



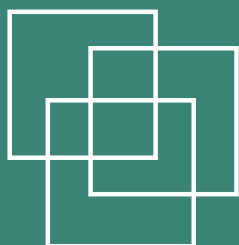
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FREE STATE PROVINCE



International
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South Africa
SME Observatory

An Analysis of the Supply and Demand of Products and Services to Nurture a Culture of Entrepreneurship amongst the Youth of the Free State Province



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by
Dr. Annamarie Mostert &
Nelia de Villiers



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Foreword



A high unemployment rate and in particular a very high youth unemployment rate is a severe challenge in today's South Africa. The Free State currently sees the highest unemployment rate in the adult working population of all provinces at 32 percent according to the 1st and 2nd quarter labour force survey for 2012. Youth unemployment in the age group of 15-34 is even higher at close to 50 percent.

The reality of jobless economic growth in South Africa means that the total number of formal employment opportunities created annually is not sufficient to absorb the many school leavers that make the transition from school to the world of work every year.

Still, when looking at young peoples' career choices entrepreneurship or self-employment is far down on the list of preferred choices. Ask learners in secondary or higher education what they want to do when they leave school and few will answer with enthusiasm "I want to start my own business". When students graduate a different reality sets in and many realize that a degree is no longer a guarantee for securing a job.

The result is high levels of youth unemployment on the one hand and many young people being pushed into "necessity entrepreneurship" just to survive on the other hand. Regardless of whether young people want to be entrepreneurs or self-employed many end up as reluctant entrepreneurs engaged in informal and unsustainable micro economic activities that contribute little, if anything, to economic growth and decent work in today's South Africa.

According to the 2011 Global Entrepreneurship Monitor (GEM) report for South Africa total Entrepreneurial Activity is very low at just 9 percent compared to other countries and for youth total entrepreneurial activity is as low as one percent. The need for entrepreneurship and innovation to tackle the high unemployment rate in South Africa and in particular the high unemployment rate in the Free State is therefore more important than ever.

This report analyses the demand and supply of products and services to nurture a culture of entrepreneurship among young men and women in the Free State. The report makes a number of strategic recommendations to foster a culture of youth entrepreneurship and provides the knowledge baseline for an ambitious entrepreneurship culture and education programme being initiated by the Free State SME Development Initiative with the Department of Basic Education and other development partners.

The report was written by Dr. Annamarie Mostert and Nelia de Villiers and was guided by Jens Dyring Christensen, Chief Technical Advisor of the Free State SME Development Initiative along with the Detea and ILO Team. Many individuals contributed to the study and the validation of the findings as acknowledged in the report. The generous funding by the Flanders International Cooperation Agency (FICA) made the study possible.

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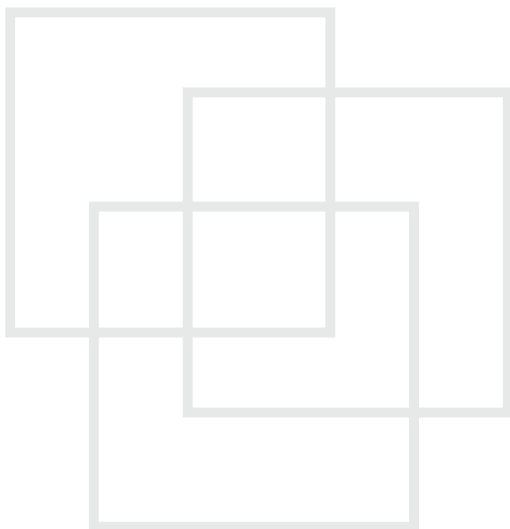




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Vivian Stadhauer, Sanmarie Maritz, Ria De Villiers, HI Makgoe, RS Malope, Victoria Koma, Bob Tladi, Riëtte vd Merwe, Lawrence Danso, Tessa Ndlovu, Jeeva Munsamy, Quentin Eister, Ina Combrinck, Sakkie van der Vyver, Arie Bouwer, Ernest Boateng, Marcia Zungu, Patience Selesho, Jackie Ntshingila, Pat Moloi, Ricky Davis

List of Acronyms

Acronym	Description
AHI	Afrikaanse Handelsinstituut
BEST	Business Expenses Savings Training
BCCI	Bloemfontein/Mangaung Chamber of Commerce and Industry
CEE	Council for Economic Education
CSI	Corporate and Social Investment
CUT	Central University of Technology
DETEA	Department of Economic Development, Tourism and Environmental Affairs
EE	Entrepreneurship Education
EMS	Economic and Management Sciences
EWET	Education with Enterprise Trust
FDC	Free State Development Corporation
FET	Further Education and Training Band (Gr10 – 12)
FICA	Flanders International Cooperation Agency
FSDoE	Free State Department of Education
GET	General Education and Training Band (Gr R – 9)
ILO	International Labour Organisation
NAFCOC	National African Chamber of Commerce
NYDA	National Youth Development Agency
SA	Subject Advisor
SAFEFE	South African Foundation for Economic and Financial Education
SAGE	Students for the Advancement of Global Entrepreneurship
SAIE	<i>South African Institute for Entrepreneurship</i>
SEDA	Small Enterprise Development Agency
SIFE	Students in Free Enterprise Inc.
SME	Small and Medium Enterprises
SMME	Small, Medium and Micro Enterprises
UFS	University of the Free State



1. Purpose

The purpose of this survey is three-fold:

- To establish an overview of the supply and demand of providers, programmes, products and services that nurture a culture of entrepreneurship amongst the youth of the Free State Province;
- To identify trends that emerge from this overview;
- To make recommendations in terms of strategic opportunities for youth entrepreneurial development and collaborations to support sustainable growth initiatives.

In order to fulfil this purpose, a desktop survey was conducted. It commenced on the 5th of March and concluded on the 15th of April. A comprehensive data base informed by internet searches, interviews, documentary analysis and field notes was developed during this data collection period. A detailed description of the research methodology and data collection procedures follow in Section 2. The overview of the supply and demand of providers, programmes, products and service is summarised in a matrix presented in section 3.1 of this report. This summary is followed in section 3.2 by a detailed description of each provider's background; current programmes and products offered; target location and group; and services provided to support their initiatives. As part of this detailed description, providers have also indicated strategies required for products and services. The report concludes by collating these suggestions in Section 4 as emerging trends that inform the preliminary recommendations in Section 5.

2. Method of Research



A pragmatic research paradigm underpins a Mixed-Methods Approach (Greene, 2000; Creswell, 2003) that validates the collection of quantitative and qualitative data in a comprehensive database. Semi-structured, face-to-face interviews and questionnaires substantiate an extensive documentary analysis of electronic and printed material to provide a rich database. Triangulation of data collection procedures through documentary analysis, interviews and questionnaires (cf. Annexure A) further increases the validity of this database.

The interview schedules and questionnaires consisted of four sections. The first section introduced respondents to the background of the Free State SME Development Initiative. It also distinguished between two key concepts namely, entrepreneurship and business skills. The second section asked information about the background of the organisation, as well as the role of the respondent within the organisation or institution. The third section classified the current involvement of the organisation according to the programmes, products and services delivered to develop youth entrepreneurship and business skills. The distinction originally made between the concepts of entrepreneurship and business skills was continued in the classification of services and products according to entrepreneurship and business skills. Respondents provided descriptions of products such as training material, kits and textbooks, as well as various service types such as training, mentoring and access to funding followed in their entrepreneurship and business skills programmes.

Fifteen face-to-face interviews were held from 15 March to 12 April (cf. Annexure B). Interviewee responses were captured in semi-structured interview schedules. The responses were then entered on questionnaires that observed the same format as the interview schedules. Dictaphones were used to increase the accuracy of this data capturing process. Interviewees' captured responses were then e-mailed to them for verification. Further clarification of interviewee responses were followed-up telephonically. Six interviewees were contacted telephonically, questionnaires were sent to them electronically. Data on their returned responses form part of the composite database presented in narrative and matrix format. The table below provides a quantitative summary of the the data gathered, while the the matrix provides a summary of the programs, products and services currently available for youth entrepreneurship development in the Free State Province.

<i>Nr of Public Sector Providers</i>	<i>Nr of Private Sector Providers</i>	<i>Nr of Programs</i>	<i>Nr of Services</i>
5	11	33	26



3. Data Analysis

3.1 Matrix of the Supply of Providers, Services and Products in the Free State Province that Support the Growth of Youth Entrepreneurship.

Provider	Program Description	Products <i>Public Sector</i>	Services
Free State Department of Education (GET)	Economic and Management Sciences – subject in Grades 7 – 9 from 2013. Target Group: In-school youth (13 - 15 yrs)	CAPS document, textbooks, e.g. ☐ My Clever Economic and Management 'Series, Grade 7 - 9 from Macmillan.	Training teachers in the implementation of new CAPS documents, recommendation of textbooks.
Free State Department of Education: FET (Gr10 ☐ 12)	Business Studies, Accounting and Economics ☐ subjects in Grades 10 ☐ 12. Target Group: In-school youth (16 - 18 yrs)	CAPS documents, Textbooks, e.g. ☐ Accounting for All', ☐ Business Studies for All' and ☐ Economics for All' Grades 10 ☐ 12 from Macmillan and the ☐ Platinum ☐ range from Maskew Miller Longman.	• Training teachers in the implementation of new CAPS documents, recommendation of textbooks. • Participation and support in SAGE competitions.
Free State Department of Education: FET Colleges	The subject' Entrepreneurship and Business Management ☐ is a compulsory part in 9 programmes offered by the FET colleges: • National Certificates in Hospitality Services, Art and Design, Clothing Production, Educare, Business Management, Human Resource Management and Marketing Management. • It is also part of the Financial Management course of the Business Studies Programme. Target Group: Out-of-school youth (16 ☐ 23 yrs)	An example of the textbook catalogue used by the FET Colleges can be obtained from Mrs Magda Fry' manager of the bookshop at Goldfields FET College.	• Motheo FET has a resource centre in all 3 of its campuses, giving students access to internet facilities and career guidance amongst other services. • Goldfields FET try to host a yearly flea-market to encourage students to manufacture and sell their own products. Students seem to enjoy this a lot.
NYDA	1. Ithubalentsha Programme 2. Business Development Programme 3. Individual Development Programme Target Group: Out-of-school youth (18 ☐ 35 yrs)	The Ithubalentsha Programme is the latest product of the NYDA. The Programme has specifically been designed to address the high entry barriers to business and the high failure rate among start-up businesses through an integrated approach that has the following five key pillars: • Identification and Technical Training of young potential entrepreneurs. • Business Management (Entrepreneurship) Training. • Micro Enterprise Finance. • Business Mentorship. • Business Opportunities and Market Linkages.	• Youth Advisory Centres: YACs are walk -in centres that provide and disseminate relevant and up-to-date information. It can assist young people in making informed decisions about their livelihoods. There is 1 full-services centre and 10 contact points in the Free State Province. • Career Guidance and Information: This career guidance and information service is meant to help young people make informed decisions about their careers and develop plans for their own development • Business Opportunity Support Services (BOSS) • Volunteer Enterprise Mentorship Programme
SEDA	SEDA has four main programmes and services: • Business Talk • Business Start • Business Build • Business Grow	The main topics covered by these programmes are listed below. SEDA developed their own training materials which is also used by NYDA in their training initiatives. • Business Talk: Where should I start; Starting your	Although support services form part of all SEDA's programmes, the following services are pertinent to the development of a sustainable culture of entrepreneurship: • SEDA Small Business Starts Competition - The competition is designed to encourage and assist people in

Provider	Program Description	Products	Services
	Target Group: Out-of-school youth (18 - 35 yrs)	business; Entrepreneurship; Business Plans; Forms of business; Co-operatives • Business Start: Marketing Small Businesses; Financing your business; Managing your business; Franchising • Business Build: Management Skills; Targeted Procurement; Tender Opportunities; Quality • Business Grow: Business Management; Management Systems (STP); Trade Point Programmes; Human Resources; Legal Issues	taking their business idea, or existing business, to the next level and support the development of their business concepts. • The Cooperatives and Community Private Partnership Programme: The Programme supports non-traditional enterprise organisational forms with a special focus on rural areas and use of local resources. • SEDA Technology Programme (STP)
Private Sector			
ABSA	ABSA CSI is funding SIFE Activities at UFS in 2012: the Techno Enterprise project will be implemented in Motheo District in the Free State. SAIE will develop three technology training centres that will be managed by 3 entrepreneurs and provide training to 40 young people in ICT. The project is expected to impact on a total of 490 beneficiaries annually. ABSA funds will be used towards the assessment, training and resource mobilisation of the three entrepreneurs; the ICT training costs of youth; and the travel, as well as the monitoring and evaluation costs. Target Group: Out-of-school youth (18 - 35 yrs)		
Eskom	• Eskom Business Investment Competition: The Eskom Business Investment Competition is an annual initiative which recognises the success of small and medium-sized, black-owned businesses and rewards their achievements. Stringent judging criteria include an assessment of the role the businesses have played in creating opportunities for previously disadvantaged individuals within their communities. Target Group: Out-of-school youth (18 - 35 yrs) • Business Incubator Programme: This programme is in partnership with Government's Department of Trade and Industry. It creates jobs within existing businesses. Small businesses are provided with premises and the training and equipment to be productive and competitive in the market segments in which they operate. Most of these businesses are not involved with Eskom as suppliers, or even located near Eskom sites. Target Group: Out-of-school youth (18 - 35 yrs) • Eskom Simama Ranta schools competition: The annual Eskom Enterprise Education Simama Ranta schools competition highlights the wide variety of comprehensive, quality entrepreneurship projects in South African schools. A panel representing the Department of Education, the private sector and experts in entrepreneurship education, adjudicate the competition, selecting finalists from within the competing schools. Target Group: In-school youth (14 - 17 yrs)		
EWET	• Youth Entrepreneurship Society (YES) Programme and YES Simama Ranta competition • Entrepreneurship Education • Partnership for Development Models Target Group: In-school youth (14 - 17 yrs)	YES Clubs focus upon gaining competence in 17 areas (competencies). There are fifteen YES Adventurers (Gr. 8) 15 YES Pioneers (Gr. 9), 15 YES Champions (Gr. 10) and 15 YES Entrepreneurs (Gr. 11) that meet once a week.	Assistance to schools and school communities to implement entrepreneurship education (ee) as part of the Simama Ranta competition.
FDC	Business Finance and Loans Target Group: Out-of-school youth (18 - 35 yrs)	Financial solutions: Start-up capital for entrepreneurs/SMMEs whose business plans meet certain requirements; Expansion Capital for existing SMMEs and Bridging Finance.	Business Development Services comprising of training, mentoring and coaching, turnaround services and market access services.
SAB KickStart	SAB KickStart is a programme consisting of 5 phases taking participants through a range of activities to develop their entrepreneurship and business skills in an integrated manner. The materials used for these phases are developed in-house at a national level. Target Group: Out-of-school youth (18 - 35)	• Phase 1: Awareness Campaign • Phase 2: Recruitment and Training • Phase 3: Competition • Phase 4: Success Enhancement • Phase 5: National Awards	• GET Testing (General Entrepreneurship Tendencies Testing) Conducted by a psychologist • 2 weeks business training • Grant funding and Mentorship programme
SAIE	• BEST Game Series (include Starter Plan, Micro Plan and Master Plan) consisting of various levels	• BEST Game Series: Laminated work cards designed for group and individual activities with Teacher	Training, mentoring and support as part of the Business Ventures Series happens as follows: the funder identifies





Provider	Program Description	Products	Services
	of complexity. Target Group: In-school youth (14 - 18 yrs) - Business VENTURES Series (Target Group: One targets Primary Schools and the other Secondary Schools) - Agri Planner (Vegetable production) - Agri Finance (Growing your Agri Business) Target Group of both Agri products: Out-of-school youth (18 - 35 yrs)	Guide. - The BEST Game Series is a set of training material. It is a game-like simulation of business reality. - AgriPlanner is a business and production training simulation course suited to vegetable production and emerging farmers who have limited farm-planning experience. - This programme is aimed at practicing farmers who wish to expand their farming enterprise to full commercial production.	the particular need; training duration is usually 2 days per grade for educators; training is followed-up with 2 mentoring and support visits to schools, normally between 2 month intervals; support and guidance to educators to further enhance their facilitation skills; and Business Plan applications where guidance is provided either in person or online during competitions which are conducted annually.
SAFEFE (CEE)	Economic Olympiad (Grades 7 - 9) and Financial Literacy training for teachers and learners (Grades 1 - 7). Target Group: In-school youth (6 - 15 yrs)	A range of textbooks are distributed that they developed in-house based on local and international products.	Try to organise Olympiad in all the schools nationwide ☐ this programme is still in its infancy. Currently, teachers participate in Financial Literacy Training in four provinces, including the Free State Province.
SAGE	SAGE competition: Teams from high schools all over the world and the country have to enter a competition and submit either a Socially Responsible Business (SRB) or a Social Enterprise business (SEB). They are then judged according to certain criteria when competing provincially, nationally and internationally. Target Group: In-school youth (14 - 17 yrs)	The SAGE hand book provides detailed criteria and guidelines about what is required from the teams.	The SAGE co-ordinators and volunteers mentor, train and workshop the teams to understand and meet the criteria of the competition to the best of their abilities. The SAGE co-ordinators also liaise with relevant officials from the FSDoE to garner support from Subject Advisors. They also have to organize the local and/or international competitions.
Sand Du Plessis High School	Sand du Plessis Market Day: Teams from a total of 43 Primary and Secondary schools across the Free State Province participated in this last Market Day, held on 9 March 2012. Schools from Bloemfontein and surrounding towns such as Zastron and Reddersburg are transported by bus to the Market Day. All participating schools/teams have to submit a business plan and are judged according to the competition criteria. These criteria are informal and not part of any formal programme. Target Group: In-school youth (6 - 18 yrs)		
SIFE (UFS)	The Entrepreneurship Project aims to partner with SAGE in the second half of the year to support 23 underperforming schools in Mangaung in entrepreneurship. Target Group: In-school youth (14 - 17 yrs) Faculty of Economic and Management Sciences: SIFE link - 3rd and 4th year students . Target Group: Out-of-school youth (21 - 22 yrs)	The Entrepreneurship Project is not yet operational Business management, marketing, 3rd and 4th year students gain practical experience in helping the community at a practical level. SIFE volunteers provide assistance with business skills development; advise on how to make a business successful and on how to identify other opportunities.	Training and Mentoring: Unemployed youth: create business opportunities for and with unemployed youth using SIFE team to mentor unemployed youth.
SIFE (CUT)	The Iteking Project in Bultfontein - Incubation of small businesses - Community Engagement Project Target Group: Out-of-school youth (18 - 35 yrs)	- Iteking Project: SIFE asked ABSA Bank for advice on marketing the products as well as on funding assistance. - Incubation of small businesses: CUT helps them to set up business - for example the Vista Supermarket project.	- Community engagement and innovation support: Community engagement projects, promote entrepreneurs to make use of the FabLab to research and develop products all the time. - Small business creation: Successful small businesses have been created.



