsible individuals in the community.

5.2) The holistic service experience related to the value chain

The school has the holistic service of providing quality private remedial education to children with barriers to learning. This holistic experience is structured into three core services which include providing a conducive learning environment; a safe environment; and a clean and green environment. Primary and secondary activities sustain these core services. Primary activities supporting the first core service include teaching the curriculum and providing emotional support to students, and secondary activities supporting this core service include training and upskilling teachers, designing and structuring classrooms to create a conducive learning environment, and employing on-site therapists and psychiatrists.

Moreover, primary activities supporting the second core service of providing a safe environment to students include safety compliance with accreditors and ensuring that a 24-hour camera surveillance system monitors the premises. Secondary activities supporting this core service include procurement of the necessary materials to comply with safety regulations as well as paying for the services of a security and surveillance company. Finally, primary activities supporting the last core of providing a clean and green environment service include procurement of necessary material to clean the premises and development of ecological strategies such as recycling, reducing and reusing to help manage waste. Both these primary and secondary supporting services will be further discussed in the case study.

5.3) Sustainability Practices

Sustainability practices are developed and implemented to help the school achieve goals and objectives. In fact, like most organisations, the Yellow school aims at attaining specific goals, whether it is social, economic or ecological. Hence, the practices that are developed must align perfectly with these goals in order to create sustainability.

As a remedial school, the main goal of Yellow school is to educate and support students with learning barriers in order to become independent and responsible individuals that can become important for the community. In other words, they seek to achieve social inclusiveness of children with barriers to learning. Therefore, the

school's sustainability practices are perfectly aligned with this goal. The school's social, economic and ecological practices will be discussed in detail down below.

- *Social Practices*

The school seeks to achieve social sustainability by providing remedial education to students who struggle in mainstream schools and require individualised attention offered by private remedial schools. Thus, the school has implemented a skills phase beside the Caps curriculum that is taught. All students from grade 10 can enrol to the skills phase and choose a field among the ten options offered in the skills phase. The skills phase allows students to gain technical and practical skills that will allow them become employable after the matric competition. Also, the school has an equestrian facility on their premises which is used as animal therapy to help students cope with emotional.

Additionally, the school uses project-based learning to teach children on the importance of social responsibilities. For example, each year, every grade group is given a community project that they have to complete by the end of the year. In addition to community projects, the school also engages in raising awareness on environmental issues among the students. For instance, a bumper sticker initiative was ran in 2018 where children had to sell stickers discussing about water crisis in the Western Cape and how to save water. Furthermore, the school teaches students to become responsible and independent by cleaning their classrooms. Hence, this strategy instils discipline and creates well-rounded individuals to society when students leave the school. To encourage students in this sense, the school has implemented an incentive initiative which reward students for complying with rules. The initiative is a reward programme with recompenses such as "The best student of the week" and others.

- *Ecological Practices*

The school understands the importance of being environmentally responsible and seeks by sharing this vision with their students by educating them through ecological practices such as recycling, reducing and reusing. As mentioned above, the school partakes in recycling, reducing and reusing of old furniture and other assets that they receive from parents and other organisations.

Furthermore, the school has developed and implemented three systems of waste management within its premises. The first one consists in utilising coloured bins in order to organise waste and decides what will be used to the recycling plants. The second consists of collecting bottle caps and bread tags from students that will be hand over to the church for donation to a foundation. This foundation (the sweetheart's foundation) collects bottle caps and bread tags and provide wheelchairs for disabled individuals. Lastly, the third system uses the manure from the school's livestock to create fertiliser that is then used within the Farming skills phase.

- *Economic Practices*

In terms of financial sustainability, the school receives subsidiaries from the WCED; which is more or less R14500 per month, meaning R50 per student. The school claims that this funding has decreased to 20% of what they had been receiving six years before 2019. Hence, the majority of the expenses and business activities of the school are mainly financed by tuition fees as the subsidiaries are not sufficient to cover all the costs needed by the school in order to be operational. The school has also successfully developed and implemented different economic practices that will help create economic sustainability. For example, the school benefits from external organisations such as Sanlam and Vodacom that choose to dispose their old assets such as desks, bookcases, chairs and other types of furniture.

Moreover, the school partakes in economic practices that also involve students. For example, students in the carpentry skills phase are involved in the maintenance and restoration of broken furniture; which helps the school minimise the cost of purchasing new furniture. Also, the school regularly organises fundraising events which are referred to as entrepreneurship days. During these fundraisers, different types of products are made from the collaboration between students in different fields of the skills phase. For example, students in the farming skills phase ensure to provide certain ingredients such as eggs to the hospitality skills phase to produce cupcakes.

5.4) Supply chain actors

Many studies conducted in SSupCM have shown that supply chains that are created sustainability were done so by effective collaboration of actors through excellent communication and thus, maintain long-term relationships. Muller et al. (2012) suggested that two types of relationships can exist between different actors of a supply

chain. The first type of relationship is referred to as unilateral or pushing while the other type relationships are referred to as bilateral or sharing relationship. Therefore, the school has shown to maintain unilateral relationships with government bodies and accreditors while maintaining bilateral relationships with the other actors in the supply chain.

