

EDHE
LEKGOTLA²⁰₂₃
ANNUAL GATHERING OF LEADERS IN ENTREPRENEURSHIP AT UNIVERSITIES

EDHE LEKGOTLA 2023

SOCIAL INNOVATION FOR SOCIETAL IMPACT

REPORT





higher education
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Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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1. Executive summary

The seventh EDHE Lekgotla was co-hosted by the University of the Western Cape, the Department of Higher Education and Training, Universities South Africa, and the Cape Higher Education Consortium. The EDHE Lekgotla was hosted through a Hybrid format that allowed for in person gatherings and online access via the EDHE YouTube channel.

The Lekgotla was held from the 6th to the 8th of September 2023, at the University of the Western Cape, under the theme “Social Innovation for Societal Impact”. The interactive engagements between the speakers, panellists and delegates included open sessions, Think-Tanks, Voices for impact and launchpads facilitated with stakeholders from public universities, the private and government sectors.

The topics discussed centred around the following themes:

- Defining social entrepreneurship;
- Building sustainable social enterprises;
- Initiatives implemented by universities to support student entrepreneurship;
- Commercialisation in Humanities and social sciences;
- Cultural and Creative industries in the South African Economy;
- Mentorship as a tool to develop sustainable entrepreneurship in the Arts and Creative and;
- Cultural industries and the importance of networking in social entrepreneurship and commercialisation.

Social entrepreneurship was defined as an initiative aimed at creating social change while also ensuring that the initiative is sustainable. The notable point shared about social entrepreneurship is that it often emanates from a passion project aimed at bringing about change within society. However, due to funding challenges faced by social entrepreneurs, they eventually extend the initiative as a network in terms of registering the initiative as a for-profit organisation in order to secure funding as current funding models compel them to run the social entrepreneur in a similar manner a traditional business operate. Although not desirable, this seems to work for social enterprises as it enables them to position themselves in a manner that empowers them to attract funders whose objectives are similar to those of their social enterprises.

Universities shared a number of initiatives they have implemented within their institutions to support student entrepreneurs whose ventures are aimed at creating societal change. These are mainly in the form of postgraduate entrepreneurship qualifications, Economic Activation Offices (EOA) that focuses on EDHE Activities, Student Women Economic Empowerment Project (SWEEP) and hackathons to name a few. Despite these developments academic institutions are still faced with a number of challenges concerning commercialization in the Humanities and Social Sciences. The speakers also identified funding as the biggest challenge when it comes to commercializing as research activities such as data analysis are not considered as Research and Development (R & D) which translates to not qualifying for

funding. The speakers further noted that funders are most likely to consider commercialisation in the Humanities and Social Sciences if there is a tangible product on offer.

The progress made in the Cultural and Creative Industries (CCI), a sector that was previously not recognised for its contribution towards the economy was also noted as an important milestone for Cultural and Creative industries as this was strengthened by the 2022 CCI Master Plan. Incubation hub initiatives aimed at equipping creatives with the necessary entrepreneurial skills through training and mentoring that often lead to organic and informal peer-to-peer mentoring, networking and collaborations also play a crucial role in promoting and supporting social entrepreneurship aimed at societal impact.

While there is progress in implementing entrepreneurial development at higher education and Industry levels, the inclusion of entrepreneurship development at primary and secondary schooling levels remains areas that need to be taken into consideration.

2. Background

Social entrepreneurship is becoming an increasingly important area in South Africa's economy. In a country that faces many social injustices and environmental issues, social entrepreneurs have a large opportunity to start businesses that create a positive change in the world (SME South Africa, 2022). Lekhanya, (2015) described Social entrepreneurship as a process that precipitates social change and addresses important social needs, in a manner that is not led by direct financial benefit for the entrepreneur and further noted that, unlike traditional entrepreneurship which solely aims to generate profits, social entrepreneurship is designed to create a positive impact on society or the environment. The main idea of social entrepreneurship is that it is an entrepreneurial venture designed to improve a problem in society, empower certain people, or address environmental issues (SME South Africa, 2022).