3.2 Descriptive Profile of Providers, Programs, Services and Products in the Free State Province that Support the Growth of Youth Entrepreneurship.

3.2.1 Public Institutions

3.2.1.1 Free State Department of Education (GET)

• Background

The Free State Department of Education is a government department that has been operating in the Province for 18 years in its current form.

Mr Danso went to the USA in 2004. The National Council on Economic Education (NCEE) called the Council for Economic Education (CEE) since 2009, sponsored the visit to Little Rock, Arkansas. In 2005 the FSDoE signed an MOU with the American Government to train SAs and teachers following a train the trainer model of the economic and financial literacy programme for Grades R - 12 learners. This programme spread countrywide. There is also a train the writer component, which Mr Danso followed in Bukharest.

Mr Danso was introduced to SAGE BY Dr Ria De Villiers. From 2006 competitions were held in all districts. Schools were selected and competitions were held in districts to identify provincial winners that would compete nationally and internationally. Mr Danso trained teams of Grades 6 -9 learners to develop their own business plans with a social entrepreneurship focus.

• Previous Programs, Products and Services

Economic and Management Sciences will only be a subject in the Intermediate Phase (Grades 4 - 6) until the end of 2012. From 2013, this subject will only be offered in Grades 7 - 9. According to the National Curriculum and Assessment Policy (CAPS) document for Economic and Management Sciences published in June 2011, this subject will have the following composition:

Interviewee Profile

- **Name:** Mr. Lawrence Danso
- **Position/Role:** Provincial Coordinator of Economic Management Sciences (EMS) Grades 4 □ 9.
- **Professional Experience:** 22 years teaching in commercial subjects. EMS Subject Advisor for Motheo District in 2001. Became Provincial Coordinator EMS in 2004.
- **Responsibilities:** Coordinates activities of EMS Subject Advisors (SAs); standardizes curriculum content; links EMS to other subjects.

Economic and Management Sciences: Weighting of the Curriculum and Topics

<i>The Economy (weighting of 30%):</i>	<i>Financial Literacy (weighting of 40%):</i>	<i>Entrepreneurship (weighting of 30%):</i>
1. History of money 2. Need and wants 3. Goods and services 4. Inequality and poverty 5. The production process 6. Government 7. The National Budget 8. Standard of living 9. Markets 10. Economic systems 11. The circular flow 12. Price theory 13. Trade unions	1. Savings 2. Budgets 3. Income and expenditure 4. Accounting concepts 5. Accounting cycle 6. Source documents 7. Financial management and keeping of records	1. Entrepreneurial skills and knowledge 2. Businesses 3. Factors of production 4. Forms of ownership 5. Sectors of economy 6. Levels and functions of management 7. Functions of a business 8. Business Plan



• **Current Programs and Products that support the development of youth entrepreneurship skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Market days programme: Market days are held in all schools: competition used to be at district level, schools now compete at cluster level due to lack of funding.	All school clusters in all five districts. Examples: St Andrews School, Bloemfontein; Nthadising Intermediate School	Primary and high schools	Create and sell own products	Guided by curriculum and CEE examples	The products used are a mix of examples from the curriculum and CEE examples
2. SAGE : Student for the Advancement of Global Entrepreneurship	Selected schools in all districts, compete at district, national and international level. Examples: Reitz High School; Tsoeletso Secondary School; New Horizons School in Harrismith; HTS Welkom	Mostly Grades 8 - 10 learners in secondary schools.	Real-life businesses that are profitable and have a significant social impact started by teenagers.	Competition; Socially Responsible Businesses (SRBs); judging criteria are: market place viability; social responsibility; environmental stewardship; civic engagement	International guidelines available in the SAGE handbook
3. CEE: Brings teachers from America to interact with local teachers. Even lesson plans are downloaded through GATE (Global Association of Teachers of Economics). 60 teachers are selected per year to have training in the CEE Programme, they then cascade this to other teachers.	60 teachers selected from all districts	Grades 6 - 9 learners.	Training materials and resources	Free Online Search. EconEd Link leading source of online economic and personal finance lessons and resources for educators, students and after school providers.	International material adapted by South Africans to suit national and local contexts

• **Current Programs and Products that support the development of youth business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Old Mutual Grades 4 -6 EMS financial literacy programme. This year Old Mutual has not visited Mr Danso. EMS will be discontinued as a subject from Grade 4-6 in 2013.	50 sample schools across the province	Grades 4 -6	EMS Financial literacy programme	Games on financial literacy for Grades 4 -6 learners	The games are designed by Old Mutual at a national level; the sponsor provides these to the FSDoE.
2. EMS Quiz competition to rekindle learners' interest in accounting, economics, business management.	Across the whole province. EMS quiz competitions are held at cluster, district, provincial level.	Grades 4 - 9	Prizes awarded by FSDoE	EMS knowledge: accounting, economics, business management	The quiz is based on the EMS curriculum, developed at a national level.
3. Curriculum and Assessment Policy Statements (CAPS) applicable to Grades 7 - 9 learners from 2013.	Whole province	Grades 7 - 9 learners	CAPS workbooks etc. bought by FSDoE	Targets Senior Phase	CAPS developed nationally; distributed in provinces.



- **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Support networks provided by the FSDoE, SAGE, parents and community stakeholders.	SAGE	Departmental, private sector, parental and community involvement in the projects listed below has led to increased appreciation of the merits of entrepreneurship.
2. People have nurtured their entrepreneurial talent.	Training: GET Subject advisors have been trained in the SAGE competition principles, and have in turn helped to train high school teams to start Social Responsible Businesses	SAGE	Examples of best practices: PINGPOEN: planting, growing and selling pumpkins; (Reitz High School) ENCHANTING HISTORY: creating and selling paintings and drawings (Setjhaba-se- Makitse) AQUABIONICS: making and selling water sachets; ice-lollies, etc. (Higher Technical School Welkom)

- **Respondent's recommended strategies to further develop the envisaged project outputs**

- o Developed material for Pre-Grade R classes as part of the CEE Train the Writer Programme (Ms Elsmarie Oosthuizen). Workshopped GET teachers with Professor Klopper in the Eastern Cape and with Ms Elsmarie Oosthuizen in the Free State and KZN. This training material can be used to develop an interest in entrepreneurship from Pre-Grade R.
- o Start with entrepreneurship from Grade R. Encourage a culture of entrepreneurship in schools, especially because it will no longer form part of the formal curriculum in Grades 4 -6 as from 2013.
- o Advertise pockets of successful entrepreneurial initiatives known through websites/ broadcasting.
- o Examples: In Brebner Primary school a Grade 6 learner who stayed in the hostel asked his father to buy him a cell phone and R110 airtime per month. He said he would pay his father back. He could pay his father within three months because he charged an amount for fellow hostel learners to talk on his cell phone.
- o Teach/show youth how to create and manage fund-raising activities, e.g. flee markets. Play soccer: Five a side: works very well. Teams need to register and pay in order to play. Receive trophies and prizes sponsored by financial institutions: Standard, ABSA and NedBank. Organise dinners for fund raising. Tsosetso Secondary School washes cars for fund raising.

3.2.1.2 Free State Department of Education (FET)

- **Background**

The Free State Department of Education is a government department that has been operating in the Province for 18 years in its current form.

In the FET phase (Gr 10 -12), three subjects deal with the development of learners' business skills as well as entrepreneurial skills: Accounting, Business Studies and Economics. The main topics covered by these subjects are detailed in the 'current programs' section. Various private sector initiatives have come and gone to assist learners in applying in practice what they have learnt in the classrooms. These initiatives have been listed in the next sections.

Interviewee Profile

- **Name:** Mr. Vivian Stadhauer
- **Position/Role:** Deputy Chief Education Specialist (DCES); Further Education and Training (FET) Schools Curriculum Management; Provincial Coordinator Business Studies and Economics.
- **Professional Experience:** 13 years in field of education; DCES since 2007 (5 years)
- **Responsibilities:** Coordination and monitoring of provincial activities



- **Previous Programs, Products and Services**
- The SANTAM Young Entrepreneurs (YEP) Project started in 2002. It moved into the General Education and Training (GET) Phase when this Phase and the Further Education and Training (FET) Phase was still one directorate. The YEP Project created jobs for 12 learners who matriculated and didn't have jobs in Villiers. They manufactured disposable nappies in 2003 and in 2004. It generated R6,000. The project fell flat because it wasn't sustained due to lack of interest, leadership and financial support. This lack of involvement and support also led to the failure of a curioshop that was opened in 2010 at the ENGEN stop on the N1 near Villiers. For example, earrings were made from recycled materials, however, the owners of the ENGEN were not keen to support this initiative.
- The Premier's Office formulated a business plan in April 2011 to bring together all the stakeholders to develop entrepreneurship in schools. Five schools per district were identified. business plan formulated in April 2011. However, no funds were available so nothing has come from this initiative as yet.
- **Current Programs and Products that support the development of youth entrepreneurship and business skills**

Due to the nature of the FET curriculum, entrepreneurship skills and business skills are integrated into the subject material. The main topics covered in the three subjects that develop learners' business and entrepreneurial skills are provided in the tables below, followed by the description of current private sector programs that also target the FET phase.

Accounting: Weighting of the Curriculum and Topics		
<i>Financial Accounting (weighting of 50% or 60%):</i>	<i>Managerial Accounting (weighting of 20% to 25%):</i>	<i>Managing Resources (weighting of 20% to 25%):</i>
1. Accounting concepts 2. GAAP principles 3. Bookkeeping 4. Accounting equation 5. Final accounts and financial statements 6. Salaries and wages 7. Value-Added Tax 8. Reconciliations	9. Cost accounting 10. Budgeting	11. Indigenous bookkeeping systems 12. Fixed assets 13. Inventory 14. Ethics 15. Internal control

Business Studies: Weighting of the Curriculum and Topics			
<i>Business Environment (weighting 25%):</i>	<i>Business Venture (weighting of 25%):</i>	<i>Business Role (weighting of 25%):</i>	<i>Business Operation (weighting of 25%):</i>
1. Micro, market and macro environments 2. Business sectors 3. Contemporary socioeconomic issues	4. Entrepreneurship 5. Business opportunity and related factors 6. Business Plan 7. Management and Leadership 8. Forms of ownership 9. Setting up a business 10. Contracts 11. Business location 12. Investment: securities and insurance 13. Presentation of business information	14. Creative thinking and problem-solving 15. Self-management, professionalism and ethics 16. Human rights, inclusivity and environmental issues. 17. Social Responsibility 18. Stress, crisis, change and conflict management 19. Relationship and team performance	20. Business functions Quality of performance

¹ The Accounting, Business Studies and Economics topics, groupings and weightings in the tables have been taken from the National Curriculum and Assessment Policy Statements (CAPS) for the abovementioned subjects as published by the South African Department of Basic Education in 2011.



Economics: Weighting of the Curriculum and Topics			
Macroeconomics (weighting 25%):	Microeconomics (weighting of 25%):	Economic Pursuits (weighting of 25%):	Contemporary Economic Issues (weighting of 25%):
1. Economics: basic concepts 2. Basic economic problem 3. Circular flow 4. Quantitative elements 5. Economic systems 6. Business cycles	7. Dynamics of markets 8. Public sector intervention and composition of the RSA economy	9. Economic growth and development 10. Money and banking 11. Population and labour force 12. Labour market 13. Redress since 1994	14. Unemployment 15. Labour relations 16. Globalisation 17. Inflation 18. Tourism 19. Poverty 20. Other economic issues and quantitative elements of economics

Private Sector initiatives that gives learners a practical opportunity to practice the skills that they learn in the abovementioned subjects:

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. YES (EWET)	Harrismith	45 students, broken down into three teams: 15 x grade 9, entitled "Pioneers" 15 x grade 10, entitled "Champions" 15 x grade 11	Guidelines /Tips	Tips for national competitions from 8 schools who participated in National competition	Developed by EWET
2. SAGE	Selected schools in the Free State Province	Secondary school learners	Competition criteria	Explicit and detailed criteria	Supplied by SAGE Global
3. SAFEFE (CEE)	Free State Schools	Gr 7 – 9 learners	Financial Literacy for learners and teachers and EMS Olympiad		Based on CEE principles, adapted in-house
4. SIFE UFS*	5 schools per region	Out of school youth			

*Note on SIFE UFS programme: there was a meeting at the Premier's Office, the emphasis is on nonworking youth. The stakeholders were encouraged to bring people on board. They had to select names of schools and provide these to Mr Kaboa. Due to lack of funds, nothing has materialised. They wanted to show schools how to establish their own gardens.

- Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Training	FSDoE FET curriculum	FET department provides training for teachers on the effective implementation of the CAPS documents.
2. People have nurtured their entrepreneurial talent.	Adjudicator	SAGE	Providing support to schools as a link between SAGE and the FSDoE



- **Respondent's recommended strategies to further develop the envisaged project outputs**
 - SAGE competitions could have financial backing of the Small Enterprise Development Agency (SEDA).
 - All schools should be trained in the FICA funded ILO Programme.
 - The programme should also be translated into Afrikaans to ensure that Grades 10 – 12 learners are included at secondary school level.
 - SANTAM should be asked to sponsor schools in Mangaung to enable a 'train-the-trainer' roll-out plan for the ILO Programme. Training can be monitored by ILO.
 - SENWES provides continued financial support and commitment in Mangaung schools and should also be asked to support this initiative.
 - The Matjabeng and Mangaung clusters should be used as pilot schools.
- **Further Comments**
 - Teachers in rural areas seem more committed than in urban areas where they tend to view entrepreneurial projects as “add ons”.
 - School projects and business ventures must be backed by parents and community to be successful.
 - The projects must be social ventures through business.

3.2.1.2 Free State Department of Education FET Colleges

- **Background**

The Free State Department of Education is a government department that has been operating in the Province for 18 years in its current form.

Goldfields FET College: The college was first established as a Technical College and has been in existence since 1952. Business Management students are trained towards successful entrepreneurship, as the subject Entrepreneurship and Business Management is offered from N4 – N6.