The school tries to create a friendly learning environment by encouraging all actors within their supply chain to build long-term and conducive relationships and that also implies building relationships outside that of the academic spaces. All actors involved in the supply chain of the school are classified into two categories: (a) external suppliers and (b) internal suppliers. Each category of actors or suppliers includes different actors playing different roles in the creation of sustainability within the supply chain and maintain specific relationships with the school as well. Their roles and the type of relationships they maintain with the school are discussed down below.

5.4.1) External Suppliers

- *Government*

The school must register with the WCED in order to be operational. The relationships existing between the school and this governing body are unilateral or pushing relationships as it strictly relies the school's compliance of standards and regulations imposed by the WCED. Moreover, the school is expected to complete annual accreditation by submitting specific documents such as financial statements.

- *Accreditors*

The school is accredited with Umlhani, which is the umbrella under which all ESPs are registered. The school must be accredited by Umlhani in order to have a license to operate as a private school. The accreditation is strongly focused on meeting the requirements of the regulatory body. The school must submit certificates of compliance to Umlhani. Thus, it is evident that the school maintains unilateral or pushing relationships based on compliance.

- *Service integrator*

According to Sakhuja and Jain (2012), the supply chain of service delivery, the service integrator is the actor playing the mediator role by bridging the relationship between the service provider and the customer. Hence, the school maintains bilateral relationships with occupational therapist and psychiatrists as they help bridge the

relationships between the school and parents. In fact, therapists and psychiatrists bridge the relationships between the school and parents by referring their patients (students in this particular case) to remedial schools. Although parents are the ones making the final decision regarding the education of their children, service integrators allow the parents to consider remedial education as in many instances mainstream schools do not provide the individualized attention that is needed by students with learning barriers.

- *Parents*

The school has a governing body of parents and ensure to maintain sharing relationships via the school's newspaper and by organising termly meetings during which different issues and concerns are shared and strategies are developed to solve these issues. Moreover, parents are also considered as suppliers of the school by the participation in the creation of sustainability through donation of furniture and other assets.

- *NGOs the school donates to the sweetheart's foundation*

The school engages with non-governmental organisations and churches such as the sweetheart's foundation to provide them with resources as mentioned above.

- *Business partners*

The school maintain bilateral relationships with organisations such as Sanlam and Vodacom which are considered as donators. The organization donates furniture and office supplies to the Yellow school in order to upcycle assets instead of having to procure new ones.

5.4.2) Internal Suppliers

- *The service provider*

According to Sakhuja and Jain (2012), the service provider in the supply chain of service delivery, a service provider is the organization that provides the service deliver. In the specific case, the Yellow case is considered as the service provider as its role in the supply chain is to provide remedial education and emotional support through its product offering including a conducive learning environment and different curriculums. Hence, the Yellow school as the service provider is responsible to provide a conducive learning environment and ensure that the service delivery is provided to students in a clean and safe environment.

- *Teachers/ Educators*

The school provides quarterly training to teachers in order to ensure they are fully prepared to educate and support students with learning barriers. The school ensures to carefully select teachers who have the adequate skills to cater for students who need individualized attention. Hence, the school maintains bilateral relationships with teachers as they work hand in hand in ensuring a successful daily progress of their students through a good dispensation of the programmes offered by the school's curriculums. Moreover, teachers will further assist students in their daily medication intake. This situation will usually occur when a specific student needs to take a medication at a specific time while they are at school. In that case, parents will have to provide the medication along with a written permission letter stating that the teacher is designated as responsible to administer the medication. Furthermore, the relationships between teachers and students are considered as dynamic as teachers do not solely focus on the educational part of the service delivery. In fact, the school strongly believes that students will only prosper when their emotional and psychological well-being have been looked after.

- *Students*

Students are considered important actors in the supply chain of the school due to the roles that they play in the creation of sustainability in the supply chain. In fact, the school does not only consider students as consumers of the service delivery but at the same time, they are also perceived as suppliers as they contribute to the creation of sustainability through different sustainability practices that they are involved in. For example, students of different fields of the skills phase participate to create sustainability by producing goods during fundraising events and by maintaining and repairing furniture. This dynamics show that the school maintains bilateral relationships with students as they work together to achieve goals and create sustainability. Furthermore, students are also encouraged to develop bilateral relationships with other students. In fact, they are expected to demonstrate compassion and patience towards others and conflictual situations such as bullies are strongly condemned.

5.5) Supply chain practices

- *Strategy Level*

Although the Yellow school does intend to expand its premises, they would like to reach the full maximum capacity of 300 students by accommodating ten more students. The school upgraded their infrastructures from Wendy houses to prefabricated buildings in order to increase the accommodation capacity of students per classroom and also to increase their overall aesthetics in order to meet the pressures of parents. In addition, another strategic level decision to address ecological sustainability was to enable the resources to be shared between different skills phases. For instance, the manure from the equestrian facility is used in the agriculture skills phase to grow vegetables.

- *Tactical Level*

As mentioned above, the school practises three systems of waste management in order to reduce the amount of waste material being sent to landfills; reuse materials that would have been discarded otherwise; and recycle materials to different NGOs such as the church to help with sustainability initiates of the community. Also, the Yellow school tries to create responsibility within students to be clean and mindful of waste within the class room by having a chore board for every class.

