
Findings of the Enabling Entrepreneurship Technical Task Team

EDHE Lekgotla 16 March 2017
Entrepreneurship is Central to Life...

- The single most important way to grow jobs in South Africa is through protecting and growing small businesses
- “It’s become a top priority for our Universities” Deputy Minister Manana
- A Community of Practice
- Having fun...look at where we are
- Creativity
- The Nature of Life is to Grow...
- Along with all the discipline that is necessary for success...
- Collaboration space. Lets all own this in our hearts, and work together
- We can only do this together
- The Enabling Entrepreneurship Task Team...very exciting collaboration of passionate stakeholders and individuals
- The nature of the entrepreneur is to not let funds or constraints get in the way, and so it should be in our Universities
- Put in the passion, and the funds will come
- Forgive the need for speed...4-years of research and 1 ½ around implementation
Thank You’s...Congratulations to DHET and All Universities Represented Here Today

- Dr Van Staden
- Dr Norah Clarke
- UJ:
  - Resolution Circle
  - DG and DDG
  - Deputy Minister
- DBE: DG, several Chief Directors
- Small Business Ministry
- All stakeholders involved
- Members of the Enabling Entrepreneurship Task Team
- Specific members involved in the Higher Education work stream, led by Dr Van Staden, Dr Cassiem
- All the Universities who are making so much progress in this area
Youth make up nearly 75% of South Africa’s unemployed – a recipe for high future unemployment and social instability

**Youth are half of South Africa’s workforce and three quarters of the unemployed**

Q1 2009, millions of people

- **Labour force**: 17.8
  - Adult: 52%
  - Youth (15-24 yrs): 48%
- **Employed**: 13.6
  - Adult: 55%
  - Youth (15-24 yrs): 45%
- **Unemployed**: 4.2
  - Adult: 26%
  - Youth: 74%

- South African employers are placing greater weight on experience, and 50% of unemployed youth have never worked.
- Research shows increased time without work experience reduces the chance of ever finding employment.
- When youth get a formal sector job, they have a 77% probability of staying employed.

**SOURCE**: South Africa Labour Force Survey data
ENABLING ENTREPRENEURSHIP TASK TEAM: 4 WORK AREAS

1. **GET: SCHOOLS**: DBE Entrepreneurship Education and Skills Schools
2. **TVETs**: Colleges and Artisans: entrepreneurship education & training
3. **HET**: Universities: entrepreneurship education
4. **SMME’S**: DSBD accredited training; entrepreneurs; small businesses
Executive Summary (1 of 2)

• Many consider unemployment to be the root cause of many of S.A.’s problems
• A primary goal of the NDP is to create 11m new jobs by 2030
• **Small businesses** (<50) are currently and are likely to remain the largest employer (70%)
• Small businesses are the **Gold** of South Africa. This is where young people most likely to get some work experience
• Therefore growing, developing and supporting SMMEs is a key contributor
• This requires a focused, integrated and systematic approach
• It is the view that the country can make great strides forward without massive cost

The following is recommended:
• A national Council on Entrepreneurship or an effective government department focused on entrepreneurship and small business be established - integration
• A national entrepreneurship plan is drawn up for S.A. aligned to the NDP and IPAP
• In Schools:
  – Entrepreneurship and associated skills should be incorporated from Gr 1 - Gr 12
  – Business as a subject can be made more practical and useful [Free State pilot]
Executive Summary (2 of 2)

• In FET Colleges: how to start and run a small business should be a compulsory subject
• In Universities: EDHE initiatives should be supported to grow entrepreneurship across all institutions.
• The funding formula should be considered as to how it can include innovation outputs; universities should focus entrepreneurship efforts more on their own students

• For the public at large, effective entrepreneurship is about an ecosystem of support, not training alone
  – To solve the lack of integrated and available information: new small business national portal; further, a ‘one-stop-shop’ or ‘National Virtual Incubator’ leveraging technology
  – Training can be made more effective: use of selection; approach to entrepreneurship training; sharing of curriculum, content, and best practice; measurement; follow-up
  – Best practice curriculum and methods shared and made freely available
  – A body should be created to regulate and accredit small business service providers
  – Micro-franchising should be given strategic focus
  – Tax regimes and policy related to small business should be adjusted to be stimulatory, and red tape removed
Some wonderful wins...implementation of the work of the Task Team continues strongly