- **Current Programs and Products that support the development of youth entrepreneurship skills**

Due to the nature of the FET colleges' curriculum, entrepreneurship skills and business skills are integrated into the subject material of 'Entrepreneurship and Business Management'. This subject (on N4 and N5 level) is part of the following courses offered at the FET colleges:

Interviewee Profile

- **Name:** Ms Rieëtte van der Merwe
- **Position/Role:** Head of Department: Business Studies
- **Professional Experience:** 33 years in education
- **Responsibilities:** Managing the Business Studies Department of Goldfields FET College

Interviewee Profile

- **Name:** Mr. Bob Tladi
- **Position/Role:** Principal/Administrator of the College
- **Responsibilities:** Mr Tladi's role since September 2011 has been to stabilise the volatile dynamics at the Motheo FET College

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. National Certificate N5: Hospitality Services - Hospitality and Tourism program	Motheo FET College; Goldfields FET College	N4 - N6 students	An example of the textbook catalogue used by the FET Colleges can be obtained from Mrs Magda Fry - manager of the bookshop at Goldfields FET College.		
2. National Certificate N4, N6: Art and Design - Art and Design Program					
3. National Certificate N5, Clothing Production - Clothing Production program					
4. National Certificate N5, Educare - Educare Programme					
5. Financial Management N4, Business Studies Programme					
6. Financial Management N4, Business Studies Programme					



7. National Certificate in Business Management – Management Studies Programme			
8. National Certificate in Human Resource Management – Management Studies Programme			
9. National Certificate in Marketing Management – Management Studies Programme			

• **Current Programs and Products that support the development of youth business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Business Studies Programme: Financial Management Course (N4 - N6)	Motheo FET College; Goldfields FET College	N4 - N6 students		- Financial Accounting - Computerised Financial Systems - Entrepreneurship and Business Management - Management Communication	
2. Management Studies Programme: National Certificate in Business Management (N4 - N6)				- Computer Practice - Entrepreneurship and Business Management - Financial Accounting - Management Communication - Mercantile Law N4 - Sales Management - Computerised Financial Systems - N4, N5 - Labour Relations N5 - Sales Management	
3. Management Studies Programme: National Certificate in Human Resource Management				- Computer Practice - Entrepreneurship and Bus. Management - Management Communication - Personnel Management - Labour Relations - Personnel Training	
4. National Certificate in Marketing Management - Management Studies Programme				- Computer Practice - Management Communication - Marketing Management - Entrepreneurship - Marketing Management - Sales Management - Marketing Communication - Marketing Management - Market Research - Sales Management	

• **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Resource Centre		Motheo FET has a resource centre in all 3 of its campuses, giving students access to internet facilities and career guidance amongst other services.
2. People have nurtured their entrepreneurial talent.	Yearly Flea-Market	Business Studies	Goldfields FET hosted a flea-market day in 2009 to encourage students to manufacture and sell their own products. Students seemed to enjoy this a lot.



- **Respondents' recommended strategies to further develop the envisaged project outputs**

- o Goldfields FET College: The abovementioned programmes are still too theoretical, but they are going to be reviewed in the near future. That will be the perfect opportunity to add a more practical element to especially the N4 N6 courses.
- o Motheo FET College:
 - Stabilise the college into a centre of academic excellence with a focus on performance standards with regard to learning in order to inculcate a performance culture in entrepreneurship and business skills by increasing the number of students.
 - Overall strategy/aim: position the college strategically in terms of growth and development of the province linked to the development of an increasingly skills-based and development index. The role of the college will be to produce young people who are capable to be absorbed by the economy and who can play a role in job creation.
 - To increase academic, social and financial access: access breeds success. *To provide an increased pool of employed and self-employed youth.*

3.2.1.4 Free State Department of Education Provincial Management

- **Background**

The interview with the MEC focused on strategies for Outputs 1 and 2, namely increased appreciation of the merits of entrepreneurship among the Free State people, particularly on the youth (Output 1) and on people having nurtured their entrepreneurial talent (Output 2). These strategies are outlined in the 'recommended strategies' section below.

The HOD of the FSDoE, Mr Malope, was briefed about the project and the purpose of the questionnaire. Due to his role, his input mainly outlines overall strategies for services that would create an entrepreneurial mindset among youth in collaboration with the Free State Department of Education. It also defines the FSDoE's view about the relationship between the FSDoE and youth employment.

- **Respondents' recommended strategies to further develop the envisaged project outputs**

MEC: Recommended strategies for Output 1:

1. Entrepreneurship days should be promoted. Accounting is a practical subject. On an entrepreneurship day in schools, youth have opportunities to provide their inputs and to participate in the transformation process of selling their products to satisfy customer demand. They also gain experience in handling the element of competition where there are two or more groups of young people competing in selling their products. Entrepreneurial days in schools and fundraising for entrepreneurial activities therefore need to be promoted.

Interviewee Profile

- **Name:** Mr PHI Makgoe
- **Position/Role:** Member of the Executive Council for Education in the Free State
- **Professional Experience:** Served as the Provincial Treasury between 1998 and 2001 and as a Member of the Executive Committee of the ANC in the Free State Province. He is currently the Provincial Executive Member of the ANC of the Free State Province.
- **Responsibilities:** Leading the Department of Education in the Free State Province.

Interviewee Profile

- **Name:** Mr. RS Malope
- **Position/Role:** Head of the Department of Education
- **Professional Experience:** Various positions related to education, e.g. teacher, principal, district official, etc. since 1987. Appointed as HOD of FSDoE in May 2009.
- **Responsibilities:** Management and monitoring of Curriculum Management, Educational Development and the implementation thereof through District Management; Financial Management, Internal Audit Services, Communication Services of the Department.



2. Black communities don't have sufficient appreciation of and exposure to entrepreneurship. They view it as a low-class activity. The culture to depend on yourself needs to be re-incalculated.

MEC: Recommended strategies for Output 2:

1. Nurturing entrepreneurial talent is a longterm endeavour. A short term view about getting rich and driving a big car, for example, exists in our culture and especially with young people.
2. Perserverance needs to be incalculated so that young people can grow and support their own businesses.
3. This comes naturally when they believe in themselves and in their products. A person should believe in your product, then you can influence your customer in believing in your product and in buying it.

HOD: The nature of the FSDoE does not necessarily create opportunities for business, but creates opportunities for learning and teaching, not for business per se, that's the core function of the department. In the process for creating opportunities, we need some resources. Education must be precise, focus on the quality of education and on what would benefit the staff in order to provide quality education. So most of products bought are from renowned businesses and service providers.

1. There needs to be a programme to assist Grade 12 learners in terms of career guidance. For this programme to be successful, an experienced person must be used. At the moment, career guidance is allowed at schools, but it is not seen as having anything to do with the core business of learning and teaching. The schools need a person who understands how to assist learners, if you use young people, they don't understand how to do it, because they don't have experience, when they see time is running out, they panic.
2. In all core business of the department, reputable suppliers are preferred. However, the HOD indicated that opportunities for young people could be created in supporting areas such as the provisioning of transport, books and IT services.
3. The FSDoE currently has two main programmes to provide a stepping stone for young people in the education sector:
 - a. There is a model of teacher assistants in Thabo Mofutsanyana in the QwaQwa area, unfortunately only in this area, due to lack of funds. Additional funds from the Employee Wellness Programme (EPWP) have become available and might lead to the expansion of the model.
 - b. The IT department has appointed young people as contract workers to assist a cluster of schools and their teachers with e-learning. Young people have also been appointed to help with libraries and asset management.

3.2.1.5 NYDA

• Background

The NYDA results from the merger of the National Youth Commission and Umsobomvu Youth Fund and was formally launched on 16 June 2009.

The nature of the NYDA's business is to initiate, facilitate, implement, coordinate and monitor youth development interventions aimed at reducing youth unemployment and promoting social cohesion. The table below captures the essence of NYDA's purpose:

Interviewee Profile

- **Name:** Mr. Pat Moloi
- **Position/Role:** Acting Branch Manager: NYDA Free State Full Service Branch
- **Professional Experience:** involved in the Umsobomvu Youth Fund and then NYDA since 2003.
- **Responsibilities:** Managing the Full Service Branch in Bloemfontein. Co-ordinating NYDA Free State



<i>The NYDA's mandate is to:</i>	<i>The functions of the NYDA include the following:</i>	<i>Developmental Focus:</i>
• Advance youth development through guidance and support to initiatives across sectors of society and spheres of government. • Embark on initiatives that seek to advance the economic development of young people. • Develop and coordinate the implementation of the <i>Integrated Youth Development Plan and Strategy</i> for the country. The two documents serve as guiding instruments in advancing youth development at all levels of government.	• National Youth Service and Social Cohesion • Economic Participation • Policy, Research and Development • Governance, Training and Development • Youth Advisory and Information Services • National Youth Fund	• The NYDA's primary target group is young people aged between 14 and 35 years. • The majority of our beneficiaries will be from low income households. • Emphasis will also be on young persons with disabilities.

• **Current Programs and Products that support the development of youth entrepreneurship and business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Ithubalentsha Programme This is a new programme that aims to provide a one-stop service for Entrepreneurs and SMEs	Nationwide and across the Free State Province	South Africans between the ages of 18 and 35.	The Programme has specifically been designed to address the high entry barriers to business and the high failure rate among start-up businesses through an integrated approach that has the following five key pillars: • Identification and Technical Training of young potential entrepreneurs. Young people will be identified and assisted with suitable technical training through various learning institutions in accordance with the nature of their enterprise • Business Management (Entrepreneurship) Training. The NYDA will facilitate this training for every young person participating in the Ithubalentsha programme • Micro Enterprise Finance. Once capacitated, participants will be assisted with business loans ranging from R 1 000 to R 100 000 • Business Mentorship. This is aimed at transferring business management skills and knowledge to youth in business through guidance of experienced volunteer mentors. It is a compulsory requirement for every young person under the Ithubalentsha programme • Business Opportunities and Market Linkages: It involves on-going lobbying of potential opportunity providers in the private and public sector to avail business opportunities to young people. The opportunities vary from procurement, retail and distribution, acquisition of equity stakes etc.		Training materials used are developed by SEDA - it is part of their Economical Development Program.
2. Business Development Programme			The NYDA offers a comprehensive range of business development initiatives: SME funding; Micro-finance, the Imbewu Loan fund etc. These programmes and products all require the submission of business plans and they are also given step-by-step guidelines on how to compile a good business plan via the agency's website.		Guides on how to develop business plans are developed in-house.
3. Individual Development Programme			As part of this, there are programmes that target issues such as Career Guidance, Advisory Centres and Outreach services as well as a Job-Seekers Database.		Services are provided in-house and with partners.



• **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Youth Advisory Centres	Individual Development Programme	YACs are walk-in centres that provide and disseminate relevant and up-to-date information that can assist young people in making informed decisions about their livelihoods. There are currently 13 full-service YACs, and 121 YAC Points countrywide YACs fulfil many important tasks, including: Providing outreach services to communities that cannot get to the centres, by taking career info, skills development and entrepreneurial advice to local schools in Mobile YACs.
	Career Guidance and Information	Individual Development Programme	This career guidance and information service is meant to help young people make informed decisions about their careers and develop plans for their own development
2. People have nurtured their entrepreneurial talent.	Business Opportunity Support Services (BOSS)	Business Development Programme	The objectives of BOSS are as follows: • To link young entrepreneurs to emerging procurement opportunities in the private and public sector; • To enhance the competitiveness and supply capacity of the youth owned companies by • Providing them with sector driven supplier development intervention; • To facilitate the purchase of equity stakes by youth entrepreneurs (minimum of 26% stake per Transaction); into viable businesses. • To provide innovative financing programmes that enables youth entrepreneurs to honour their commitments on the acquired opportunities; • To facilitate the provision of joint venture as well as sub contract opportunities to youth entrepreneurs; and • To facilitate the provision of retail space / distribution opportunities to youth entrepreneurs
	Volunteer Enterprise Mentorship Programme	Business Development Programme	This programme provides mentorship support to youth businesses. Mentors and young entrepreneurs are assessed, qualified and matched to form an on -going mentoring relationship aimed at improving the sustainability and growth of a start-up or existing businesses of South African young entrepreneurs.

• **Respondent's recommended strategies to further develop the envisaged project outputs**

- o Career Guidance at school level is of great importance to make young people aware of the fact that there are more options than simply doctor, accountant, teacher and engineer. Raising awareness of the value of entrepreneurship is also very important.



• Further Comments

- o The majority of people who approach the NYDA for assistance are not passionate about starting their own business or being entrepreneurs. They are desperate for survival and see this as their only option. This has a very negative impact on the success and sustainability of the programmes.
- o The average age of the people that the Bloemfontein Full Service Branch accommodate is 23 years old. This is when they have left / dropped out of college and have become desperate.

3.2.1.6 SEDA

• Background

The Small Enterprise Development Agency (SEDA) is an agency of the South African Department of Trade and Industry (the DTI). SEDA was established in December 2004, through the National Small Business Amendment Act, Act 29 of 2004.

It is mandated to implement government's small business strategy; design and implement a standard and common national delivery network for small enterprise development; and integrate government-funded small enterprise support agencies across all tiers of government. SEDA's mission is to develop, support and promote small enterprises throughout the country, ensuring their growth and sustainability in coordination and partnership with various role players, including global partners, who make international best practices available to local entrepreneurs.

SEDA started to operate in the Free State in 2006, the provincial branch has been operational for 6 years. The Free State SEDA contingent consists of 6 branches in Bloemfontein, Welkom, Kroonstad, Trompsburg, Phutaditjhaba and Sasolburg. More than 25% of SEDA's client base in the province are youth.

Interviewee Profile

- **Name:** Ms Jackie Ntshingila
- **Position/Role:** Provincial Manager: SEDA Free State
- **Responsibilities:** Co-ordinating and managing SEDA activities in the province.

• Current Programs and Products that support the development of youth entrepreneurship and business skills

SEDA's offering features 4 main programs, systemically building on one another and dealing with entrepreneurship skills and business skills in an integrated manner. Each program deals with the development of entrepreneurship in a different way:

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Business Talk: Introduction to the fundamentals of starting your own business	All provincial offices	Unemployed youth, students, graduates.	SEDA utilises a variety of training materials, toolkits and online resources.	- Where should I start - Starting your business - Entrepreneurship - Business Plans - Forms of business - Co-operatives	All their training materials are developed in-house except where a specialised skill is required.
2. Business Start				- Marketing Small Businesses - Financing your business - Managing your business - Franchising	
3. Business Build				- Management Skills - Targeted Procurement - Tender Opportunities - Quality	
4. Business Grow				- Business Management - Management Systems (STP) - Trade Point Programmes - Human Resources - Legal Issues	



• **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Business Competition	SEDA Small Business Starts Competition	The competition is designed to encourage and assist people in taking their business idea, or existing business, to the next level and support the development of their business concepts. Entry is free and open to any South African citizen over 18 who have a business idea or an existing small business. They do not have to have a registered business to enter. Participation is in the form of submitting an on-line business plan, using the guided template. Special training and assistance is available at every SEDA branch. Entrants can register for their special one-day Business Plan Builder training at no charge. This course will prepare entrants to be able to work on their business plan confidently and understanding key business principles.
2. People have nurtured their entrepreneurial talent.	Support	The Cooperatives and Community Public Private Partnership Programme	Background: The Programme supports non-traditional enterprise organisational forms with a special focus on rural areas and use of local resources. By creating the Program, SEDA's ability to satisfy the needs of rural clients is enhanced. Purpose of the Coops and CPPP Unit: • Promote the establishment of cooperatives and collectively owned enterprises in partnership with other stakeholders • Establish linkages with other government initiatives that support cooperatives and collectively owned enterprises • Increase access by coops and collectively owned enterprises to information, business skills training and markets • Foster a culture of cooperation among cooperative beneficiaries The Program's key sectors • Agribusiness • Cultural Tourism • Mining and Mineral Beneficiation • Trading and Auxiliary Services
	Support	SEDA Technology Programme (STP)	Their vision and mission statements clearly reflect their methodology to achieve objectives of creating and enhancing sustainable growth of SMMEs. Vision: An internationally recognised Centre of Competence that develops innovative technology - based platforms for the creation of sustainable, globally competitive SMMEs. Mission: The mission of the STP is therefore to develop innovative technology - based platforms that result in the creation of sustainable, globally competitive SMMEs that contribute towards the accelerated growth of our economy. Objectives 1. Enhance technological innovation 2. Increase accessibility to, and utility of, technologies and technical support for small enterprises 3. Facilitate the acquisition, development and transfer of technology to small enterprises, particularly those operating in the second economy 4. Improve small enterprise performance and productivity 5. Improve small enterprise profitability and growth 6. Improve small enterprises competitiveness. Reduce small enterprise failure rates



3.2.1.7 Eskom

• Background

The Eskom Development Foundation is a Section 21 Company (Not for Gain) and is home to Eskom's corporate social investment (CSI) programmes. The Foundation has a mandate to operate across many sectors which vary from education, through to the development of small to medium enterprises. Charitable causes are also supported through a well-defined donations programme.

At the core of its existence, however, is a drive to encourage and facilitate sustainable socio-economic development programs in areas surrounding the sites where Eskom is developing new infrastructure. The objective is to recognise that Eskom and the communities in which it operates are reliant on each other. At this level capacity building and job creation are major focuses as part of a drive to alleviate poverty in these communities.

The sponsoring of big development programs happen at a national level and the regional team does not have control over that. The regional team can make two types of donations on the local level: Philanthropic Donations and Strategic Donations.

- **Philanthropic Donations:** This is where they identify non-profit/charity organisations that aim to help those in need, e.g. children, the elderly, those suffering from illnesses, etc. who have specific needs such as computers, educational toys or laboratory equipment. The organisation is awarded up to R15 000 once-off.
- **Strategic Donations:** These donations are mostly for schools in areas where Eskom has a big operational investment. Eskom identifies the schools, the needs of the schools and handles the procurement of the goods and/or services.