5.6) Conclusion

To conclude, the data collected about the Yellow school has revealed important information regarding the school itself as well as its supply chain practices. The case revealed that there is dynamic relationships existing between different actors within the supply chain. The structure of holistic service as well as primary and secondary activities adopted by the school indicates that the school has successfully created a degree of sustainability within its supply chain. Both internal and external actors are interdependent and complementary in their roles and are working collaboratively to ensure a successful service delivery through value creation. The co-creation of value within the CSD concept was shown by the interaction of students within the skills phases and the way that inputs from students contribute to the achievement of the school' s sustainability goals.

CHAPTER SIX: THE RED CASE STUDY (By Hay, T.)

6.1) Background of the school

The Red school is a private remedial ESP whose approach to the holistic service experience is private personal education. It has been trading since 2012 and has campuses both in Gauteng and the Western Cape. The school initially started with only ten students but has grown to include 184 students on both campuses, and the teacher-student ratio is 1:8 with 32 permanent staff members. This ESP has two educational streams, mainstream curriculum (CAPS as provided by the WCED), and then an add-on for students with sensory sensitivity. Their business model aims at providing holistic service experiences to both FET and BED bands within education. Their competitive advantage within the space is individualised education for students with barriers to learning. They provide FET students with job-shadowing opportunities as part of the ASDAN curriculum.

The Red school has coined the term TheraED (Therapeutic education) as the way that they describe their curricular offerings to the students. This curriculum focuses on creating and fostering applicable skills within the work environment for graduating students (Office management, Gardening, Culinary studies). The Red school has partnered with local businesses in order to offer and incorporate job shadowing into its service offering for students.

6.2) The holistic service experience related to the Value Chain

The holistic service experience of the Red school is providing quality and individualised education to students with learning barriers. This experience is delivered to the consumer using three core services that are integrated into the value chain utilising primary and supporting activities, namely:

(1) **A conducive learning environment**. The primary activities to this core service are the teaching of the curriculum to the students; of which a supporting value chain activity is the upskilling of teachers; and the procurement and maintenance of tangibles that must form part of the classroom environment (i.e. Tables, chairs, boards, markers).

(2) **A safe and clean learning environment**. The prior mentioned uses the primary activity of health and safety compliance; of which procurement of needed materials and infrastructural upgrades to meet accreditation standards forms a part of. Cleaning

of the premises is also a primary activity of which procurement of organic cleaning supplies also forms part of as stipulated by their policies is a supporting activity.

(3) **A green environment**. The primary activity delivers the final core service of environmental initiatives. The delivery of the service takes place by implementing recycling facilities into the infrastructure of the campus. The school also aims at creating a well-balanced green lifestyle for students through the procurement of organic fruits and vegetables for the making of meals.

6.3) Sustainability Practices

- *Social Practices*

The Red school has the vision of producing a quality student that can be a contributing member of society. "The quality of the product is within the student" Headmaster (2019). They focus on creating social inclusion of students in both the school and in the surrounding community. As this is a school for students with barriers to learning, their social focus is producing graduates who will be able to function within society. They do this by not only providing a conducive learning environment but a conducive corporate environment that gives prospective graduate students a sense of belonging in the formal job market. Organisations ensure that the education and practical experience imparted onto students is of universal design in order to ensure conducive learning for the prospective workforce that this school produces; into the surrounding community.

The Red school seeks to foster the culture of inclusivity between students; this manifests within the multiple cases of empathy between students. Students from public schools expressed that they felt a sense of mismatching, disconnect, and isolation from their peers within public schools; but not from the Red school where cognitive differences are not the prevalent determinant for inter-student engagement. The headmaster made mention that there are some students (as young as the age of 9) that have shown suicidal tendencies because of the social exclusion that they have experienced in mainstream public schools due to their cognitive abilities (Headmaster, 2019). It is not only the physical environment that students navigate through that contributes to a conducive learning experience, but also the social engagement between students. This social aspect forms part of one of the core services that the school offers, which is a safe environment for students, with no instances of bullying.

- *Ecological Practices*

The Red school aims at creating ecological sustainability not only within their business practices but by engagement with external supply chain actors. They have ecological goals of clean green environments, realised through the practice of closing the loop (reduce, reuse, and recycling practices). The Red school forms part of what is identified by the greater community as the Valley (The geographical location that they find themselves in that is a significant contributor to the lifestyle mind-set of the community). According to the Headmaster, the Valley is a network of farms and local entrepreneurs that seeks to create a sustainable lifestyle of organic food consumption and healthy living. The Red school engages with multiple vendors for not only the procurement of organic fruits and vegetables for the students to consume; but agricultural education for students.

The local farms also allow the school to partake within the agricultural process to better educate the students on the importance of sustainable and organic growth of produce. The farms also allow market days where students can attend (with adult supervision) and sell their goods (produced by students); from baked treats (that align with the dietary policy of the school) to self-made products. The prior not only boosts entrepreneurial intentions within students but also gives them a sense of community by executing a single plan for raising money for the school.

The Red school has a picturesque servicescape (The land on which they deliver the service) filled with nature around every corner. The previous business that operated on the premises was a B&B; thus, there is a very homey feel to the atmosphere which is accentuated by large trees that are more than 60 years old. The Red school has only increased the greening of the premises by planting more indigenous flora to lend to the natural beauty of the campus. They only make use of natural pesticides as to not put the health of their consumers at risk. They also have a garden on the premises that is utilised by one of the skills phases to teach students the practical skill of growing their plants. The school also implements green thinking by having students partake in tactical practices of reducing, reusing, and recycling of waste on the premises.