- Analyzed 700 studies on Entrepreneurship and Small Business
- National Portal: scoped 50-countries portals, scoped and costed new SA National Portal. Approvals received at all levels.
- National Virtual Incubator: designed the ‘1-stop shop’ concept
  - Woza Online: 100-million heard about it; 1m mentions on Google; 65,000 small businesses created websites; tracked 1,000 of them; **R350m savings to SMME’s** to date; potential savings over R1 billion; now developing websites for 1,600 schools countrywide with the DBE
  - Regenesys Free Education available: free MBA, BBA, PGDM, HDBM: all videos; textbooks; 100-300 page manuals; 500,000 unique visitors;
  - FinfindEasy.co.za – 75,000 unique users, and 25,000 have accessed finance through the site
  - Youthworks and Youthworks.mobi
  - National Mentorship Movement - NMM
  - Estimated **R100m savings to SMME’s**
  - Other national tools under development by dti/ private sector
Some wonderful wins...implementation of the work of the Task Team continues strongly

- EDHE (Forum of Entrepreneurial Development Centres at Higher Education Institutions) launched by DHET

- ILO: Basic Education Entrepreneurship trial monitored in 60-schools in Free State. Major longitudinal study being conducted

- Entrepreneurship in Schools National Blueprint
  - Pilot is now rolling out to 330 schools, through 550 teachers, to reach 70,000 students
11 Million new jobs need to be created by 2030 according to the NDP

- There are currently approximately 13m employed South Africans
- The National Development Plan sets a target of 24 million jobs by 2030

Therefore in the next 17 years, an additional 11 million jobs are needed
Where will these jobs come from? 7.7 million further new jobs will most likely need to be created by SMME’s

- Currently nearly 9m jobs are provided through SMMEs (~70% of SA’s workforce), and millions more in the informal sector
- If we include the informal sector, we estimate currently around 85% upwards of South Africans feed their families through small business
- We estimate that to meet the NDP target in the next 17 years, 7.7m of the additional jobs would need to be provided through SMMEs, to produce a total of 17 million formal jobs in SMME’s.

Out of the 19 key targets set out in the **NDP 2030**, 40% incorporate strategy around small business and the support of the entrepreneurship ecosystem
Entrepreneurship is the key to reducing poverty, unemployment and boosting the economy

South Africa needs to grow its GDP,
- to reduce poverty
- to reduce unemployment
- to boost the economy

Research has shown that for a 1% increase in the new business entry rate:

1.46% increase in GDP/capita
0.69% reduction in unemployment
1% increase in exports

*Entrepreneurship is the key...*

1.5 million registered businesses with CIPC. About 350,000 highly active. Up to 6.5 million small businesses in SA – most are informal

- 2.5 m are setting up a business
- 2.39 m discontinue a business (10% decrease)
- 1.94 m own a business less than 3.5 yrs old (10% increase)
- 1.04 m own a business more than 3.5 yrs old (10% increase)

Source: GEM (2011) and StatsSA (2010)
We need to change the **mindsets** of South Africans to be more entrepreneurial and equipped to start and maintain businesses

South Africa’s TEA index is lower than other developing countries:

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<thead>
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<th>2012</th>
<th>2011</th>
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<td>7.3%</td>
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<td>Brazil</td>
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<td>17.5%</td>
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<tr>
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<td>13%</td>
<td>24.0%</td>
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Of all the age groups, South African youth are least likely to start a business:

<table>
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<tr>
<th></th>
<th>18-24 yrs</th>
<th>25-34 yrs</th>
<th>35-44 yrs</th>
<th>45-54 yrs</th>
<th>55-64 yrs</th>
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</thead>
<tbody>
<tr>
<td>South Africa</td>
<td>20%</td>
<td>36%</td>
<td>24%</td>
<td>14%</td>
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South African’s perceive their entrepreneurial capabilities as the lowest of 10 sub-Saharan countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Perceived capabilities</th>
<th>*Quality of education</th>
<th>TEA 2012</th>
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<tr>
<td>Malawi</td>
<td>86%</td>
<td>65</td>
<td>36%</td>
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<tr>
<td>Zambia</td>
<td>84%</td>
<td>39</td>
<td>41%</td>
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<tr>
<td>Namibia</td>
<td>76%</td>
<td>126</td>
<td>18%</td>
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<tr>
<td>Ethiopia</td>
<td>74%</td>
<td>85</td>
<td>15%</td>
</tr>
<tr>
<td>Ghana</td>
<td>86%</td>
<td>62</td>
<td>37%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>86%</td>
<td>83</td>
<td>35%</td>
</tr>
<tr>
<td>Botswana</td>
<td>70%</td>
<td>55</td>
<td>28%</td>
</tr>
<tr>
<td>Uganda</td>
<td>88%</td>
<td>69</td>
<td>36%</td>
</tr>
<tr>
<td>South Africa</td>
<td>40%</td>
<td>140</td>
<td>7%</td>
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</tbody>
</table>

Source: GEM Reports 2011/2

*Rank out of 144 countries
Young people need to be provided with the skills, mindsets and attitudes to start businesses and sustain them.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nascent entrepreneurship rate</th>
<th>New business ownership</th>
<th>TEA</th>
<th>Established business ownership rate</th>
<th>Discontinuation of businesses</th>
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</thead>
<tbody>
<tr>
<td>Malawi</td>
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<td>20</td>
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<td>18</td>
<td>3</td>
<td>12</td>
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<td>9</td>
<td>15</td>
<td>10</td>
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<tr>
<td>Ghana</td>
<td>15</td>
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<td>22</td>
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<tr>
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<tr>
<td>South Africa</td>
<td>4</td>
<td>3</td>
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% of adults engaged in different phases of entrepreneurship

Source: GEM South Africa report 2012
Several African countries are leaving South Africa behind in fostering entrepreneurship

**Nigeria:** In 2006, the Presidency directed all Nigerian Higher Education Institutions to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session.

**Kenya:** Kenya has been running adaptations of the ‘Know about Business’ programme of the ILO in its primary and secondary schools for over 20-years, and has trained over half a million technical college students on entrepreneurship. Independent Authority set up formulate, review monitor and evaluate policies and programmes, harmonise and integrate public and private sector activities to support SME’s and mobilise resources (human and financial) towards high potential SME’s.

**Uganda:** Programme to A-Level students within Ugandan schools a practical and relevant model of education, comprised of a leadership and entrepreneurship course, interactive teaching, intensive mentorship, experience starting an enterprise, and access to out of school networks and resources. This model is now part of the education system.
Graduates, a small %’age of the population, contribute the vast majority of the country’s GDP, therefore it is vital that people attend university and higher education to increase this contribution to job creation and economic prosperity for all.

Share of GDP contribution by education level

Source: Dr Azar Jammie (2010) Outlook for South Africa’s Retail Economy
Education and training are among the most important factors to stimulate entrepreneurial activity.

Entrepreneurship and Business skills incorporate key 21st century integrative thinking skills and should be inculcated at every level & across disciplines. Basic skills should be included in primary and secondary education curricula and entrepreneurship basics should be included at the FET and tertiary level.

The more educated a person in South Africa, the more likely they are to believe they have entrepreneurial capabilities.

Source: GEM South Africa report 2012
The Task Team further conducted a Study at South Africa’s Universities and Business Schools - 32 out of 36 public higher education institutions responded to a survey to understand entrepreneurship offerings

- 20/23 universities
- 12/13 public graduate business schools (as well as 4 private business schools)
- Respondents included DVC’s, deans, professors, senior lecturers, and directors

The majority of public HEIs offer at least one core and one elective module in entrepreneurship, with some universities offering more than four... **but this is across the entire university**
95% of universities and 91% of business schools surveyed in SA believe that the university sector is not adequately fostering a culture of entrepreneurship.