• Current Programs and Products that support the development of youth entrepreneurship skills

Eskom has various CSI programmes, however only those that impact entrepreneurship development in the Free State have been listed below:

Programme	Description
Eskom Business Investment Competition	The Eskom Business Investment Competition is an annual initiative which recognises the success of small and medium-sized black-owned businesses and rewards their achievements. Stringent judging criteria includes an assessment of the role the businesses have played in creating opportunities for previously disadvantaged individuals within their communities. Winners from the agriculture, manufacturing and trade / services sector, each receive a cash prize of R100 000 to enhance their businesses, while the runners-up receive R25 000 to improve their enterprises. All finalists also get the opportunity to exhibit at the annual Business Opportunities and Franchise Expo. In addition to this marketing opportunity, all the finalists receive energy efficiency products and the winners each qualify for energy efficiency audits and retrofits of their businesses. In 2010, a Free-State based business, Kholwa Sign Master, was one of the winners of this competition. Kholwa specialises in custom-designed sign boards, banners, vehicle branding, number plates and promotional material. It also offers design and branding advice for corporate image building.
Business Incubator	This programme is in partnership with Government's Department of Trade and Industry, it creates jobs within existing businesses. Small businesses are provided with premises and the

Interviewee Profile

- **Name:** Sakkie van der Vyver
- **Position/Role:** Manager Marketing Services and SED
- **Professional Experience:** 25 years managerial experience in Customer Service, Marketing and Social and Economic Development
- **Roles and Responsibilities:** SED : execute the company's CSI policy through philanthropic and strategic donations and grants in disadvantaged communities.



Programme	training and equipment to be productive and competitive in the market segments in which they operate. Most of these businesses are not involved with Eskom as suppliers, or even located near Eskom sites.
Eskom Simama Ranta schools competition	The annual Eskom Enterprise Education Simama Ranta schools competition highlights the wide variety of comprehensive, quality entrepreneurship projects in South African schools. A panel representing the Department of Education, the private sector and experts in entrepreneurship education, adjudicate the competition, selecting finalists from within the competing schools. These schools operate in different regions, have differing socio-economic backgrounds and an assortment of grade levels. The competition aims to identify honour and showcase South African secondary schools that are inspirational examples to other schools. It also encourages learners to consider entrepreneurship as a career choice and become creators of jobs rather than job seekers. The finalists of the Simama Ranta competition participate in the Business Opportunities and Franchise Expo.

- **Respondent's recommended strategies to further develop the envisaged project outputs**
 - o Industry-specific training materials, in conjunction with entrepreneurial skills are necessary to develop successful entrepreneurs in the energy sector.
 - o Mentorship is also needed on both levels: skill-specific mentors as well as mentorship on entrepreneurial aspects.

3.2.2 Private Institutions

3.2.2.1 ABSA

- **Background**

ABSA is private financial institution and has had a Foundation which implements its Corporate Social Investment programme since 1994. For the past 18 years, it has provided support to NGOs working in specific sectors across all nine provinces. Entrepreneurship has been one of the core sectors that ABSA has been involved in.

Details of entrepreneurship related projects in the Free State that were supported by ABSA CSI over the past two years are mentioned below. These projects are not youth specific, however, youth have been engaged.

- **Current Programs and Products that support the development of youth entrepreneurship skills**

ABSA's CSI programme has funded many causes in the Free State Province. However, only the project mentioned below pertains to the development of entrepreneurship:

Interviewee Profile

- **Name:** Ms Marcia Zungu
- **Position/Role:** ABSA CSI Manager: Head Office
- **Professional Experience:** 18 years experience in corporate social investment and the development sector.
- **Responsibilities:** Managing budgets in partnership with CSI Consultants in the EC, WC and KZN; Managing ABSA's Employee Volunteering program; Conceptualising and implementing flagship programs.

Name of Organisation	Description	Amount granted
South African Institute of Entrepreneurship (SAIE - FS)	The South African Institute for Entrepreneurship was established in 1996 with its Head Offices based in Cape Town. The Institute works across the country, however, this project, the Techno Enterprise project will be implemented in Motheo District in the Free State. SAIE will develop three technology training centres that will be managed by 3 entrepreneurs and provide training to 40 young people in ICT. The project is expected to	(2011) R 252,506.00



	impact on a total of 490 beneficiaries annually. Absa funds will be used towards the assessment, training and resource mobilisation for the three entrepreneurs; the ICT training costs of youth; and the travel, as well as monitoring and evaluation costs.	
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3.2.2.2 EWET

- Background**

The Education with Enterprise Trust (EWET) was established in June 1992 as a response to the need of finding a way in helping the youth make more of their lives. A small group of dedicated teachers, community leaders and educationalists started a process of consultations and research.

A trust (EWET) was formed, registered with tax exemption status and a national fund-raising number. The group designed, developed, piloted and launched what became known as the Youth Enterprise Society (YES) movement.

- Current Programs and Products that support the development of youth entrepreneurship skills**

The Youth Enterprise Society (YES) Programme involves whole communities, including local business people, trade union representatives, educationalists and other community members and is designed to create awareness and interest in free-market entrepreneurship as a career option amongst young people.

Under the guidance of specially trained teachers students learn, practice and develop a variety of business skills during their twice weekly meetings. Through these they are learning the importance and means of creating capital ownership and wealth within their community.

Students are invited by their peers to join. Each YES Society involves three to six specially trained teachers who act as YES Advisors and 45 students. It is broken down into three teams: 15 x Grade 9 learners called "Pioneers"; 15 x Grade 10 learners called "Champions"; 15 x Grade 11 learners called "YES Entrepreneurs". Matric students are not involved, leaving them free to focus totally on their final year at school. Those who participated in the program and "graduated" are known as "YES alumni". Teams separate for their bi-weekly meeting, each chaired and run by their own committees. These are the workshop sessions where teams focus on their specific "Team projects" and receive guidance and skills training in a variety of essential business competencies. This programme was set up in 1996 and is still continuing.

In 1998, EWET added in-class entrepreneurship education and then in 2008 they added the Eskom Simama Ranta National Schools competition to their services offering.

- Current Programs and Products that support the development of youth entrepreneurship skills**

Interviewee Profile

- **Name:**Adriaan Bouwer
- **Position/Role:**Product, Fund & Development Planning Manager (PF&DPM)
- **Professional Experience:**University of Stellenbosch; External Manpower Development Manager - Free State Development Corporation 1987 - 1992; CEO: EWET 1992 - 2002; PF&DPM: EWET 2002 – current.
- **Responsibilities:**University of Stellenbosch; External Manpower Development Manager – Free State Development Corporation 1987 - 1992; CEO: EWET 1992 - 2002; PF&DPM: EWET 2002 –current.

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. YES: Youth Enterprise Society Clubs focus upon gaining competence in 17 areas (competencies). There are fifteen YES Adventurers (Gr. 8) 15 YES Pioneers (Gr. 9), 15 YES Champions (Gr. 10) and 15 YES Entrepreneurs (Gr. 11) that meet	Harrismith	High school learners. YES Alumni - Out of school youth.	Learning and Teaching Support Materials (LTSM) -Advisor	EWET provided the complete course overviews	Almost all of their material was developed in-house.



once a week. The other weekly YES meeting is when all 60 members of the YES society come together. The elected leadership, guided by their constitution, make sure that they follow parliamentary procedures for the running of their meetings. The YES society has many projects to raise money for their club, as well as cleaning-up campaigns and other civic related initiatives			training-Facilitation training Teacher business training Youth leader	for all the programs. See Annexure E for a complete list.	
2. YES Simama Ranta (competition): -the youth (YES) uplifting (Simama) the South African economy (Ranta) through their entrepreneurial activity within YES. YES Simama Ranta brings along the competitive element of being in business where individual YES members compete against each other on a knock-out basis within their own society, at district level, provincial level and finally at national level. An inter-school competition is called YES/EE (Entrepreneurship Education) Simama Ranta	Schools, districts, provinces, national.	School learners.	8 workshops		
3. EE: Entrepreneurship Education in-classroom syllabi . Teachers strengthened their entrepreneurship focused content in Economic and Management Science, Economy, Mathematics, Life Orientation, Business Studies and even within the languages through the utilisation of the Entrepreneurship Education materials, that fits within the National Curriculum Statement (NCS). Learners' knowledge of this content is being evaluated within normal school assignments, tests and examination throughout Grades 8, 9, 10 and 11.	Schools.	School learners.	Basic, Intermediate & Advanced Syllabi		
4. PDM: Partnership for Development Models. PDM consist of a range of interventions aimed to assist collaborative initiatives between the private sector, civil society and government to address socio-economic challenges.	Neighbourhoods, towns.	Support system to in-school learners, etc.	Local partnership training		

• **Current Programs and Products that support the development of youth business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. YES business competencies for learners	Schools	High school learners	17 - Business competency booklets	EWET provided the complete course overviews for all the	Materials were developed in-house



2. Business training for teachers	Schools	Educators - schools	3 Day workshop	programs. See Annexure E for detailed information.	Materials were bought from Jobez Holdings cc
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- **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Assistance to schools and school communities to implement entrepreneurship education (EE).	YES/EE Simama Ranta	Services delivered continuously depended on availability of resources.
2. People have nurtured their entrepreneurial talent.	In-classroom syllabi materials and practical application in clubs that develop entrepreneurial talents of in-school youth. Graduates called YES Alumni	Youth Enterprise Society (YES) program.	Services delivered continuously depended on availability of resources.

- **Respondent's recommended strategies to further develop the envisaged project outputs**
 - o Entry "kits" for Simama Ranta.
 - o Campaign: such as "EE Simama Ranta" to also influence policy and core decision makers.

3.2.2.3 Free State Development Corporation

- **Background**

The previous Free State Investment Promotion Agency (FIPA) has been incorporated into the Free State Development Corporation as of 8 June 2010. The Free State Development Corporation (FDC) is the official economic development, trade and investment corporation for the Free State Province, South Africa, and is located in the capital city, Bloemfontein. They are the first point of contact for foreign and local investors, local exporters and local entrepreneurs who wish to take advantage of the unlimited opportunities in the Free State Province and the services offered by FDC.

Note: The information provided here was taken from the FDC website. More information can be obtained from the contact person listed below.

- **Name:** Mr Katlego Matshidiso
- **Contact nr:** 082 443 3110

The main services offered by the Free State Development Corporation include:

- o SMME support both financial and non-financial
- o Providing investors with a comprehensive service in setting up business
- o Providing export ready Free State companies with assistance in identifying new markets and export opportunities for their products.
- o Property development and management

For the purposes of this report, only the services rendered by the FDC that link with SMME support will be highlighted.

- **Current Programs and Products that support the development of youth entrepreneurship and business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
Business Finance/	Free State	Entrepreneurs	The FDC has three	To apply for the	Developed



Loans	Province	and existing SMME's	products here, one for start-up capital, one for expansion capital and one for bridging finance. Prerequisites are given below*	start-up capital product, candidates need to supply a business plan and guidelines are given on the website.	in-house
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* Finance applications that facilitate job creation and/or retention, economic empowerment, value addition to the economy, rural/ township development, and increased export income are the most suited to FDC's business finance products. Any project that is a new Greenfield initiative, where expansion and rehabilitation will be the resultant benefit, will also be eligible for application for FDC finance.

• **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
3. Increased appreciation of the merits of entrepreneurship among Free State people.	• Training	Business Development Services	• Training. Provision of knowledge and skills to entrepreneurs in order to significantly reduce business failure. This is done in collaboration with other institutions.
4. People have nurtured their entrepreneurial talent.	• Mentoring and Coaching. • Turnaround Services • Market Access	Business Development Services	• Mentoring and Coaching. These services contribute to the sustainability and success of small business. • Turnaround Services. These services assist ailing businesses of FDC clients by sourcing expertise from other institutions. • Market Access is supplied in the form of exposure at trade fairs and exhibitions.

Services for FDC clients:

FDC offers an aftercare service that aims to provide efficient client service for the entire duration of the client's contract term. This includes monthly account management and quarterly report-back visits to ascertain the health of her/his business. In the event that the account manager raises concern about the viability of the client's business and her/his ability to sustain repayments, FDC will provide business support to assist as far as possible to turn the operation around favourably.

FDC requires that clients display some expertise in the area of their proposed business idea, either on a technical or business level. However, should they not have the required skill level to drive the proposal forward clients can be referred to FDC's Business Development Services Unit to be given access to the necessary training courses to improve their skill level, or to an appropriate mentor to glean expertise in the designated disciplines.

3.2.2.4 SAB KickStart

• **Background**

SAB launched its KickStart programme in 1995 as a poverty alleviation programme, but it has subsequently become a platform to stimulate sustainable enterprise development. Specifically, KickStart promotes business awareness through training, supplying grants as start-up capital and providing post-training mentorship and assistance during the setting-up phase of the business.

Interviewee Profile

- **Name:**Patience Selesho
- **Position/Role:**CSI Coordinator for Central Region
- **Professional Experience:**CSI Practitioner
- **Responsibilities:**All social Investment various initiatives for NGO's, NPO, & Cooperatives Enterprise Development specifically for the youth (18-35 yrs)



Aimed at 18 to 35 year-olds from previously disadvantaged backgrounds, over 22, 700 existing and budding entrepreneurs have already benefitted from KickStart and more than 3200 business have been started by KickStart participants.

The results speak for themselves. 64% of grant winners from 2001 to 2005 are still in business, with 87% of those who received grants in 2004 and 2005 still operating. No fewer than 83% of SAB KickStart participants have reported that their businesses are growing and the turnover of KickStart businesses has increased by an average of 375%. Almost one third supply goods and services to SAB. Many of these enterprises have grown into multi-million Rand organisations, employing a significant amount of people.

• **Current Programs and Products that support the development of youth entrepreneurship and business skills**

SAB KickStart's program consists of 5 phases taking participants through a range of activities to develop their entrepreneurship and business skills in an integrated manner. These 5 stages are described below. The materials used for these phases are developed in-house at a national level. It covers topics such as marketing finance , costing, human resources and research.

Phase Description	Description
Phase 1: Awareness Campaign	- Various media campaigns will be run in the regions in order to elevate your awareness of the KickStart competition during this phase. - If you are interested and want to enter the competition you need to complete an official registration form and send it to your nearest South African Breweries (SAB) Ltd office
Phase 2: Recruitment and Training	- Potential entrepreneurs will be selected in each region by SAB Limited. - If you are selected, you will be invited to attend a business skills training programme, run over 10-14 days. Please note that this is a live-in course. - Once you have completed the training, you will be required to draw up your own business plan, which will be in line with the business idea you have selected
Phase 3: Competition	- During this stage, you will get to present your business plan to a panel of judges, drawn from the SMME development and financial sectors. - The judges will award grants to the participants who have the most feasible and well-researched business ideas. These grants will form seed capital for your business. Please note that this is a competition so not everybody will be receiving grants. - A regional awards and certification ceremony will then be held. At this event all participants who have completed the business skills course and their business plans, will receive a certificate. The winners who have been chosen to receive grants will also be named at this function.
Phase 4: Success Enhancement	- If you are a winner from Phase 3, a KickStart trainer will be contracted to mentor and monitor you and your business for a period of not less than six months. - Monthly progress reports will be submitted for the selection of two regional finalists.
Phase 5: National Awards	- Regional finalists will be flown up to Johannesburg where they will attend the National KickStart Awards Ceremony. - As a regional finalist, you stand a chance of winning more prize money if your business is selected as one of the national winners. - You will also get additional mentoring and support from a KickStart trainer in your region.

• **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program
1. Increased appreciation of the merits of entrepreneurship among Free State people.	- GET (General Entrepreneurship Tendencies) Testing. A psychologist will conduct this testing. 2 weeks business training - Grant funding - Mentorship programme	Panel member for the GET Testing Interview. Grant request approval and procurement of machinery and equipment
2. People have nurtured their entrepreneurial talent.	Focuses on the innovative element to the entrepreneurs and the sustainability of the business.	Focuses on equipping entrepreneurs with the necessary skills required to start their own business, which includes teaching them how to compile their own business plans



- **Respondent's recommended Strategies to further develop the envisaged project outputs**
 - o Providing the relevant training material.
 - o Sufficient grant funding, mentorship programme.
 - o Concentrate on funding business that have an opportunity of creating more jobs.
 - o High impact services.

3.2.2.4 SAIE

- **Background**

SAIE is an NGO (Section 21 registered 18A Status) that was established in 1996 and was a by-product of the Triple Trust Organisation based in Cape Town. Their main aims are to promote entrepreneurship education at school level through implementation of their learner support programs called Business VENTURES as well as general support for aspiring, emerging as well as established businesses by means of their BEST (Acronym for Business/Expenses/Savings/-Training) Game series. Incidentally, the BEST Game has been translated into many languages and has been used by the ILO and the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ).

Interviewee Profile

- **Name:** Ernest Boateng
- **Position/Role:** Operations Manager
- **Professional Experience:** Enterprise Development □ 18 years; Organisational Development; Consulting -5 years; Teaching - 3years
- **Responsibilities:** General Management

SAIE is also engaged in Agricultural support and training and use as its basis its Agricultural Series of programs to develop community farming projects and gardens (both community and schools) in South Africa. SAIE has been active in the Free State Province since 2005 with initial funding from ABSA and SEDA. The Department of Education in the Free State, both the Xhariep and the Motheo Districts have been long-standing partners of SAIE where scores of primary and high schools benefitted from their school entrepreneurship programmes (Business VENTURES).