The geographical location of the Red school lends to its reputation of being a healthier alternative to other schools as the community that the Red school forms part of is in a

very health-conscious area and thus want their children to adopt this lifestyle at an early age.

- *Economic Practices*

The economic goal of the Red school is to be profitable. In order to deliver the holistic service experience, the school has to show a profit as it remains a private ESP. In order to fund the goals as mentioned above, their tuition fees are expensive. The Red school also makes use of different initiatives in order to raise additional funds for the school, such as the market days and entrepreneurship days.

There is a significant placement of financial burden onto the shoulders of the customer (parents). These financial burdens are due to the lack of support in funding that is being given by the WCED for operational expenses. The headmaster noted that even fundraising initiatives rely on the financial input of parents in order to be a success. The school has implemented the practices of tuition collection and fundraising in order to become more financially sustainable. They have succeeded in economic sustainability as they are currently showing a profit.

6.4) Supply chain actors

The Red school needs to create and maintain key relationships with both internal and external suppliers within its SSC. The Red school create long-lasting relationships as there is a common goal between actors in the supply chain of remedial education and how these students are benefiting from the relationship.

6.4.1) External suppliers

- *Government*

The Red School has to register with the Western Cape Education Department (WCED) as a Private remedial school. The department looks more at the ratios of students rather than the quality of the school's infrastructure and curriculum. By being registered, the Red school is contributing to the network of accredited schools that are legally allowed to operate and thus allow parents to find them on the WCED website.

- *Accreditors*

The Red school strives for excellence in whatever they do and thus having the best accreditation falls into their missions. They partner with several private accreditors; as

the public accreditors that are provided by the WCED take too long to go through the accreditation process. The Red school forms part of the:

- Independent School Association of South Africa (ISASA). This association is responsible for the quality control, registration of staff, and evaluation of curriculum.
- South African Council of Educators (SACE). SACE is the registrations authority that all educators must register with in order to be able to teach within an Educational Institution in South Africa.

- *Service integrators*

The Red school makes use of a network of educational psychologists that will recommend students with barriers to learning to their school. To assess the muscle tone and kinaesthetic of students, the psychologists conduct a physical evaluation; after that, the headmaster conducts a cognitive evaluation in order to place students into the correct educational stream. The headmaster of this school mentioned a shocking statistic that 30% of students from public schools require remedial attention but are jammed into classes of over 35 students and pass with marginal results. The School also makes use of on-site educational psychologist and counsellors who do a continuous evaluation of students' progress for the School to be able to report back to the parents.

The ASDAN curriculum aims at creating employability in students with barriers to learning. The School has a diverse network of independent businesses and organisations that help give the full ASDAN experience to high school students by using job shadowing as a method of education and skills building. This School sends students to these organisations in order to job shadow employees such as receptionists and clerks in order to gain practical knowledge of what it means to be an integral part within the culture of a business environment.

- *Parents*

Regarding engagement from parents within the supply chain, they are the customers as they are the actors that are paying for the rendering of services to the consumer (which is the student). The degree of participation of parents within the supply chain is 50/50 according to the headmaster (50% of parents being active participants, and 50% of parents being not-so-active participants). Active parents engage in the co-

creation of value in the supply chain as they form part of parental councils that decide and review some policies of the school. They also are responsible for adopting the food policy and many other policies outside of the school for students who require consistency.

- *NGO's*

The Red school makes use of the surrounding farms in order to supply them with organically produced fruits and vegetables. They also make use of a sole proprietor that prepares gluten- sugar- and dairy-free consumables that can be sold by students at the campus tuck shop. The surrounding Farms are an established community initiative created to encourage members of society to live a healthier lifestyle by consuming organically grown foods.

The farms work with the school in prospects that the older students will be volunteering to work there to not only upskill in agriculture but entrepreneurial intentions as well. The headmaster identified that there are termly "Healthy kids food market in the Valley" that the older students participate in that form part of the culinary and agriculture ASDAN classes.

6.4.2) Internal suppliers

- *Educators*

The Red school regularly engages within the upskilling of their teachers as new methods and approaches to remedial and individualised education emerges every term. As the Teachers are the main point of contact between the school and their customers and consumers, the Red school needs to equip their teachers with all the needed resources to facilitate value co-creation within the supply of the holistic service experience.

- *Students*

The Red school has a very responsive relationship with the students because the institution is a remedial school. The servicescape that the students engage within has been constructed to suit their educational, social, and ecological needs. Students are internal actors within the supply chain because of the co-creation of value that exists between these two actors within both the supply and value chain of Educational Institutions. The students co-create value along with the Red school by becoming the input into specific processes such as market days, ASDAN job shadowing participants,

Farm helpers and adopting the food policy as set out by the school even when they are not on the campus.

6.5) Supply Chain Practices

- *Strategy level*

On a strategic level, the Red school emphasises its differential strategy by capitalising on the class sizes and the services that they offer. Within the classrooms, there are no more than ten students; this creates a much individualised approach to the educating of students. This approach, in turn, creates a better-quality outcome for both the student and the Parents.