- Respondents were asked: “If you had to generalise, would you personally say that South Africa's university sector is strong in the promotion of a culture of entrepreneurship to its students and surrounding communities?”

Overwhelmingly the answer was “no”, indicating that a lot needs to be done.
While most HEIs offer some form of entrepreneurial education, content is taught using traditional methods & only to business students.

Research shows that developing the entrepreneurial mindset is best achieved through the use of interactive pedagogic methods, such as role playing, action learning and experiential teaching.

Hence the need to share best practise and develop a standardised entrepreneurship offering across HEIs.
More focus should be given to Students

Some HEIs are working closely with their surrounding communities to support local entrepreneurship, but encouraging the development of entrepreneurs “in-house” through the support of incubators and technology transfer offices is lacking.

Hence the need for HEIs to focus on their own students and develop support mechanisms.
In order to do more, 95% of universities expressed funding as their top challenge.

The top three challenges that the universities expressed were:
- Lack of funding (95%)
- Qualification of staff (75%)
- Time (55%)

Hence the need to consider mechanisms to fund entrepreneurship, for example: Innovation Outputs as part of the funding formula, and also establish entrepreneurship through curricular and extra-curricular activities, university chairs, accreditation requirements, research grants, etc.
A need was identified to champion entrepreneurship at HEI’s, and EDHE is to create a Community of Practice to support entrepreneurship across HEIs. There is a need for leadership to support

• The Forum of Entrepreneurship Development Centres at Higher Education Institutions was launched on 18\textsuperscript{th} July 2013
• The purpose of FEDCI is to provide a platform through which universities can collaborate and strategise on specific entrepreneurial issues facing HEIs
• FEDCI aims to serve as a forum for the discussion of developments in entrepreneurship, sharing best practice in teaching, training & development and research
• Progress to date has been limited
• In time when FEDCI is successful it could potentially be extended to FET’s

While FEDCI has been established there are no dedicated resources and no funding to enable the forum to drive its goals

There is a need to formally recognise, staff and fund FEDCI
RECOMMENDATIONS: A Series of Recommendations were developed: these can be characterized by seven success factors to frame, design, launch, and sustain efforts in entrepreneurship education

1. Senior leadership vision, engagement and sponsorship. This is key
2. Strong programmatic and faculty leadership
3. Sustained commitment over a long period of time
4. Commitment of targeted financial resources to innovation and entrepreneurship
5. Commitment to continuing innovation in curriculum and programmes and sharing of best practice curriculum and methodologies
6. An appropriate organisational infrastructure across and within institutions
7. Commitment to building extended enterprise in each of the Universities and achieving critical mass
Entrepreneurship education should be positioned at a strategic level and not only in the commerce faculty

- **Champion entrepreneurship** at the highest level and make it a strategic priority – from the Presidency, to DHET, to VC’s, and Principals
  - Place entrepreneurship onto centre stage as an essential job-creation strategy
- **Investigate the funding formula** to include innovation outputs and research that specifically leads to job creation, poverty alleviation, and commercialization
- **Recognise and empower EDHE** to drive the agenda, as an existing structure embraced by the institutions
- **Encourage research into entrepreneurship education** and related fields, and foster easy mechanisms to share this research
- **Entrepreneurship education** should be offered across faculties, especially FET’s
TOGETHER WE CAN DO GREAT THINGS – collaboration makes everything possible

NATIONAL PORTAL: One Stop Shop

1. Woza Online: 65,000
2. Free Education: 500,000
3. Finfind 75,000. 25,000 assisted
4. YouthWorks with Microsoft
5. National Mentorship Movement (NMM)

6. Entrepreneurship in Schools
7. EDHE

DTI
SEDA
SEFA
CIPC
Universities ...