- **Current Programs and Products that support the development of youth entrepreneurship and business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Business VENTURES Series	Township, rural and farm schools	Primary schools (Grades 5, 6, 7)	Laminated work cards designed for group and individual activities with Teacher Guide.	Curriculum aligned resources with practical learner activities based on an academic year's lessons	All products were designed in-house and member of Proudly SA campaign
2. Business VENTURES Series	Township, rural and farm schools	High Schools (Grades 8, 9, 10, 11, 12)	Laminated work cards designed for group and individual activities with Teacher Guide.	Curriculum aligned resources with practical learner activities based on the academic year's lessons.	
3. BEST Game Series (include Starter Plan, Micro Plan and Master Plan) consisting of various levels of complexity.	Across SA targeting any person interested in developing and improving their business knowledge and skills.	Aspiring, emerging and established entrepreneurs - mainly youth and older	The BEST Game Series is a set of training material. It is a game-like simulation of business reality.	How to plan, make decisions and build your business. It includes business basics, business ideas generation and business planning.	



4. Agri Planner (Vegetable production)	Mainly townships, rural and farm areas	Unemployed communities, including youth, and those wanting to start agribusinesses, both for food security and, or commercial purposes.	AgriPlanner is a business and production training simulation course suited to vegetable production and emerging farmers who have limited farm-planning experience.	Teams are challenged to run an agricultural business on a simulated farm make decisions about inputs, timing of planting and harvesting, crop rotation and job allocation, planning ahead and record-keeping.	
5. Agri Finance (Growing your Agri Business)	Mainly townships, rural and farm areas	All of the above (4). Aimed at practising farmers wishing to expand to full commercial production and includes aspects such as record-keeping, costing, and market options.	This programme is aimed at practicing farmers who wish to expand their farming enterprise to full commercial production.	The programme looks at the production cycle, market options, input and output costs and profit margins on existing enterprises.	

• **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Training, mentoring and support	Business VENTURES BEST Game: SEDA FS	Funder identifies the particular need; Training duration is usually 2 days per grade for educators and this training is followed-up with 2 mentoring and support visits to schools, normally between 2 month intervals.
2. People have nurtured their entrepreneurial talent.	Training, mentoring and support	Business VENTURES BEST Game: SEDA FS	Support and guidance to educators to further enhance their facilitation skills; and Business Plan applications where guidance is provided either in person or online during competitions which are conducted annually.

• **Respondent's recommended strategies to further develop the envisaged project outputs**

- o Increased usage of BEST Game Series: Business Basics (Selling on credit and managing risks, supply and demand, customer and competitor strategies) Business Ideas Generation (Creating new ideas and converting hobbies and talents into profitable businesses), Financial Management (Costing, record-keeping, cash flow), Business Plan Competition for new ideas and for existing businesses.

3.2.2.6 SAFEFE (CEE)

• **Background**

A memorandum of agreement was drawn up between Free State University and Minnesota University USA. SAFEFE was established and with the Council for Economic Education (CEE) based in New York USA. This relationship brought training in active teaching (economic concepts) to schools in Free State in 2005. Later, this initiative spread to all provinces, but originally it started in the Free State.

Interviewee Profile

- **Name:** Ms Ina Combrink
- **Position/Role:** Project Co-ordinator for SAFEFE at UFS



SAFEFE is currently in discussions with Illinois Council on Economic Education for entrepreneurial skills. We are looking for a foundation that can support us financially to implement in South Africa.

• Current Programs and Products that support the development of youth entrepreneurship skills

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1.Economic Olympiad	All schools nation-wide	Grade 7 - 9 learners		Their existing material consists of lesson plans that are already worked out which makes the lives of the teachers easier.	These resources were developed in-house, based on local and international material.
2.Financial Literacy 3.Teachers Training (active learning skills)	Nation-wide	Grade 1 - 7 learners	In the first year of this, only the Free State Province and KZN participated. 2000 teachers and 102000 learners were trained. This year (year 3), they are aiming to train 300 000 learners and 3000 teachers in the Free State Province, North-West Province, KZN and the Eastern Cape.		

• Respondent's recommended strategies to further develop the envisaged project outputs

- o If they had better funding, they would have liked to train the teachers themselves in order to introduce them to other teaching methodologies. Teachers are especially appreciating the different teaching methodologies that they are introduced to.
- o More funding would also enable them to develop more material more often. ABSA is a major sponsor at the moment.

3.2.2.7 SAGE

• Background

The international organisation, SAGEglobal, was founded in the summer of 2002 by Dr. Curtis L. DeBerg and a team of California State University, Chico State. The organisation named, created and pioneered the field of youth entrepreneurship, including business entrepreneurship (BE) and social entrepreneurship (SE). The first SAGE World Cup was held in May 2003 with teams from Poland, Mexico, Tajikistan and the United States; the program has now grown to include nine U.S. states and 17 countries.

SAGE came to South Africa in 2005, when only one school in the Western Cape participated. SAGE was then co-ordinated by Dr. Linda de Vries. In 2006 Eunice High School team from the Free State Province participated in the provincial competitions and they then participated internationally in the SAGE competition. The Tsoseletso team went as observers. Since then schools in the Free State have been very active in the SAGE competitions, compared to other provinces in the country. The FSDoE have been instrumental in providing access to schools, as well as providing funding for travel to the various World Cup tournaments. Mr. Quintin Eister has been involved in SAGE since its inception in South Africa in various capacities.

Dr Ria de Villiers handed over the role of SAGE Co-ordinator in the Free State to Ricky Davis at the beginning 2011 and Mr. Davis was the provincial co-ordinator until the start of 2012. Currently, SAGE is operating from Mr Eister's office of PULSE Consulting. He has hired 2 coordinators on a full time basis to co-ordinate the SAGE activities for 2012.

Interviewee Profile

- **Name:**Dr. Ria de Villiers
- **Position/Role:**National Co-ordinator for SAGE in 2010.
- **Professional Experience:**Vast experience in language teaching, communication and translation . She develops hands-on, customized training materials. She has played a key role in the organisation, administration and adjudication of SAGE.
- **Responsibilities:**She is the Director of JIKA Training and Communication.

Interviewee Profile

- **Name:**Ricky Davis
- **Position/Role:**Provincial Co-ordinator for SAGE until January 2012.
- **Responsibilities:**Vice Principal at Private High School in Bloemfontein.

Interviewee Profile

- **Name:**Mr. Quintin Eister
- **Position/Role:**Acting national coordinator of SAGE in South Africa.
- **Professional Experience:**Has 15 years of experience in entrepreneurship as the instigating force behind numerous development organisations.
- **Responsibilities:**Ensures the smooth running of SAGE activities.

• Current Programs and Products that support the development of youth entrepreneurship and business skills



Program Description	Target Location	Target Group
SAGE works on the basis of a competition with very strict guidelines. The different phases of this competition are listed below: • Identify a business venture (in the fall), form a team of at least two more teens, and find an adult ally/sponsor. <i>The business must be either a:</i> • Socially responsible business (SRB) or a • Social enterprise business (SEB) • Operate the business during the year. <i>Focus on:</i> • Marketplace viability • Social impact • Travel to a SAGE competition to present your business to a panel of leaders (by invitation only: your invitation will be extended only if you meet certain reporting benchmarks during the year. The national competition will be at the beginning of July and the World Cup will be held at the end of July. At the end of the national competition, two teams will be selected to go to the world cup - one SRB and one SEB team.	In 2012, 14 Schools from the Free State have entered teams: • Tsosetso Secondary School (3 teams) • Sechaba-se-Maketse (3 teams) • HTS Welkom (2 teams) • New Horizon in Harrismith (2 teams) • Reitz High School (2 teams) • St Bernards (2 teams)	High school learners

Due to the fact that the value of the SAGE programme lies in its competition criteria, a brief summary of the main criteria are mentioned below, also explaining the difference between the SRB and SEB categories:

Interpretation of SAGE Judging Criteria - Socially -Responsible Business (SRB)		
The primary purpose of an SRB is to make a profit; a secondary purpose might be to solve a social problem. Judges will evaluate how successful was the SAGE team in creating and implementing one NEW enterprise this year or CONTINUING a SAGE enterprise from prior years. Teams that enter the Socially- responsible Business (SRB) tournament should do their best to meet the following four judging criteria:		
Socially Responsible Business (SRB) Judging Criterion	Written Annual Report	Oral Presentation
1. How innovative and creative is the business? Does this business have features which few, if any, other businesses have, which add to the success of the business?	10	10
2. What is the amount of profit of the business (e.g., has it achieved profitability through earned income? Or has it defined a believable path toward profitability)?	10	10
3. Has the business exhibited sustainable business practices? Does the business meet the needs of the present without compromising the ability of future generations to meet their own needs? Has the SAGE team understood the importance of being responsible stewards of the environment in a market economy, either through its products or services, or by its actions in the community?	10	10
4. Is there evidence that the business has a succession plan in place? In other words, has the team demonstrated that the business continue after the current year? Will the team carry on over the summer, winter and spring?	10	10
Total Possible Points	40	40
How effective were the students in their responses to judges' questions during the Q and A period?		20
Interpretation of SAGE Judging Criteria- Social Enterprise Business (SEB)		
An SEB can be a for-profit or non-profit enterprise; it explicitly intends to address a social problem by using earned revenue strategies; this may be any type of business so long as:		
☐ its products or services themselves directly address a social need and are paid for by customers (i.e., a customer-focused social enterprise) OR		



- it employs a significant number of the people it serves— at least 50 per cent of the company's direct labour Force (i.e., an employee-focused social enterprise) The focus is on providing social value but with a strategy in place to eventually achieves sustainability through earned income.

During the start-up phase in both types of businesses, financial resources may also include a mixed revenue stream that includes "unearned income" (e.g., donations, fundraisers, corporate grants, charitable contributions from philanthropists, public sector subsidies) to help meet expenses. A non-profit social enterprise is not the same as non-profit organization (NPO or NGO). For an organization to be considered a viable SEB, it cannot rely solely on grants, fundraisers donations, and public sector subsidies. To be competitive as a SAGE SEB, the organization must show that it has a long-term strategy that includes earned income. Teams that enter the SEB tournament should do their best to meet the following four judging criteria:

Social Enterprise Business (SEB) Judging Criterion	Written Annual Report	Oral Presentation
1. Does the business have measurable and proven impacts? Has the organization succinctly defined exactly what change it is trying to achieve? How has the organization measured the desired changes, and demonstrated that they are caused by the actions/interventions of the organization?	10	10
2. What are the community resources obtained by the business in helping it achieve its mission, and how were these resources employed (e.g., earned income; sources and uses of unearned income; co-operation from community organizations, volunteers, local government; note: at least 50% of the financial resources during the first year of business must come from earned revenue and the business must have a clear plan to eventually achieve profitability from earned revenue alone)?	10	10
3. Has the business exhibited sustainable business practices? Does the business meet the needs of the present without compromising the ability of future generations to meet their own needs? Has the SAGE team understood the importance of being responsible stewards of the environment in a market economy, either through its products or services, or by its actions in the community?	10	10
4. Is there evidence that the business has a succession plan in place? In other words, has the team demonstrated that the business continue after the current year? Will the team carry on over the summer, winter and spring? Is there a chance that this organization's effectiveness can be expanded locally and replicated in new settings?	10	10
Total Possible Points	40	40
How effective were the students in their responses to judges' questions during the Q and A period?		20

- **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	• Roadshow to introduce learners to SAGE competition • Training • Mentoring and coaching	• Introduce learners to SAGE competition • Workshop teams and explain competition criteria very clearly

- **Respondents' recommended strategies to further develop the envisaged project outputs**

- o Partnership with ILO pilot youth entrepreneurship in Matshabeng and use net education with SABC networks, radio, TV to create exciting, fun entertainment programmes for young people. Create an entrepreneurial echo system by involving youth, higher education and the private sector, leverage the SABC platform to achieve this objective. The concept paper for a partnership with the ILO and SABC, developed by Mr. Eister, is attached as Annexure C.
- o Relationship between SIFE and SAGE. Link would be that SIFE could be mentors for SAGE businesses. The main emphasis in SIFE is the creation of virtual businesses; about ideas that you put together and being able to communicate it. At SAGE there is a category for continuing business.
- o Mentoring: A school that shows entrepreneurial potential could be visited by Dr De Villiers from JIKA Training and Communication who understands the SAGE Criteria. She will then work with the teacher and the learners in a team. For example, she will ask guiding questions that will develop them to be sharp and innovative about greening the planet or about paying attention to recycling waste products; about how to handle their business and about how to access seed capital.



- o Resources: Draw on the resources of SEDA and SAGE
- o Follow-up services : Take matriculants to the Institute for the Development of Entrepreneurial activity.
- o Best Practice Example : Sibusiso Tshabalala, 3rd year law student at UOFS - influence of SAGE on his outstanding achievements.
- o Provides example of SAGE impact on merits of entrepreneurship among FS people.
- o Get companies to give SAGE ideas and build alliances. This could influence the SAGE model so that it is not only about the competitions, but about the sustainability of the competitions.
- o To measuring the impact of the lessons learnt, there needs to be an emphasis on monitoring and evaluation. There is a definite need for long term evaluation, measuring performance, for example what happened to businesses over a period of 15 years.
- o Products: Blend SAGE criteria for youth entrepreneurship with ILO material customized to suit the Free State context. JIKA Training and Communication has experience in customizing generic material of SAGE and ILO to suit specific contexts. The material produced can be piloted. The effectiveness of the training program and material needs to be monitored and evaluated in order to produce a refined, final product.
- o SAGE will not be aggressive in selling the merits of the SAGE programme back to schools. They will wait for the schools to come to them.

3.2.2.7 Sand du Plessis High School

- **Background**

Mrs Maritz has been the driving force behind Sand du Plessis High School's entrepreneurship day for the past 11 years. The initiative started as a strategy to teach Afrikaans in that the learners had to come up with slogans and advertise material in Afrikaans. However, the initiative has grown from strength to strength from a school-based event to one that touches the whole Free State community, embracing the multilingual and multicultural flavour of the province.

- **Current Programs and Products that support the development of youth entrepreneurship and business skills Sand Du Plessis High School Market Day:**

Interviewee Profile

- **Name:** Sanmarie Maritz
- **Position/Role:** HOD for Afrikaans
- **Professional Experience:** Organising the Entrepreneurship Day activities for the past 11 years.
- **Responsibilities:** Co-ordinating, marketing and overseeing the school's entrepreneurship activities.

Teams from a total of 43 Primary and Secondary schools across the Free State Province participated in the last Market Day, held on 9 March 2012. Schools from Bloemfontein and surrounding towns such as Zastron and Reddersburg are transported by bus to the Market Day. All participating schools/teams have to submit a business plan and are judged according to the competition criteria. These criteria are informal and not part of any formal programme. Teams are judged according to:

- The originality of their name and slogan;
- Their overall appearance and creativity;
- The quality and/or innovativeness of their product and/or service;
- The actual product and/or service;
- The marketing, sales technique and management of their market day business.



This year, the Market Day was officially sponsored by McDonalds. They also expanded the activities to include performances by top South African artists and a local version of 'Idols'. This year, between 1200 and 1500 people attended the activities. This Market Day also has a strong community development component. In the past the school brought people from old-age homes to come and have refreshments for free at the tea garden. In the recent past, they have linked up for the 'Reach for a Dream' foundation.

The Market Day is supported by local media in terms of marketing and exposure, with coverage from OFM, Radio Rosestad, The 'Ons Stad' Newspaper and Volksblad. There were sponsorships from Standard Bank and other corporates, but they had pulled out 4 years ago and finding funding is a challenge. Government agencies such as SEDA and the DETEA have been invited, but they have not shown interest in the initiative yet.

The lack of sustainable funding is also detrimental to the Market Day efforts since there is no prize money for the winners of the competition. The Afrikaanse Handels Instituut (AHI) has been supportive of the school's efforts and a full proposal to develop this initiative was given to Me H von Abo-Moolman, the chairperson of the Free State Branch of the AHI.

- **Respondents' recommended strategies to further develop the envisaged project outputs**
 - o A sustainable source of funding is one of the most important things to keep this going. That, as well as someone to drive the process in the school as the current teacher needs support and and wants to hand over the overall management of the Market Day.

3.2.2.7 SIFE (UFS)

- **Background SIFE Global**

Students in Free Enterprise (SIFE) was established in 1975 in the United States. The founder of SIFE was Robert T. Davis, a lawyer from Texas. He founded SIFE on behalf of the National Leadership Institute.

SIFE was originally a regional leadership training program attended by university students who were required to teach their communities what they had learned. Eventually, these university students were judged competitively on the outcomes of their efforts. The principle remains the same today but the scope has been broadened to encompass both teaching and learning through practical application of knowledge and skills gained at university, in the wider community by means of student-designed outreach projects.

SIFE is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders. Participating students form teams on their university campuses and apply business concepts to develop outreach projects that improve the quality of life and standard of living for people in need. An annual series of regional and national competitions provides a forum for teams to present the results of their projects, and to be evaluated by business leaders serving as judges. National champion teams advance to the prestigious SIFE World Cup. In addition to the community aspect of the program, SIFE's leadership and career initiatives create opportunities for learning and exchange among the participants as well as the placement of students and alumni with companies in search of emerging talent.

Interviewee Profile

- **Name:** Tessa Ndlovu
- **Position/Role:** UFS Coordinator of Special Projects
- **Professional Experience:** Six years at Economic Management Sciences faculty as faculty advisor for students in free enterprise: creation of economic opportunities, criteria had to satisfy financial literacy free market economies, sustainability and business ethics.
- **Responsibilities:** Responsible for school partnership programmes with UFS; Board of Directors with SAGE, judged competitions.