The structure of the conducive learning environment is around the basis of sensory stimulation of remedial and special-needs students. How the Red school engages with its students, fall into the customer management section of the service supply chain. In addition to this culture, the physical environment also must be conditioned by the institution. Some aspects of this conditioning form part of the accreditation framework of accrediting institutions. In this case, the Red school created sensory rooms as part of the offerings provided by the school for students who experienced "sensory overload". The prior was usually a result of students who were overstimulated by environmental factors. The headmaster of the school indicated that through the continuous engagement of Job shadowing from external organisations; instances of students who experience sensory overload decreased. The prior was due to the conditioning and adaptation to the working environment; this created a labour force of students with barriers to learning that could perform expected tasks within the workforce.

The Red school has also standardised the way that Teachers engage with students, both on a cognitive and sensory level. The former exists through the tangible resources that are at the disposal of teachers (Non-scented markers, upward-lit classrooms, soft boards instead of whiteboards) and the latter exists through the strict dress-code that the teachers must adhere to in order to accommodate sensitive sensory learners. Teachers are not allowed to wear any colour other than navy blue as it is both a sensory neutral colour and a colour of authority. The teachers are not allowed to wear sharp smelling deodorants or perfumes as this could be distracting for

students. They are also not allowed to wear noisy jewellery as the sound may be distracting to students with auditory sensitivities

The Red school has also integrated themselves within the supply chain by creating meals themselves for the students (thus ensuring more control over the dietary intake of students) and by employing on-site educational therapists that evaluate the progress of students.

- *Tactical level*

Attention medication such as Ritalin and Concerta used by students with barriers to learning help them to learn easier. This medication, although having short-term concentration benefits for students, could have long-term detrimental side effects such as pre-adolescent depression. The Red school, through dietary policies and practices, try to regulate the energy dispersion levels within their students. This practice seeks to limit, and in some cases, eliminate the need for the use of concentration medication.

The Headmaster has identified that some parents within the supply chain practices are not as involved as other due to the perception of the process of remediation and the outcome that it will have on their children. Some parents believe that remediation will happen quickly and that they will place their children in mainstream schools after three years or so at a remedial school. Thus, one of the bigger social goals that the Red school tries to achieve is that of educating not only students but parents as well. The prior mentioned activity is to increase the buy into the vision of what the Red school is trying to accomplish. The Red school hosts and facilitates open talks with the community in order to change the perception of what "remedial" means and how the process works. The headmaster has also indicated that some parents turned away from the school as they could not align themselves with the strict food policy.

6.6) Conclusion

This School extract sustainability within its supply chain by implementing both primary and secondary activities within the value chain. It extracts Social, Ecological and Economic sustainability through its culture; and partnerships with external supply chain actors based on the independent goals; and its supply chain practices, both at a tactical level and strategic level.

CHAPTER SEVEN: CROSS- CASE ANALYSIS

7.1) Introduction

This chapter consists of a cross-case analysis of the three case studies covered in chapters 4, 5 and 6. The analysis is conducted in the context of the research questions and draws upon a comparison of the similarities and the differences established between the cases. A table summarising the critical findings of the three cases concerning the key concepts of our research topic follows below. The cross-case will build on this table as it related to the key concepts of the conceptual framework.

KEY CONCEPTS	RED SCHOOL	YELLOW SCHOOL	BLUE SCHOOL
Sustainability Goals			
Social • Social inclusiveness • Community awareness	Yes Yes	Yes No	Yes No
Ecological	• Maintain the natural integrity of the school's landscape. • Transform the lifestyle of both students and parents to be more ecologically conscious.	• Strives to make the environment cleaner and greener by involving students in ecological practices. • Reduce, Reuse, and Recycle are the centre focus.	• Providing and maintaining a clean, green, healthy environment for students by involving students.
Economic • economic viability • Maximise profitability	Yes No	No Yes	Yes No
Environmental Posture	Environment first posture	Opportunity first posture	Community first posture
Relationship			
Bilateral relationships with stakeholders	Yes	Yes	Yes
Unilateral relationships with government and accreditors	Yes	Yes	Yes
Customer-Supplier Duality (consumers seen as suppliers)	Yes	Yes	Yes

Tactical Practices			
Social • Provide training to teachers/educators	Yes	Yes	Yes
• Having on-site therapists and counsellors for students	Yes	Yes	Yes
• Using corporate culture in order to create a friendly environment.	Yes	Yes	Yes
Ecological	• Using natural pesticides on the plants to avoid harm. • Procurement of natural fruits and vegetables from vendors	• Several recycling initiatives implemented. • Reusing old furniture and assets. • Using the capabilities and output of skills phases to close the supply loop to other skills phases.	• Undertakes an ecological project of tree plantation with students
Economic • Hosting fundraisers through entrepreneurship days	Yes	Yes	Yes
• Upstream use of labour resources to produce assets instead of buying new ones	Yes	Yes	Yes
Strategic Practices • Standardisation of the learning environment to create a feeling of belonging and social inclusion for students	• Implementation of the food policy to enforce healthy lifestyle standards. • Collaboration with farms within the Valley to provide organic meals to students. • The incremental increase in tuition fees to maximise profit.	• Upstream integration of operations to achieve sustainability. • Upgrading of infrastructure to meet the pressure of parents for better facilities.	• Standardization of educator-student ratio as to maintain individualized attention. • Standardisation of employee uniforms to establish authority. • Expansion of the natural beauty of the campus by involving students in the gentrification of the school. • Expand facility infrastructure to accommodate more students.