- Establish entrepreneurship centres at all Universities
- Refocus university entrepreneurship initiatives on the students themselves
- Develop ‘best-practice’ courses and mechanisms for sharing
- Create a centralised knowledge sharing site ‘in the cloud’. Relevant IP should be shared and considered a national asset
- Allocate university funding specifically for entrepreneurship development
- Initiate a new National Entrepreneurship Week
Measuring and tracking results of initiatives will ensure that the anticipated impact is realised

- Audit all current entrepreneurship-related offerings
- Define the specific required outcomes for entrepreneurship education
- Mechanisms should be installed to determine if required outcomes are being met
- SA should participate in the annual global GUESS survey to assess students’ entrepreneurial intentions and strengths compared to students around Africa and the world
The role of Business: Partnerships are key and ensure it is not just an academic endeavour

- Build stronger relationships between business and academic institutions
  - Consider establishing business parks related to Universities
- Build and support successful entrepreneurial support initiatives at universities, such as Enactus
The transition from an institution offering entrepreneurship education to being an entrepreneurial university.

Most S.A. HEIs are currently in the “Enterprise support” part of the continuum.

Source: Prof Shahida Cassim (unpublished paper)
Thank you
And now...

let’s discuss / debate / ask questions
The Task Team Conducted an In-Depth Research Study at FET Colleges to understand entrepreneurship education at FET’s:

High level findings include:

• Entrepreneurship education is mainly seen as a response to the problem of unemployment of FET College graduates.

• As a result of policy change in 2007, entrepreneurship programmes were largely abandoned and there was an accompanying loss of motivation, passion, capacity and partnerships to drive entrepreneurship education.

• The present curriculum is viewed by College personnel and students alike as being “very academic, very theoretical and very little (that is) practical”. It has not been reviewed in 20 years.

• Entrepreneurship education and development is not a mandated activity by the Department of Higher Education & Training and is therefore not funded as a distinct focal activity.

• Lecturers of entrepreneurship courses generally do not have the knowledge, experience or training to build enthusiasm around entrepreneurship.

• There is a weak interest among students to pursue their own businesses, as culturally this is still seen as the high-risk, high-failure option.
At FET Colleges make Entrepreneurship a Strategic Focus

• Shouldn’t every trainee hairdresser, plumber, electrician, etc gain at least some basic knowledge of starting and running a business? In all parts of the world, these types of profession form an important part of the small business sector
• The Department of Higher Education & Training needs to develop a clear national policy on entrepreneurship education and development within FET Colleges.
• Entrepreneurship education should be positioned as a positive part of the FET offering, as an enabler of economic development and social progress
• Entrepreneurship education (theory and experiential) should be mandated by government policy across all fields of FET learning
• Core funding should be provided by the government to enable the sustainable implementation of programmes
• Entrepreneurship development within a College should be driven by the Principal and clearly spelt out as a priority focus in the institution’s strategic plan
• Educator development is essential for those teaching entrepreneurship
• A national support office: Give consideration to establishing an adequately-resourced national office for entrepreneurship education and development
Develop a decent and relevant entrepreneurship curriculum for all FET’s and across departments

- The curriculum urgently needs to be reviewed to be relevant to current economic realities and extended to all College students regardless of course of study
- Incorporate practical and experiential opportunities for learning that are exciting, memorable, and ‘life changing’
- Practical experiential projects can include social entrepreneurship projects to uplift aspects of local communities
- The experience gained in the process of starting up and running a business, especially one in the field of the student’s study, should be recognised by Umalusi as meeting the requirements for the award of a National N Diploma
- Colleges should make deliberate efforts to place graduate students in small existing businesses to get apprenticeship, mentoring, and develop skills
- Pedagogical approaches need to be thoroughly reviewed to incorporate a use of a variety of teaching and assessment methods such as case studies, computer-based simulations, invitation to entrepreneurs and businesspeople to address students, and participation in business plan competitions. These approaches should give the students a road-map, opening up the world of small business to them, and giving them resources that can be helpful career-long
- The use of quality ‘small business’ help content supported through the internet and cellphones, should be made available life-long to support FET graduates
A National Forum, Linkages, and Public Campaigns

• Establish a national forum for those involved in entrepreneurship education and development within FET Colleges. This could be FEDCI, or a branch of FEDCI.