- **Background SIFE UFS**

SIFE's first presence in South Africa was at the University of the Free State (UFS) as a result of especially the efforts of Johan van der Westhuyzen, then a UFS student. Mr van der Westhuyzen was on the board of directors of SIFE until 2009 when he left South Africa to take up his position as regional leader for DuPont Sustainable Solutions in Dubai.

The SIFE South Africa National program was launched in March 2002 with 10 universities and a founding board of 5 directors. SIFE SA has since expanded to 26 higher education institutions in all provinces of South Africa.

SIFE's program model is based on the premise that university students, though generally excluded and even sometimes ignored during community and economic development considerations, are a great resource. If well guided, they can make significant positive contributions to national challenges and economic growth, especially as it relates to creating economic opportunities at the grassroots level. The program's ultimate focus, however, is the professional and entrepreneurial development and growth of the student participants as a result of their outreach activities and experiences.

SIFE is a positive global organization of university students that is improving the quality of life and standard of living around the world through empowering people in need by considering the relevant economic, social and environmental concepts. They apply business and economic concepts and an entrepreneurial approach to improve their quality of life and standard of living.

At UFS, student volunteers get trained on management in entrepreneurship, they do further research and participate in competitions. According to Ms Ndlovu, SAGE is a smaller version of SIFE and operates at high school level, while SIFE focuses at university level. Another key difference between SAGE and SIFE, is that new businesses are erected at SAGE, while SIFE is a support mechanism for existing business and also helps young people to start new businesses. To enter the yearly SIFE competition, the university needs to enter a registered team who then compete against other universities. The Free State University won the national competition in 2002, 2003, 2004 and 2007.

- **Current Programs and Products that support the development of youth entrepreneurship and business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Faculty of Economic and Management Sciences: SIFE link - 3 rd and 4 th year students	Bloemfontein	3 rd and 4 th year students	Business management, marketing, 3 rd and 4 th year students gain practical experience in helping the community at a practical level. SIFE volunteers provide assistance with business skills development; advise on how to make a business successful and on how to identify other opportunities.		

- **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Mentoring	UFS Faculty of Economic and Management Sciences	Unemployed youth: create business opportunities for and with unemployed youth using SIFE team to mentor unemployed youth.
2. People have nurtured their entrepreneurial talent.	Training	UFS Faculty of Economic and Management Sciences	Courses offered at UOFS (cf. website)



- **Respondent's recommended strategies to further develop the envisaged project outputs**

- o SIFE (UFS) and SAGE should jointly design models of entrepreneurship.; customized, hands-on training, for example, using games.
- o SIFE (UFS) and SAGE should partner with 23 identified UOFS Project Schools that need further development in order to achieve improved results.
- o SAGE is recommended as most perfect partner for monitoring and evaluation purposes; SIFE (UFS) would come in with Business Skills Development.
- o UFS have 7 projects in schools in Mangaung, one of which is entrepreneurship education. During the second semester of 2012, SAGE and SIFE will be used in the Entrepreneurship Project to target 23 underperforming secondary schools in Mangaung.

3.2.2.7 SIFE (CUT)

- **Background**

CUT, then still known as the Technikon Free State, opened its doors in 1981 with 285 students enrolled in mainly secretarial, art and design programmes. This year the university boasts more than 11 000 students who have decided to make CUT their academic partner in earning a qualification and gaining appropriate experiential training. With the restructuring of the higher education landscape a few years ago, CUT embraced its new status as a university of technology and thus positioned itself to succeed as such. On 26 March 2004 the former Technikon Free State officially exchanged its “technikon” status for a tailor-made identity when its new name was published in the Government Gazette a name that is a true reflection of what the university stands for: Central University of Technology, Free State. CUT has been actively involved with SIFE since 2007.

Since 2008, Ms Munsamy has been using students to engage with the community. They transferred skills and knowledge to street vendors; to the Association for People with Disabilities (APD); to Diakonale Dienste and to women's groups in and around Bloemfontein. Ms Koma has also been actively involved in SIFE since 2009.

- **Current Programs and Products that support the development of youth entrepreneurship skills**

Interviewee Profile

- **Name:**Ms Jeeva Munsamy
- **Position/Role:**CUT Community Engagement Manager
- **Professional Experience:**Social Worker by training, has been doing community development work since 1984
- **Responsibilities:**Facilitating the usage of the curriculum and the students to transfer entrepreneurial skills to community.

Interviewee Profile

- **Name:**Ms Victoria Koma
- **Position/Role:**Lecturer: School for accounting at the Central University of Technology, Free State
- **Professional Experience:**Lecturer for 8 years.
- **Responsibilities:**Lecturer, reserach, community engagement for SIFE CUT

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. Itekeng Disabled Youth Project	Bultfontein	Centre for Disabled People - includes out of school youth	Products: Floor polish; Candles; vaseline	Ms Munsamy taught the SIFE students in Marketing how to enter a community and do a needs analysis of product needs as well as the need for certain services, e.g. graphic designer. She therefore taught them how	Made in-house



				to use social development for production. ABSA was a partner in this initiative as part of consumer education.	
2. Agriculture Project	Bultfontein (rural)	Out of school youth	Vegetable garden	No training thus far	Materials are developed in-house
3. Waste collector project	Mangaung (urban)	Includes out of school youth	Recycle plastic cooldrink bottles, receive R2.00 per kilogram. Sell these at recycling centre. Also sell white paper.	Not received any training as yet. They collect and sell and learn the trade from one another. Males and females are waste collectors.	
4. Vista Supermarket	Mangaung (urban)	One woman younger than 35 years	Deliver products to community. People buy groceries from the shop.	Best practice: Started as an entrepreneur. Ms Khumo received no formal training. She now owns the business and has been running the supermarket as a successful business for the past three years.	Locally bought and nationally manufactured products.
5. Incubation of small businesses	Bloemfontein	Older youth	Successful small businesses	CUT helps them to set up business	Depends on the type of small business
6. Community Engagement Project: Faculty of Management Sciences do entrepreneurship development	All over the Free State	Involves youth	Entrepreneurship development through training Draft Game and Project outline for Economic planning game: MicroEcoNomy	Training funded by ABSA: do entrepreneurship development with the public. Dr Andre Van den Berg at SAMBA assists with training. Professor Ulrich Holzbaaur from Aalen University, Germany developed a draft Game and Project outline. Had a "Brown Bag" Session about 4 community engagement projects	Developed planning game with students □ projects since 2002.

• **Current Programs and Products that support the development of youth business skills**

Program Description	Target Location	Target Group	Product Description	Content Overview	Product Source
1. National Higher Certificate in Accounting (2 yrs)	Bloemfontein	Students	Various courses mentioned previously.	Focus on accounting, financial information systems, internal auditing, entrepreneurial skills, etc.	Curriculum based, training manuals adapted in-house
2. National Higher Certificate in Financial (2 yrs) Information Systems					
3. Diploma in B Tech (4 yrs)					
4. Diploma in Internal Auditing; Management Accounting; Financial Information Systems (3 yrs)					

• **Services offered to develop youth entrepreneurship in relation to the envisaged project outputs**

Outputs	Service Type	Program	Service Description
1. Increased appreciation of the merits of entrepreneurship among Free State people.	Community engagement and innovation support.	Research and Innovation	Community engagement projects, promote entrepreneurs to make use of the FabLab to research and develop products all the time.
2. People have nurtured their entrepreneurial talent.	Small business creation	Incubation and innovation	Successful small businesses have been created □ this is an ongoing service.



- **Respondents' recommended Strategies (Products and Services) to further develop the envisaged project outputs**
 - o Entrepreneur needs to be brought together with customer, there is a demand for bringing the supplier and buyer together.
 - o The APD have requested assistance from community engagement office. Women make crafts demand, how to market products and establish and expand the business.
 - o Have a lot of products to market, needs a strategy (something in place that is more accessible to the public). Register project with CUT. Need a communication network. Coordinate a helpdesk, a Science Shop, where all projects are on display, say to people come and visit us. Must be an intersectoral and co-ordinated.
 - o There is a need for services: Recommended project: **Mangaung Artisans Project** will fulfill a need for general repairs and maintenance work that require, for example, plumbing, electrician and carpenting skills. Ms Koma has submitted the project proposal as a recommended strategy. (Annexure D)



4. *Emerging Trends*

4.1 Background of Providers

Providers that have been interviewed all have a long history of implementing programmes in the Free State Province. Their collective experience in the context of the Free State Province may prove to be very valuable in ensuring a sustainable culture of youth entrepreneurship also promoted in the Free State SME Development Initiative.

4.2 Supply of Current Programs and Products that Support the Development of Youth Entrepreneurship and Business Skills

- **Programmes**

- o The previous section has described 33 programmes and 26 services that are offered to develop a culture of entrepreneurship amongst the youth in the Free State Province.
- o Of these 33 programmes, 20 target out of school youth whose age cohort ranges from approximately 18 to 35 years. Thirteen programmes target in-school youth whose age cohort ranges from approximately 6–18 years with most in-school youth programmes focusing on the secondary school age cohort ranging from approximately 14–18 years.
- o The programmes offered by 5 public sector providers have the advantage that they are accessible to more people and in more locations. These providers also have more funding and human resources to deliver their programmes.
- o The 11 private sector providers typically have less variety in terms of programmes, but these tend to be very focused on a particular school and/or community.

- **Products used by Providers**

The majority of providers, both public and private sector, use materials that they have developed in-house, that they have bought from local sources, or that they have adapted from the national curricula. This trend has the clear advantage of being sensitive to the South African context and to the unique needs of their target groups in the Free State Province. Exceptions are the United States of America principles/competition rules of SAGE, SIFE and SAFEFE (based on CEE). There is also a wide variety of products that range from textbooks, flashcards, games, tips, competition criteria, guidelines, to lesson plans, etc.

- **Product Content**

- o The Survey Background on the first page of the interview schedules and questionnaires defined entrepreneurial skills and business skills in order to establish a common understanding of the distinction between these two concepts between the interviewer and interviewee. Although this distinction was established initially, responses indicated that most of the programmes and products make no clear distinction between entrepreneurial skills and business skills. When respondents listed programmes/courses specifically under the 'business skills' section, it became clear that the content of the 'entrepreneurial skills' products and the 'business skills' products overlap. The apparent lack of distinction between these two different, yet related concepts, have a significant impact on the development of an entrepreneurial mindset among Free State youth. A more explicit discussion and recommendations follow in Section 5.2 of this report.
- o At a classroom-level, the discontinuation of EMS as a subject in Grades 4–6 from 2013 presents a setback in efforts to develop an entrepreneurial mindset to learners from an early age. Although schools have Market Days where learners from as early as Grade 1 are involved, only one programme, the Financial Literacy programme from SAFEFE, targets the formal training of teachers and learners in Grades 1–7. This lack of exposure to entrepreneurship from an early age might have a negative influence on the number of learners who take Business Studies, Accounting and Mathematics in Secondary School. This lack of exposure might ultimately limit the number of learners who want to consider self-employment and starting a small business as an option after leaving school.



- o Where the methodology is concerned, public education sector providers have admitted that the teaching approach is still predominantly theoretical and that more opportunities for practical application is needed. The private sector initiatives play a role here in aiming to take these practical opportunities to the schools, for example through the YES clubs, the SAGE competitions, the involvement of the SIFE students, etc. However, these initiatives target a limited number of schools and are mostly confined to students taking either Economics or Business Studies as subjects.

- **Services offered to develop youth entrepreneurship**

The general trend indicates that there is an imbalance between the number of products and programmes offered in relation to the number of support services available to young entrepreneurs in the Free State Province. This could be because of a lack of capacity in terms of staff and funding. The most comprehensive services are offered by SEDA and NYDA, who aim to offer a 'one-stop' service for people older than 18. Apart from Market Days, SAGE competitions, SIFE activities and the YES/EE Simama Ranta Workshops presented during the annual national "Eskom Entrepreneurship Education Secondary School's Simama Ranta" schools competition, a similar range of services is not available to youth younger than 18 years. SAIE also offers entrepreneurship education (EE) in agricultural support and training that specifically targets farm schools. The most common types of services available are training and mentoring of teachers involved in EMS subjects or students already involved in a project or in a competition.

4.3 Demand for Products and Services to develop youth entrepreneurship in the Free State Province

Informed by the emerging trends and by information analysed from the desktop survey, interviews and questionnaires, the following demands have emerged:

- o A demand for consistent and co-ordinated funding: From the interviews, it was clear that the lack of consistent and co-ordinated funding is one of the biggest demands. The interviews and documentary analysis revealed that funding from private financial institutions is sporadic and fragmented. Histories of programmes and projects tell the story of scattered entrepreneurial support initiatives being funded from a bank or a large private company for two or three years before suddenly discontinuing their support in a specific project. The co-ordinator/manager then has to spend a lot of time and energy looking for new funders or pay out of their own pocket in order to sustain the initiative. This decreases motivation and morale amongst the people who should be motivating and driving entrepreneurship development initiatives.
- o For example, as part of a project initiated by the Premier's Office, private sector funders such as Eskom, the Telkom Foundation, ABSA, Vodacom, etc. formed part of a forum that met every 2 months to consolidate and co-ordinate CSI initiatives. This could have led to a sustainable and co-ordinated SME development network.
- o A demand for Entrepreneurship Education
Many interviewees have expressed a demand to create opportunities for young people to develop their enterprising skills. Although they did not use the actual term entrepreneurship education, they highlighted the need to develop youth with an enterprising attitude that have developed the necessary problem solving skills, perseverance, confidence, motivation, in order to start their own small businesses and to be self-employed. All these attributes and skills form part of entrepreneurship education (EE). The demand for EE was explicitly mentioned in a concept paper provided by a SAGE interviewee, Mr Quentin Eister (cf. Annexure C) where it could form part of a suggested collaboration strategy to promote an EE program. EWET has identified 38 secondary schools in the Fezile Dabi District, 46 secondary schools in the Lejweleputswa District, 53 secondary schools in the Thabo Mofutsanyana District and 11 secondary schools in the Xhariep District in collaboration with the Free State Department of Education in response to the demand for EE through their YES youth clubs.



- o A demand for Entrepreneurship Education from Grade R
Providers from both sectors also recommend that entrepreneurship skills be introduced to learners from as early as possible (Gr R/1) as part of the curriculum, or at the very least, in a structured way. This is a very necessary step towards nurturing a culture of entrepreneurship. If learners' exposure to these concepts only happen informally and at a later stage (Gr8), the concept of entrepreneurship is not likely to become entrenched in society. This strategy will also assist young children in black communities to reinstate entrepreneurship as an important activity in economic development.
- o A demand for specific entrepreneurial career guidance in schools.
At the moment providers offer this service at some schools to introduce youth to the concept of entrepreneurship on an adhoc basis. At many rural schools, learners are not aware of their options and of the merits of entrepreneurship. Teachers and learners/students need to be made aware of the services and products offered by various providers, e.g. FDC, SEDA, NYDA, etc. that are available and accessible on their websites. Training on how to access and use these website features is also necessary.
- o A demand for more practical, fun opportunities to develop entrepreneurship and business skills in curriculum content: Providers recommend that access to more practical opportunities is needed. The availability of, and access to games, competitions and clubs should be increased to target as many schools as possible; and should not just target a select few who have a 'history' of success with entrepreneurship activities.
- o A demand for knowledgeable and dedicated leadership and mentorship:
Providers also agree that the single most important element in the success of an entrepreneurship development programme is someone with passion and knowledge to drive the process. Whether it be a SAGE competition at school level, a Market Day, a national “Eskom Entrepreneurship Education Secondary School's Simama Ranta” schools competition, or a SEDA/NYDA funded small business for out of school youth, mentorship by people with both entrepreneurial skills and knowledge, as well as sector-specific business skills is of utmost importance.

5. Recommendations



5.1 Strategic Opportunities for Youth Entrepreneurial Development in the Free State Province

5.1.1 Holistic and Systemic Development Strategies

- o Identify a clear, viable delivery focus: One of the most prominent demands in the Free State Province to support Youth Entrepreneurial Development is a demand for a clearly outlined delivery focus. It is recommended that this focus should be viable: i.e. practical and manageable in terms of costs and time. The establishment of a clear focus should include the consolidation of existing initiatives to ensure sustainability of best practices.
- o Establish a service delivery platform: From the data analysis and the emerging trends, it is clear that a forum is needed where providers from both the public and the private sectors can meet to share ideas, products and resources. It is therefore recommended that such a forum be created in order to provide an opportunity for consolidated efforts in developing in-school and out-of-school youth. This forum should be entrenched within the delivery structures of the the province.
- o Members of this forum should be developed in the skills of formulating proposals, grant applications, the effective use of technology, the internet and social media in order to maximise their effect on their target population.
- o Ensure an effective delivery network through continuous monitoring and evaluation: Synergy between the common delivery expectations and goals of the recommended provincial entrepreneurship forum and delivery implementation in various local sites has to be ensured through a continuous monitoring and evaluation process. It is recommended that this monitoring and evaluation process starts from the onset of the forum in order to ensure and assure continuous alignment between delivery goals and implementation at all levels and with all key stakeholders. The outcome of this monitoring and evaluation process could lead to a meaningful refinement of piloted initiatives that could strengthen ongoing entrepreneurial developments among the Free State youth.
- o Create a sustainable network of mentors: These should have knowledge of entrepreneurship skills, as well as sector-specific business skills. A team approach that links funders with mentors with students/learners/youth will certainly strengthen the development of a sustainable youth entrepreneurship culture.