Table 4. Summary of Key Findings.

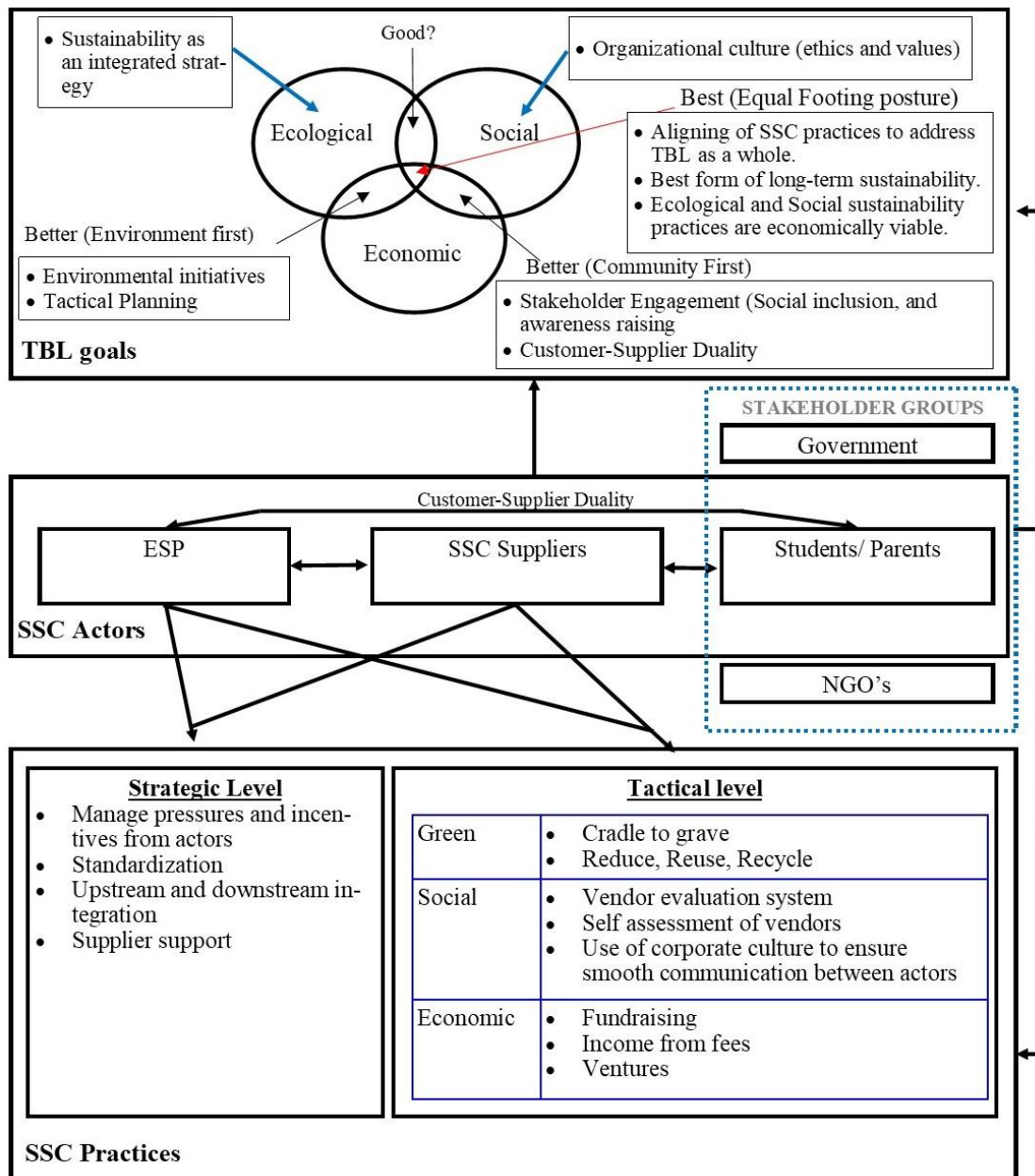## 7.2) Analysis of the cases in the context of the research questions

Figure 3: A Modified model to present findings

Figure 3 is the modified model to the conceptual model that was proposed in the literature review chapter. The changes that were brought about to the model were preliminary focused within the concept of the triple bottom line goals. The reason for the adjustment, as evident in all three cases, was due to evidence of environmental posture as outlined by Wu and Pagell (2011). Every ESP had essentially adopted a different environment posture. This in turn, has a direct effect on the prioritization of sustainability goals pursued by the ESP; and the structuring of strategic and tactical practices implemented within the SSC.

7.2.1) What sustainability practices are used to achieve the TBL goals?

- *Social Practices:*

The analysis of the cases has shown that the Blue school provides education and emotional support to students using two curriculums (CAPS and ASDAN curriculums). The ASDAN curriculum adapts to students with special needs who need job shadowing opportunities.

However, the Red and Yellow schools follow the same social practices; which include providing education and emotional support using CAPS curriculum as well as offering a skills phase in different fields to help improve job prospects once students have completed the curriculum.