• Encourage and support local Colleges to establish links with their counterparts in other parts of the world that are known to have effective entrepreneurship education and development programmes.

• Encourage Colleges to establish a platform for regular interaction between themselves and various stakeholders and prospective partners at local, provincial and national level and measure the performance of Colleges in maintaining and developing these relationships.

• A visible public campaign to profile entrepreneurship as a worthy pursuit should be designed and executed alongside efforts to drive entrepreneurship within FET Colleges.
Entrepreneurship education is a necessity throughout life

*Entrepreneurship education plays an essential role in shaping attitudes, skills and culture – from the primary level up. We believe entrepreneurial skills, attitudes and behaviours can be learned, and that exposure to entrepreneurship education throughout an individual’s lifelong learning path, starting from youth and continuing through adulthood into higher education – as well as reaching out to those economically or socially excluded – is imperative.*

Marketing: getting businesses out there

Woza Online
50,000 free web-sites to date (1-year)
R250 million contribution to the country
Now developing web-sites for 1,600 schools countrywide with DBE

Partners are Google; Vodacom; DTI; HRDC

» In 2013 beginning Business Linkages project
» BEE Opportunities (Affirmative Procurement; ED)
Business Education: a revolution!

» UCT (Graduate School of Business)
- The #1 Ranked Business School in Africa
- Certificate in Entrepreneurial Development (Level 5)
  every South African
- UCT Qualification
- Certificate to be Recognized by Banks/ DFI’s
- R25,000 cost saved by each person
- Billions of rands of free education expected

- Partners: UCT; HRDC
- GOAL: 1 million students access over 5-years

» Regenesys Business School
- A leading Private Business School in Africa
- Distance Accreditation and Registration by CHE and SAQA
- In November last year ‘gave away’ 12-years of IP
- All MBA, BBA, Certificate, PDM course materials free. 400,000 accessed site in 3-months
finfind: financial literacy and access to finance

**Financial Institutions**
- Access to new SMME clients
- Prescreened/bankable applications
- Exposure through new channels
- Increased lending

**BDS providers**
- Access to new SMME clients
- Exposure through database profile
- Ability to provide services
- Capacity building

**SMME’s**
- Financial literacy/INFORMATION
  - What products
  - Which institutions
  - How to apply
- Increased likelihood of being able to access finance
- Access to business support

TARGET: 1 MILLION SMALL BUSINESSES
Centralized Research: “However beautiful the strategy, you should occasionally look at the results.”
- Winston Churchill
THE NEED FOR EDHE IS REAL & WE THANK THE FOUNDING PARTNERS

DHET & WITS, UCT, UKZN, and 14 other Universities who met earlier this year

» WE NEED THE SUPPORT OF THE UNIVERSITY SECTOR
» WE WANT TO SEE ENTREPRENEURSHIP FRONT AND CENTRE IN UNIVERSITY AGENDAS
» WE WANT TO SEE FINANCIAL SUPPORT BOTH FOR CURRICULAR AND EXTRA-CURRIC
» WE WANT TO SEE INFRASTRUCTURE TO SUPPORT THIS IN UNIVERSITIES
» WE WANT TO SEE IT EMBEDDED ACROSS CURRICULUM & FACULTIES
» WE WANT TO SEE SHARING AND BEST PRACTICE AND STANDARDS
» WE WANT TO SEE UNIVERSITIES AS HUBS SUPPORTING COMMUNITIES
POSSIBLE INITIATIVES

• New National Entrepreneurship Week across Universities
• National and Global Prizes for student innovation and entrepreneurship
• ‘Entrepreneurship Olympiads’
• Offering full National Virtual Incubator to all University students
• Building existing organisations such as Enactis and others operating across Universities
SMEs contribute a large share of emerging market employment and GDP

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<th>SME contribution to GDP</th>
<th>Major countries</th>
<th>% contribution</th>
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<td>Latin America</td>
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<th>SME contribution to employment</th>
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