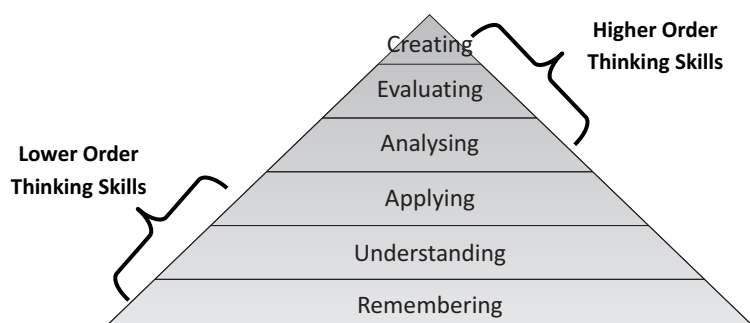
5.1.2 Differentiating between entrepreneurship skills and business skills and curriculum implications

As mentioned in Section 4 of this report, current products available for the development of youth entrepreneurship do not make a clear distinction between entrepreneurship skills and business skills and consequently, do not promote a dynamic interaction between these skills. In the survey questionnaires, respondents were sensitised to the difference between these two concepts:

Module 2 of the *Knowledge about Business* (KAB) training program defines **entrepreneurship** as:

- An organizational and management approach that enables people to respond to change and to solve problems in whatever situation (either business or non-business) they may find themselves.
- An entrepreneur is any man or woman who: observes the economic and social environment; identifies opportunities in the business or non-business environment; gathers the necessary resources to realise an activity; implements the activity, and receives financial and/or social rewards.

Business skills could include skills such as financial management, managing human resources, negotiating skills, knowledge about legal forms of business, etc.





It is clear from this basic distinction, that the development of entrepreneurship skills involve the development of higher-order thinking skills such as analysing, evaluating and creating that we need in order to manage our daily lives effectively and efficiently. These higher-order thinking skills need to be developed from an early age. They form part of Bloom's Revised Taxonomy which aims to classify educational objectives/thinking skills. To 'respond to change and to solve problems in whatever situation', people have to analyse the situation and evaluate the options available to them before using creative thinking to solve the problem.

When scrutinizing the components of the 'EMS' and 'Business Studies' subject content for the GET and FET phases, it becomes clear that entrepreneurship skills is only a small 'subset' of the content being covered in a largely theoretical, textbook-based teaching approach to develop learners' understanding of business skills. In order for true entrepreneurship development to take place and for a culture of entrepreneurship to be developed in the Free State Province, this imbalance has to be corrected at curriculum level, supported by entrepreneurship education.

The KAB modules developed and used by the ILO in more than 50 countries provide a programme in entrepreneurship education that creates an awareness of enterprise and self-employment; develops positive enterprising attitudes; provides knowledge and practice about starting and operating a successful business, particularly a small business. This programme includes a dynamic interaction between entrepreneurial skills and business skills. It is therefore recommended to be used in an integrated way, together with the GET and FET Curriculum in response to the demand for entrepreneurship education.

- **Informed by the above discussion, the following is recommended at classroom level:**
 - o Create awareness about the merits of entrepreneurship at all stages of the schooling system: Pre-School; Foundation and Intermediate Phase; Senior and FET phases.
 - o Provide teacher training materials that are based on sound theoretical principles, but that embrace a more practical and learner-based approach in methodologies, such as the KAB Education Entrepreneurship programme. Learners need to participate in games and competitions to further develop their problem solving and entrepreneurial skills, as well as their confidence to take risks.
- These training materials should also reflect the interaction between entrepreneurial skills and business skills.
- Provide materials that are sensitive to the context of the Free State province, not only in terms of content (local and national examples), but also in terms of language and level.
 - o Materials available in Sesotho, Afrikaans, IsiXhosa and Setswana would serve to make the merits of entrepreneurship more accessible to a wider range of people than just EMS teachers and students.
- Further develop classroom-based entrepreneurship education through effective management support: Create and articulate formalised delivery structures in schools through regular Market Days, club meetings and competitions that are indicated in school, curriculum policies and on time tables.

5.2 Collaboration Opportunities to Support the Development of a Youth Entrepreneurship Culture

In realising the opportunities mentioned in 5.1 and 5.2, the following collaborations with key public and private sector providers are recommended strongly:

- Most importantly, the 'buy-in' of the Free State Department of Education (FSDoE) is imperative to ensure that entrepreneurship becomes a part of every school's training and service offering in a formalised way. The discontinuation of EMS as a subject from Grades 4-6 presents a challenge, but not one that is insurmountable. Alternative provincial strategies such as regular awareness campaigns, competitions and market days must be negotiated in collaboration with the FSDoE.



- Although competitions are an effective method of adding a practical and hands-on component to entrepreneurship development, the fragmented management of these business competitions detract from its value. It is therefore recommended partnerships and synergies between SAGE, SIFE, YES (EWET), SAFEFE (CEE) and Eskom be initiated and facilitated.
- To ensure a more practical approach to training, collaborations with organisations such as SAIE, CUT, SAFEFE (CEE) and ILO who have developed games and who address teaching methodology, would be beneficial.
- Partnerships with programmes or initiatives that have an international base or link have the advantage of providing participants with a rich learning experience and broadening their horizons to what is happening in the rest of the world. Therefore, seeking collaborations with SAGE, SIFE, SAFEFE (CEE) and ILO to explore international exchange or support possibilities could be extremely beneficial. This would develop an enriched experience of youth entrepreneurship in the Free State.
- Collaboration with SEDA, NYDA, SAB KickStart and other organisations that aim to offer a 'one-stop-service' would be useful at a forum level. They could also provide government endorsed access to communities and community development initiatives.



6. Report: Validation Workshop Input

The survey report that was compiled and submitted on the 26th of April 2012 was validated during a workshop held in Bloemfontein on the 23rd of May 2012. The purpose of this workshop was three-fold:

- i. To present the findings of the entrepreneurship culture and education research study to respondents and to key stakeholders.
- ii. To validate the findings with regards to whether they correctly reflect the information, knowledge and opinions that were provided to the researchers.
- iii. To discuss what we need to get right to promote a culture of entrepreneurship among young people in the Free State (identification of short and long-term expectations and strategies).

This section of the report would not have been possible without the valuable inputs of the following stakeholders who attended the workshop:

Annemarie van Noordwyk, Utloanang Eunigar Mofana, Nomhle Klaas, Mike Tsietsi Sekoto, Ria de Villiers, Boijane Mshumpela, Power Die, Molefi Motsoeneng, Prof DY Dzansi, Donavon Cornelissen, Victoria Koma, Quentin Eister, Anita Venter, Mirna de Hart, Stella Jumba, Jeeva Munsamy, Mike Molloyi, Gopolang Mpaso, Mpho Chabeli, Sam Selebeleng, Phetoho Moloi, Barry Huysamer, Toni Gumede, Sanmarie Maritz, Ramatelile Tebesi, Adri Swanepoel, Juliet Williamson, Winnie Sereco and Jens Dyring Christensen.

*A complete list of the workshop participants, the organizations they represented and their contact details have been attached as Annexure F.

Mr. Dyring Christensen started the workshop by giving participants a brief overview of the Free State SME Development initiative. This introduction was followed by presenting a summary of the survey report. Participants were given the opportunity to give general feedback on the findings of the report. Following this general feedback, participants seated in groups were asked to discuss and structure their feedback according to the following three questions:

- Question 1: "Please discuss the findings at your table. Do they accurately reflect the information you provided during the field work?"
- Question 2: "Are there important aspects and issues, which have not been addressed and are missing from the findings?"
- Question 3: "What do we want to get right to develop a culture of entrepreneurship among young people in the Free State?"

Prioritize 3 short-term strategies and 3 long-term strategies to make your expectations come true.

Participants' inputs and responses to these questions, as well as their general feedback, have been collated and are presented below.

6.1 General Feedback

Participants expressed their appreciation for the survey report and acknowledged its value in the local economic development climate. Their general feedback mostly dealt with the following topics:

- **Organisations interviewed and included in the report:** Due to the time limit and scope of the survey, not all stakeholders involved in youth entrepreneurship development could be included in the report. A few of these organisations/initiatives were mentioned by the participants: KTV Market Days, SENWES, The Mabane performing arts centre and the MTN Foundation.
- **Access to public sector funds and services:** Representatives from NAFCOC felt that the services offered by the NYDA, SEDA, FDC, etc. should be more accessible to the youth in rural parts of the Free State. The representative for the NYDA supported this by asking that there be a specific focus on the development of entrepreneurship in the agricultural sector, specifically previously disadvantaged communities, so that more rural areas can be targeted.



- **Implications for the education sector:**

- o In response to the recommendation that entrepreneurship education be integrated into the curriculum as early as possible, a suggestion was made that the subject of Maths could be an ideal vessel for the inclusion of entrepreneurship education from Grade R.
- o Participants also felt that there should be a better 'fit' or alignment between the curriculum at school level and the curriculum of FET Colleges to ensure sustainability of any entrepreneurship education initiative. It was also suggested that entrepreneurship education become a formal part of pre-service teacher training. This view was supported by representatives from the University of the Free State who indicated that it would be a very good time to make such inclusions since UFS is busy updating its qualifications.

The University of the Free State also indicated that a course including entrepreneurship is available for students from all faculties which increases the exposure to entrepreneurship education and promotes an entrepreneurial culture.

- o In terms of motivating current teachers to become more involved in entrepreneurship education activities, it was suggested that any programme offering involvement opportunities should be endorsed by the South African Council for Educators (SACE). This endorsement will enable teachers to earn points for their involvement in entrepreneurship education activities. It will contribute towards their professional development while providing an incentive.

- **Collaborations:**

- o Since the survey was conducted in March 2012, SAGE and SIFE UFS have held meetings to discuss collaboration opportunities. As a first step, SIFE UFS have 'adopted' 17 SAGE teams and agreed to provide mentorship.
- o The continued nurturing of international partnerships and links, such as the links with SAGE Global and SIFE Global was also emphasised. It could be developed even further by also observing international days, for example World Entrepreneurship Day which is usually celebrated in April each year.

6.2 Feedback on Question 1: Comments on the accuracy of the findings of the report

The majority of the stakeholders agreed that the findings of the report are accurate. In the few instances where there were inaccuracies in terms of names or events, these have been corrected in this final version of the report.

6.3 Feedback on Question 2: Important aspects/issues that should be included in the findings

From participants' responses, three major aspects were identified that could lend more weight to the findings of the survey:

- **Representation from the youth:** Participants from UFS and NAFCOC felt that representation from the youth was necessary in the report. They specifically wanted to give their views about issues such as accessibility of Business Development Services (BDS), the barriers that they face, as well as the need to have university courses explicitly linked with workplace exposure.

From this, a representative of the Welkom Business Chamber indicated that it might paint a more comprehensive picture if the report contained some 'success stories' of entrepreneurs who have made use of the products and services available to them. Two focus groups could then be explored: those who have benefitted from the entrepreneurship development products and services available to them; and those who have not benefitted, but who are entrepreneurial-minded.



- **Tenderpreneurship:** The participants also felt that they report could have included something on the prevalence of 'tenderpreneurship' and the messages that this sends to the youth. Tenderpreneurship is the term that has been coined for business owners who have the right political connections to be awarded very lucrative government tenders. The tendency is then for these business owners to get large sums of money while not always delivering the services or products that they received the tender for. Participants felt that this system does not provide a good example for the youth since it creates the impression that success is instant and depends more on political connections than on actual skill and/or quality of work.
- **Training Participation and Quality Assurance:**
 - o Participants felt that there were no incentives (e.g. prizes in the form of cellphones, airtime, etc.) for teachers to take part in any entrepreneurial development activities. The endorsement of any entrepreneurship education training materials by SACE, as mentioned previously, could act as an incentive for teachers to be trained in entrepreneurship education.
 - o NAFCOC and the Afrikaanse Handelsinstituut (AHI) have already partnered to train teachers and school principals in leadership and in entrepreneurial skills. They will start before the end of the second school term in June 2012 by giving a 3-day training course to the schools in Botshabelo.
 - o There was also a request to take a more in-depth look at the quality of the training offered by public institutions such as the NYDA and SEDA. This could also include a probe into the qualifications and the experience of service providers used by these agencies.
- **Recommendations for a follow-up survey:** Many of the inputs provided during this section serve as a platform for the recommendation of a follow-up survey to the one presented in this report. This follow-up survey could focus on providing continuous quantitative information about the impact of the existing products and services on both in- and out-of-school youth.

6.4 Question 3: Strategies that need to be in place to develop a culture of entrepreneurship amongst the youth in the Free State Province

Participants' inputs have been presented in three parts: general strategies, short term strategies and long term strategies.

6.4.1 General Strategies:

- **Creation of Synergies**
 - o Participants expressed the strong need to define synergies with one another so that interventions and support can be more focused and specialised. These synergies should be formalised through a forum that meet regularly to discuss issues that affect all stakeholders involved. The Free State SME Development Initiative is in an ideal position to create such a forum and workshop participants agreed that the workshop of the 23rd of May could be seen as the beginning of such a forum/community of practice. They agreed to meet again in three months' time to discuss developments.
 - o The actions of the suggested forum should be supported and informed by the work done by the SME Observatories that have been established in conjunction with the Universities. With a strong practical approach, underpinned by research, such a forum could have the power to sensitize government and influence policy-making decisions.
- **Increased involvement at school level:**
 - o The National Department of Education should be made aware of the importance of entrepreneurship education so that inclusions of training materials into the curriculum could happen at a national level. This is the only way to truly integrate and entrench EE into the school system.
 - o Businesses should become more involved in school entrepreneurship activities by allowing school businesses run by SAGE teams, for example, to have bank accounts in order to manage their money more effectively.
 - o Involvement of other government agencies such as the Companies & Intellectual Properties Commission (CPIC) to come and talk to schools about copyright, intellectual property, trademarks, etc.



- **Increased awareness and visibility of entrepreneurs:**
 - o The youth needs to become aware of the true merits of entrepreneurship. This needs to be part of an awareness raising campaign to change the current view that it is not popular to be an entrepreneur, because it demands hard work and initial sacrifice. Having a job with a state department is more popular amongst the youth than being an entrepreneur.
 - o Entrepreneurs also need to be more 'visible' in communities and amongst themselves by establishing formalised platforms. Visits to schools to talk to learners, opportunities for learners or university students to 'shadow' entrepreneurs at work, and the participation of entrepreneurs in career days and trade fairs is essential. ABSA Business Advantage Programme and quarterly events hosted by the Bloemfontein Chamber of Commerce and Industry (BCCI) are examples of a platform where entrepreneurs can share ideas and become aware of one another.
- **Increased impact of training:**
 - o Participants called for training that is targeted, meaningful and has quantifiable results.
 - o Organisations such as SEDA and NYDA admitted that entrepreneurship training was mainly focused on their ability to reach their training targets. This means that although they train for example 40 people in a workshop, only 4 or 5 are truly interested in developing entrepreneurship skills.
 - o Suggestions to increase the impact of the training included preceding the training with a thorough needs analysis or by screening candidates with a test such as the GAP test. The usage of social media and technology to advocate and conduct training, especially in rural areas, was also proposed.
 - o All the participants expressed the need for a more balanced approach in terms of training to strike a balance between the quantity and the quality of the training initiatives.

6.4.2 Short Term Strategies

- **Active engagement of the youth:**
 - o Entrepreneurship needs to be actively advocated amongst both in- and out- of school youth to motivate them. Entrepreneurs should go and visit schools, be visible at events such as career days, etc. Entrepreneurship education programmes at GET level need to be established and is vital to creating a culture of entrepreneurship amongst the youth.
- An example of a programme at GET level could be the establishment of franchises at all schools via SAGE. Through such an initiative, learners could raise money for their schools and for SAGE. They could also ensure sustainability by training younger learners to take over 'the business' once they have left school. Such an endeavour would need a franchise agreement, as well as someone to mentor and train them how to develop their products and how to quality assure the products across the franchises.
 - o Organisations such as SEDA and NYDA should not wait for the youth to approach them, but make an effort to go to the youth. Targeted media programmes using social media and mobile technology could be very effective in engaging the youth.
 - o Consultation with the youth in implementing activities and initiatives is also very important. Getting their input and collaboration will help them to understand that entrepreneurship education activities are not directed 'at' them with the idea that they are just passive receivers, but that it is developed 'for' and 'with' them.
 - o The value of 'apprenticeships' without any monetary reward - should also be promoted. The impact of learnerships have been very limited because of the involvement of money. The key issue again here lies in the motivation of the youth. Many would enroll in learnerships just to receive the stipend without having any passion or drive to work in the chosen field. Therefore, highlighting social entrepreneurship in any form of entrepreneurship education and entrepreneurial activity is essential.