- *Ecological Practices:*

The Blue school involves its students in tree plantation projects while the Yellow School involves its students in their recycling, reduce and reuse processes. Regarding the Red school, ecological practices imply promoting the use of natural pesticides as well as the promotion of healthy lifestyles to both parents and students.

- *Economic Practices:*

All three schools have quite similar economic practices. They all have entrepreneurship days to raise funds by selling food and other products made by students. However, the Blue and Yellow schools also engage with external suppliers (parents) for the procurement of specific furniture and other equipment. Moreover, the schools also engage with internal suppliers (students) for the repair and maintenance of their furniture. These practices allow schools to be economically sustainable by saving financial resources.

7.2.2) What are the sustainability goals pursued by these schools?

- *Social Goal:*

The social goal of all three schools pursue is to help students with learning barriers to become socially included in the community. This implies providing remedial and special education as well as emotional support to students to help them become independent and responsible individuals. However, the Blue and Red schools also seek to raise public awareness regarding remediation and children with barriers to learning through training.

- *Ecological Goal:*

The Red school seeks to preserve the integrity of its landscape and influence students to adopt healthier lifestyles. Yellow school strives to make its environment cleaner and greener, and the Blue school seeks to provide and maintain a clean, green, healthy environment for students.

- *Economic Goal:*

The Red and Blue schools pursue quite similar economic goals which include achieving economic viability and sustainable growth revenue by providing remedial services. However, the Yellow school seeks to provide remedial services to maximise its profit through expansion and increasing student capacity.

7.2.3) How does sustainability goals structure the environmental posture of ESPs?

According to Wu and Pagell (2010), the environmental posture refers to the way that an organisation chooses to approach its supply chain and structures the priority of its sustainability goals. The authors identified four types of environmental posture, namely (1) the community first, (2) opportunity first, (3) environment first and (4) equal footing. Our analysis of the cases has shown that the Yellow school has adopted the opportunity first posture, which implies that the school prioritises its economic goal and pursue its social and ecological goals afterwards. This is illustrated through the expansion of its premises to accommodate the maximum capacity of students in order to maximise its revenue.

In contrast, the Blue and Red schools have adopted the community first posture; which implies that these schools prioritise social goals and pursue economic and ecologic goals afterwards (Wu and Pagell, 2010). Both schools prioritise the emotional wellness of their students by keeping the educator-student ratio very low. This means that the classes are smaller, with only a few students per educator which increases the individualised attention that children with learning barriers need. Moreover, both schools have invested in having sensory classrooms which are more suitable for students with learning barriers as their senses are very sensitive.

7.2.4) Whom are the actors involved in the Education supply chain?

All three schools engage with actors playing similar roles in their supply chains. Sakhuja and Jain (2012) discuss the different roles played by these actors and suggest that the supply chains of service providers include the service provider itself (the remedial school in this case), customers of the service and other suppliers providing

additional resources or services needed to deliver the actual service. Our analysis revealed that all three schools identify themselves indeed as service providers and are involved in their supply chains with other actors. These actors divide into two groups: (a) external suppliers which include the government, accreditors, service integrators, parents (customers of the service), NGOs and business partners in some instances; (b) internal suppliers which include teachers and students (consumers of the service).

The nature of the relationships that exist between these ESPs and other actors depends on the roles that they play in the SSC. All three schools engage in unilateral relationships with the government and accreditors for registration purposes with the WCED (Western Cape Educational Department). Also, the schools' premises are evaluated and accredited by inspectors in order to be operational. Muller et al. (2012) refer to compliance-based relationships between actors in a supply chain as unilateral or pushing relationships. The external suppliers (i.e. government and accreditors) impose their standards and regulations to which the schools must comply with in order to be operational.

In contrast, all three schools engage in bilateral or sharing relationships with other actors in their supply chains (Muller et al., 2012). All three schools also engage with external suppliers such as NGOs by providing donations and training to raise awareness of children with learning barriers in the community. Moreover, three schools also maintain sharing relationships with service integrators to provide emotional support to students through counselling and orientation. The relationships between all three schools and parents are also perceived to be bilateral as the schools have successfully developed sharing relationships with parents and include them in certain extracurricular activities.

The Blue school includes the parents in the learning process through their supply of valuable information concerning their children to the school by using tools such as WhatsApp groups and "Hi mama". Parents are also suppliers in the Blue and Yellow schools as they provide furniture and contribute with other resources necessary for the value creation in supply chains. All three schools consider parents as customers of the service because they pay the tuition fees. Moreover, all three schools identify therapists, psychologists and counsellors as service integrators as they play the mediator roles by referring students to the remedial schools in some instances.

Lastly, in all three schools, students are perceived as considered playing two roles; the consumer of the service as they are the ones benefiting from it and participants in the co-creation of value within the supply chain through their participation in fundraisings as well as other activities such as recycling, reducing and reusing.

7.2.5) What are the strategic and tactical practices utilised by these schools?

From a strategic point of view, the analysis of the cases has shown that both the Blue and Red schools engage with the community to raise awareness regarding children with learning barriers. The Blue and Yellow schools intend to expand their premises and accommodate more students, and the Red school has implemented a food policy to promote a healthier and greener lifestyle to both parents and students.

From a tactical point of view, all three schools ensure to provide either quarterly or termly training to employees for upscaling and sensitisation purposes. Moreover, all three schools ensure to procure the necessary products needed for their daily operations. For example, the Red school procures dairy and sugar-free products as well as non-chemical pesticides to comply with their food policy. In contrast, the Blue and Yellow schools do not have food policies implemented in their programmes, and thus, students can bring in their food.

7.3) Conclusion

In conclusion, the cross-case analysis of the three cases has shown similarities and differences established between each case. In fact, key concepts within each case study were discussed as related to the proposed conceptual framework. A modified model was incorporated to illustrate the effect of environmental posture on the adoption of SSC practices by ESPs. Moreover, similarities were identified in the structuring of relationships between actors within the SSC of each school. Evidence showed that both customers and consumers are considered as key actors in the structuring of the supply chain due to the concept of CSD. In fact, their contribution through inputs such as resources into the practices adopted by ESPs help to extract sustainability within the supply chains.

CHAPTER EIGHT: SUMMARY, CONCLUSION AND RECOMMENDATIONS

8.1) Introduction and summary of the report

This chapter will outline the report and summarise what the chapters sought out to accomplish with the reader. The research report sought to take the reader through the entire research process of analysing the sustainability practices that are utilised by ESPs in order to extract sustainability within the SSCs.

The Introduction briefly outlined the background of the educational industry of remedial ESPs within the context of South Africa. The interest of the study was to contribute to the current body of knowledge in SServSCM by providing empirical evidence on sustainable practices that are pursued by EPS. The report followed with a review of existing literature on the topic of SSupCM and related concepts such as TBL goals, Environmental posture, Holistic service experience, Relationships, Service Value Chain, and SSC practices. From the literature, a conceptual framework was formulated that guided the formulation of the research instrument that was used in the interviews. The report continued with a methodology chapter outlining the sampling frame of the participants and how the data collection strategy would unfold. This chapter outlined the utilisation of the case study method of three ESPs. Three case study write-ups followed in chapters 4-6 and were structured to represent the conceptual framework created in chapter two. In chapter seven, a cross-case analysis of the three cases was outlined with a side-to-side summary of all three cases relating the key concepts being utilised at the beginning of the chapter. Finally, this chapter will outline the key objectives that the research report set out to accomplish and highlight the most exciting findings that resulted from the cases. Afterwards, recommendations for further studies will be outlined, and the chapter will be concluded.

8.2) Research objectives and interesting findings

The research report set out to identify the SSC practices that ESPs implemented on both a tactical and strategic level in order to be sustainable within their supply chains. It also set out to identify the different actors that are involved within the SSC and the types of relationships that they have in order to co-create value in the supply chain. The main objective of the research report was to contribute to the body of knowledge regarding sustainability within SSCs and how SSupCM concepts applied to ESPs. What was found was that there is a relationship between the type of environmental

posture that is adopted, and the types of SSC practices that are implemented within the strategic and tactical levels of the ESPs. It was also identified that ESP's are influenced by modern-day external factors to be ecologically and socially sustainable. These influences come from not only parents, but all the stakeholder groups such as the Government, NGOs, and to some extent students. The co-creation of value within the SSC of ESPs is derived from the relationship that is formed and maintained by the ESP and customers (Both parents and students). A symbiotic like relationship exists between these two actors of the supply chain where the customers become intrinsic inputs to specific processes of the ESP in accomplishing quality service delivery of holistic service experiences.

ESPs make use of parents in order to review policies that the school has adopted and given input to them in order to accomplish a better quality of service. Students and parents are used by ESPs to assist in fundraisers with the community in order to be more economically sustainable.

ESPs also make use of businesses that are registered with their ASDAN curriculum in order to forward job shadowing opportunities to students with barriers to learning. ESPs make use of on-premises psychologists and psychiatrists to assist students with non-academic related issues in being more socially sustainable. ESPs achieve social sustainability through engagement with communities and NGOs on the issues of remediation and why students require individualised attention; this is done in hopes of removing the stigma that is associated with the word "remedial. Some ESPs also work with disadvantaged programmes that have the same aim of remediation in order to help one another.

ESPs achieve ecological sustainability through sourcing of locally cultivated fruits and vegetables for their food programmes; and by making use of green principles in their tactical level SSC practices. Often, ESPs rely on students on the premises to conform to the green principles in order to co-create a more ecologically sustainable environment.

8.3) Recommendations for further studies

More research should be done on how the students and parents perceive the practices as this study was limited to the interviewing of principles only. Future research could benefit from focus groups with other stakeholders such as parents, psychologists, and

NGOs. More detail should also be focused on how the co-creation of value between actors of the SSC are implemented and how actors contribute to the value chains of ESPs. It is suggested that further research should also have a larger sample size as three cases are not enough to make definitive arguments and conclusions.

8.4) Conclusion

This report has made use of the case study method in order to conduct a cross-case analysis over three distinct cases relating to the SSC practices of ESPs in achieving Social, Ecological, and Economic sustainability. It was concluded that, depending on the type of environmental posture that is adopted, ESPs implement strategic and tactical SSC practices that are structured with the use of unilateral and bilateral relationships between stakeholder groups, service integrators, and ESPs in order to deliver on the holistic service experience. This report outlined the practices used by ESPs and concluded that SSupCM principles are not only applicable to the product-based chains of industries; but also apply to the service industry.

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