- **Active Collaboration and Support:**

- o A pool of mentors should be created to help support emerging entrepreneurs. These mentors could consist of two types of mentors: one group being able to give sector-specific and business support, while the other group will be able to give general entrepreneurial support.
- o Quarterly forum discussions are required for the establishment of a co-ordinated support network. Following these general forum discussions, sectoral forums could be created to have a more focused function, e.g. accessing funding, providing training, etc.

6.4.3 Long Term Strategies

- **Entrenching Entrepreneurship into the daily lives of South Africans:**

- o A national brand for entrepreneurship should be created and promoted. Following the example of the 'Proudly South African' brand, a similar initiative could be launched to promote entrepreneurship in South Africa.
- o In the Free State Province there should be a specific focus on entrepreneurship, encouraging business involvement and participation in the form of apprenticeships, mentoring, financial support and discussion forums. This focus should also include the establishment of youth forums where the youth get the opportunity to engage continuously with stakeholders from all sectors: government, business, support services, etc.
- o There should be more transparency and clarity in the whole process of awarding tenders at national and at local government levels to make it a more 'honourable' process and to set a better example for the youth.

- **Education and Training:**

- o At school level, the training of teachers is key in developing a culture of entrepreneurship. As mentioned previously, collaboration with the National Department of Basic Education will be instrumental in ensuring the sustainability of any teacher training and curriculum-based initiatives.
- o Through entrepreneurship education at schools and in the community, parents should also be encouraged to play a supportive role to provide learners with a safe environment in which they are able to take risks, to succeed and to improve when they have failed in a particular aspect.
- o Targeted and meaningful training should not be limited to the education sector, but administrators and people involved with organisations such as SEDA and NYDA should also be trained to better understand the challenges faced by entrepreneurs.
- o The SME Observatories are a very meaningful long term initiative that will entrench entrepreneurship in research practices. From this initiative, there can be more collaboration between universities on entrepreneurship activities.

- **Flexibility and Accessibility:**

- o Organisations such as SEDA and NYDA should partner with the local municipalities in the Free State to reach more people, especially in rural areas. A collaboration between the NYDA and Mangaung municipality has already started and will aim to address the issue of accessibility of products and services.
- o There was a call for the various business development services to be flexible in their categories when awarding funds to entrepreneurs. This relates to awarding funding or loans to business plans or to proposals based on viability and merit and not based on political position or heritage.

7. Resources



7.1 Websites

- Afrikaanse Handels instituut: <http://ahisites.co.za/>
- CEE: <http://www.councilforeconed.org>
- Department of Education: www.thutong.doe.gov.za
- Eskom: <http://www.eskom.co.za/c/46/csi/>
- EWET: <http://www.ewet.org.za/Default.aspx>
- FDC: <http://www.fdc.co.za/>
- Hoërskool Sand du Plessis: <http://www.sannies.co.za/>
- JIKA Training: <http://jikatraining.co.za/?case=content&id=17>
- Motheo FET: <http://www.motheofet.co.za>
- NYDA: <http://www.nyda.gov.za>
- SAGE Global: <http://www.sageglobal.org/>
- SEDA: <http://www.seda.org.za>
- SIFE: <http://sifesa.co.za/> and www.sife.org

7.2 Documents

Cresswell, J.W. 2003. Research design: qualitative, quantitative and mixed methods approaches. 2nd ed. Thousand Oaks, Calif.: Sage.

Greene, J.C. 2000: Understanding social programs through evaluation (In Densin, N.K. & Lincoln Y.S., eds. Handbook of qualitative research. 2nd ed. Thousand Oaks, Calif.: Sage. P.981 1000)

Department of Basic Education. 2011. National Curriculum and Assessment Policy Statement (CAPS) Accounting, Gr10-12.
Department of Basic Education. 2011. National Curriculum and Assessment Policy Statement (CAPS) Business Studies, Gr10 12.

Department of Basic Education. 2011. National Curriculum and Assessment Policy Statement (CAPS) Economics, Gr10-12.
Department of Basic Education. 2011. National Curriculum and Assessment Policy Statement (CAPS) Economic and Management Sciences, Gr7-9.

Nelson, R., Mau, G., Thiongo, J., Klaus, H. 2011. Know About Business Entrepreneurship Education: facilitator's guide. Turin: International Training Centre.

Annexure A: Survey Questionnaire



The Free State SME Development Initiative Survey

The supply and demand of products and services to nurture a culture of entrepreneurship amongst the youth of the Free State - Questionnaire

Section 1: Initiative Background

The Free State SME Development initiative (SA/10/01/FCA) seeks to contribute to employment creation through small and medium enterprise (SME) development in the Free State Province through interventions in the following sub-sectors, agribusiness, construction, social service and tourism. The 3-year project initiative (July 2011 – June 2014) is executed by the International Labour Organization (ILO) and implemented with the Department of Economic Development, Tourism and Environmental Affairs (DETEA) and Mangaung and Matjhabeng municipalities. The initiative is funded by the Flanders International Cooperation Agency (FICA).

The immediate objectives of this project are:

1. To nurture a stronger culture of entrepreneurship among the population of the Free State Province.
2. To create a more conducive policy, legal and regulatory framework (PLRF) for the start-up and operations of SMEs in the Free State Province.
3. To strengthen the capacity of local organizations to provide sector-specific business development services (BDS) geared towards SMEs at community level.
4. To stimulate BDS uptake among prospective and emerging entrepreneurs and their employees living and working in these communities.

One of the key outcomes of the initiative is to create a more entrepreneurial mindset among the people in the Free State. Contributing to this outcome is a particular focus on promoting a culture of entrepreneurship amongst the youth of the Province, ensuring that there is an appreciation amongst this target group for the merits of entrepreneurship. To determine appropriate interventions to support this initiative, the program aims as a first step to analyze the products and services that currently support the development of a youth entrepreneurship culture in the Province. Based on the findings of this report the project hopes to identify a particular target market and relevant interventions to contribute to the development of youth entrepreneurship in the Province.

In researching products and services that already exist in support of a youth entrepreneurship culture, this survey aims to distinguish between those efforts that develop 'entrepreneurship skills' and those that develop 'business skills'.

Module 2 of the Knowledge about Business (KAB) training program defines **entrepreneurship** as:

- An organizational and management approach that enables people to respond to change and to solve problems in whatever situation (either business or non-business) they may find themselves.
- An entrepreneur is any man or woman who: observes the economic and social environment; identifies opportunities in the business or non-business environment; gathers the necessary resources to realise an activity; implements the activity, and receives financial and/or social rewards.

Business skills could include skills such as financial management, managing human resources, negotiating skills, knowledge about legal forms of business, etc.

Section 2: Organisation / Company / Institution Background



Section 2.1 Interviewee details, involvement and experience

Name and Surname:	
Cell phone number:	
e-mail address:	
Position / Role:	
Professional Experience:	
Responsibilities:	

Section 2.2 Organisation / Company / Institution Background

2.2.1 Please state your organization type (NGO, Government Department, FET institution, etc.)	
2.2.2 For how many years has the organisation been active in the Free State Province?	
2.2.3 Please briefly describe the history of your organisation / company / institution in youth entrepreneurship development in the Free State Province.	

Section 3: Current Programs (The Supply of Products and Services)

3.1.1 Please list the program(s)/ initiative(s) that your organisation is currently implementing to support the development of **youth entrepreneurship skills**. Also list the program(s)' target location and target group.

Program Description (space has been provided for up to 10 programs. Please use only use one row per program. Should you have more than 10 programs, please add rows below)	Target Location (Where does the program focus its activities? E.g. town, district, school, neighbourhood)	Target Group (e.g. out of school youth, students, high school learners, etc.)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



3.1.2 For each of the youth-related programs that you mentioned above, please list and briefly describe the **product(s)** that form a part of the program. Please also indicate if the product(s) were bought from an external source or developed by your organisation. If the products were bought, please indicate if the source is local, national or international.

Program	Product Description (Training material, kits, textbooks, multimedia programs, etc.)	Content Overview	Product Source	
			Developed in-house or bought?	Source: local, national or international
1. Please type the name or acronym of the program here.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
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11.				
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18.				
19.				
20.				

3.2.1 Please list the program(s)/ initiative(s) that your organisation is currently implementing to support the development of **business skills in the youth**? Also list the program(s) ☐ target location and target group.

Program Description (space has been provided for up to 10 programs. Please use only use one row per program. Should you have more than 10 programs, please add rows below)	Target Location (Where does the program focus its activities? E.g. town, district, school, neighbourhood)	Target Group (e.g. out of school youth, students, high school learners, etc.)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



3.2.2 For each of the programs that you mentioned above, please list and briefly describe the **product(s)** that form a part of the youth program. Please also indicate if the product(s) were bought from an external source or developed in your organisation. If the products were bought, please indicate if the source is local, national or international.

Program	Product Description (Training material, kits, textbooks, multimedia programs, etc.)	Content Overview	Product Source	
			Developed in-house or bought?	Source: local, national or international
1.				
2.				
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3.3.1 Please list and give a brief description of the **services** offered by your organisation as part of the youth programs listed in 3.1.1 to address the following focus areas. If you do not provide a service to address a particular output, please indicate N/A.

Outputs	Service Type (e.g. training, mentoring, access to funding, etc.)	Program (Which program is this service a part of?)	Service Description (activities that form part of the service, how often the service is available/delivered, etc.)
3. Increased appreciation of the merits of entrepreneurship among Free State people.			
4. People have nurtured their entrepreneurial talent.			

3.3.2 Briefly describe how your organisation's **website** contributes to the programs, products and services that are offered. You could include factors such as: access to information, access to services, user-friendliness, etc.



Section 4: Recommendations (Demand for Products and Services)

4.1 Which strategies would you recommend to further develop and support the envisaged outputs listed below **with a particular focus on youth**? Please list both products and services. These products and services do not have to exist already, since the purpose of this section is to determine which products and services are **in demand**.

Outputs	Recommended Strategies	
	Products	Services
1. Increased appreciation of the merits of entrepreneurship among Free State people.		
2. People have nurtured their entrepreneurial talent		

4.2.1 Are there any other organisations and/or programs that should be included in this survey? Yes No

4.2.2 If you said YES in 4.2.1, could you please provide the contact details?

Name of organisation:	
Name and surname of contact person:	
Cell phone number:	
e-mail address:	
Website address:	

4.3 Any further Comments/Notes

Thank you for time and participation



Annexure B: Interview Schedule

Organisation	Name & Surname	Position	Phone Number	E-mail Address	Date and Time of Interview	Interview format
FSDoE FET Schools	Mr Vivian Stadhauer	FET EMS Coordinator	073 839 7377	stadhauerv@edu.fs.gov.za	15/03, 08:00	Personal
San Du Plessis High School	Ms Sanmarie Maritz	HOD	0845124034	sdp@sannies.co.za	15/03, 09:15 □ 10:00	Personal
SAGE	Dr Ria De Villiers	Previous Provincial Co-ordinator	083 453 9365	Ria.dv@jikasaints.co.za	15/03, 10:15 □ 10:45	Personal
FSDoE	Mr PHI Makgoe	MEC	051 404 8411	mec@edu.fs.gov.za Mr Mohapi (secretary)	12/04, 10:00 □ 11:00	Personal
FSDoE	Mr Malope	HOD	051 404 8430	hod@edu.fs.gov.za Yolanda	10/04, 08:30	Personal
SIFE	Ms Victoria Koma	CUT contact	083 382 7009	vkoma@cut.ac.za	19/03, 13:30 □ 14:00	Personal
FSDoE Motheo FET College	Mr Bob Tladi	CEO Motheo FET College	051 406 9301	TladiB@motheo.fet.co.za Elizabeth@motheo.fet.co.za	10/04, 09:00	Personal
Goldfields FET College	Riëtte vd Merwe	HOD Business Studies	0846047587	riette@goldfields.fet.edu.za		Electronic - Questionnaire
FSDoE	Mr Lawrence Danso	GET EMS Coordinator	051 448 8256 082 671 1053	dansol@edu.fs.gov.za	19/03, 15:15 □ 15:45	Personal
SIFE	Tessa Ndlovu	UOFS Coordinator	051 401 2705	ndlovumn@ufs.ac.za 083 672 4893	26/03, 10:00 □ 10:30	Personal
SIFE	J Munsamy	CUT	0797190070	jmunsamy@cut.ac.za	26/03, 15:15	Personal
SAGE	Quentin Eister	Acting SAGE national co-ordinator	071 324 0696/ 051 421	eister@vodamail.co.za	27/03, 09:30-10:30	Personal
CEE/SAFEFE	Ina Combrinck	UOFS CEE coordinator	082 495 6308 Office: 051 401 9518	combrincksf@ufs.ac.za	28/03	Electronic - Questionnaire
Eskom	Sakkie van der Vyver	Manager Marketing Services and SED	082 82200 54	vdvyveic@eskom.co.za	Friday, 16 March, 10:00	Personal
EWET Education with Enterprise Trust	Arie Bouwer	Product, Fund & Development Planning Manager	0832713822	arie@ewet.org.za		Electronic - Questionnaire
South African Institute of Entrepreneurship (SAIE)	Ernest Boateng	Operations Manager	0744016247	ernest@entrepreneurship.co.za		Electronic - Questionnaire
ABSA	Marcia Zungu	CSI Manager; 082 445 1324	0113505076	marciaz@absa.co.za	Friday, 16 March 11:00	Electronic - Questionnaire
SAB Kick Start	Patience Selesho	CSI Coordinator for Central Region	0829217919	Patience.selesho@za.sabmiller.com		Electronic - Questionnaire
SEDA	Mrs. Jackie Ntshingila	Provincial Manager	082 801 0008	jntshingila@seda.org.za		Electronic - Questionnaire
NYDA	Pat Moloi	Acting Branch Manager	(051)411 9450	pmoloi@nyda.gov.za	28 March, 10:30 - 11:10	Personal
SAGE	Ricky Davis	Previous Provincial co-ordinator	0726939857	Ricky.davis20@yahoo.com	28 March, 9:00 □ 9:45	Personal



Annexure C: Report Validation Workshop Participants

	Name	Organisation	Cellphone	E-mail address
1	Annemarie van Noordwyk	University of the Free State ☐ Business School	0827737661	vnoordwyka@ufs.ac.za
2	Utloanang Eunigar Mofana	Goldfields FET College	0793009996	umofana@yahoo.com
3	Nomhle Klaas	ABSA (CSI & GR)	0798804870	Nomhle.Klaas@absa.co.za
4	Mike Tsietsi Sekoto	Ma ngaung LED Unit	0828209774	Tsietsi.sekoto@mangaung.co.za
5	Ria de Villiers	Jika Training	0834539365	ria.dv@jikasaints.co.za
6	Winnie Sereco	ILO	0788007472	sereeco@ilo.org
7	Boijane Mshumpela	SEDA	0732042002	bmshumpela@seda.org.za
8	Power Die	Goldfields FET College	0824687429	powerdie@goldfields.fet.edu.za
9	Molefi Motsoeneng	Central University of Technology	0828247948	smotsoen@cut.ac.za
10	Prof DY Dzansi	Central University of Technology	0836042292	ddzansi@cut.ac.za
11	Donavon Cornelissen	Department of Education GET	0836560739	cornelissend@edu.fs.gov.za
12	Victoria Koma	SIFE - CUT	0833827009	vkoma@cut.ac.za
13	Quentin Eister	SAGE	0721201889	q.eister@igreens.za
14	Anita Venter	University of the Free State (CDS)	0848835301	ventera@ufs.ac.za
15	Mirna de Hart	FGF Chamber - Welkom	0832768487	dehart@mweb.co.za
16	Stella Jumba	Mzansi Rising Youth Development	0786023043	stellaj@webmail.co.za
17	Jeeva Munsamy	Central University of Technology ☐ Community Engagement	0797190070	jmunsamy@cut.ac.za
18	Mike Molloyi	NAFCOC Free State	0836247123	molloyi@yahoo.com
19	Gopolang Mpaso	NAFCOC Free State	0743040856	gopolangmpaso@webmail.co.za
20	Mpho Chabeli	NAFCOC Free State	0832162764	chabelim@yahoo.com
21	Sam Selebeleng	NAFCOC Free State	0739241787	selebelengs@gmail.com
22	Phetoho Moloi	NYDA	0823169933	pmoloi@nyda.gov.za
23	Barry Huysamer	University of the Free State ☐ Distance Learning Programmes	0832746460	huysamerbf@ufs.ac.za
24	Toni Gumede	Eskom	0824995213	gumedens@eskom.co.za
25	S Maritz	Sand du Plessis High School	0845124034	daleen@sannies.co.za
26	Ramatelile Tebesi	Mangaung Metropolitan University	0832552196	tello.tebesi@mangaung.co.za
27	Adri Swanepoel	Motheo FET College	0832262455	swanepoela@motheofet.co.za

The South Africa SME Observatory is a public-private-partnership established to inform evidence based advocacy and policy making for SME development. The Observatory is located at the Centre for Development Support at the University of the Free State



fs-sme@ilo.org
www.detea.fs.gov.za

The Free State SME Development Initiative is a partnership between the Department for Economic Development, Tourism and Environmental Affairs (Detea) and the International Labour Organization (ILO) and is funded by the Flanders International Cooperation Agency (FICA).