As described by Krige (2015), in South Africa social entrepreneurship is emerging as a fusion of for and not-for-profit approaches, which balances the value and trust of social organisations with the efficiencies and profit motive of business. It introduces a profit motive to the running of an organisation, but It is not much different to the non-profit structure in that profit must be re-invested back into the organisation and most importantly it opens up different funding opportunities (Kerryn Krige, 2015).

Krige (2015) further highlights that Social entrepreneurship in South Africa offers the potential to shift civil society into a different way of doing things as it creates a focus on long term sustainability, on quality service, efficiency and accountability through blending the lessons from business with the diversity and complexity of social values.

South African academic institutions have played a crucial role in their trajectory of supporting entrepreneurship development in their institutions. In addition to equipping students with knowledge and platforms that enable them to succeed in their entrepreneurial ventures, they



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have made efforts to translate research to development interventions through the transfer of knowledge and technology. This has led to the introduction of the 'Triple Helix Strategy', a strategy emphasising collaboration between universities, Government and the Industry to improve livelihood (Iwara & Kilonzo, 2022).

Another challenge faced by universities is that of commercialisation in the Social Sciences and Humanities as research produced by universities is not considered as R&D. In fact, Gachie, (2014) noted that higher education institutions face considerable barriers that hinder research commercialisation for Social Development. These include human resource capacity gaps and infrastructure and funding. Gachie, (2014) further notes that a collaboration between Higher Education Institutions and the private sector is an important alternative strategy for research commercialisation aimed at social development and furthermore it should be high among the triple helix policy agenda.

Cultural and Creative Industries (CCI) have also experienced the same challenges as the Social Sciences and Humanities; however great strides have been made in their sector. As noted in the CCI Masterplan of 2022, South Africa has long identified the potential of the CCI to contribute to both economic and social development as evidenced in the Cultural Industries Growth Strategy (CIGS,1998), Accelerated and Shared Growth Initiative for South Africa (ASGISA), National Industrial Policy Framework (NIPF), New Growth Path (NGP) and the National Development Plan (NDP). It is also noted that this continued focus is evidence of the Government's formal recognition of the creative industries and their importance in both sustainable social and economic development.

The potential for the CCI to contribute enormously to the economy of the country is being understood and acknowledged by Government and other stakeholders even though policy interventions and support programmes have not been effectively co-ordinated, sufficiently funded and consistently implemented. Some of these challenges are currently being addressed through incubation hubs aimed at equipping creatives with the necessary entrepreneurial skills through training and mentorship.

The EDHE programme through its Lekgotla initiative delved into these topics with stakeholders from various sectors, namely: stakeholders from the private sector, public sector universities, government stakeholders and cultural creative industries stakeholders under the theme social innovation for societal impact. The purpose was to further discuss the issues and challenges encountered in creating social change through entrepreneurship as a vehicle and catalyst for social change and societal impact.

3. Introduction

The EDHE programme is an initiative aimed at creating social change through transforming the role of universities through turning them into entrepreneurial universities that support and encourage entrepreneurial development in collaboration with other stakeholders whose objectives are centred on entrepreneurial development and social innovation for societal impact.

The EDHE programme is aimed at;

- **Student entrepreneurship, i.e.**, mobilising the national student and graduate resource to create successful enterprises that will ultimately lead to both wealth and job creation.
- **Entrepreneurship development in academia, i.e.**, support academics in instilling an entrepreneurial mindset within all students and graduates through the offering of relevant knowledge, transferral of practical skills and the application of business principles, not only to a specific discipline, but across disciplines.
- **Developing entrepreneurial universities, i.e.**, creating a conducive environment that will enable universities to adapt strategically and embark on projects whereby third-stream income can be generated through innovative business ideas.

As depicted in figure 1, the EDHE programme is made up of the following components;

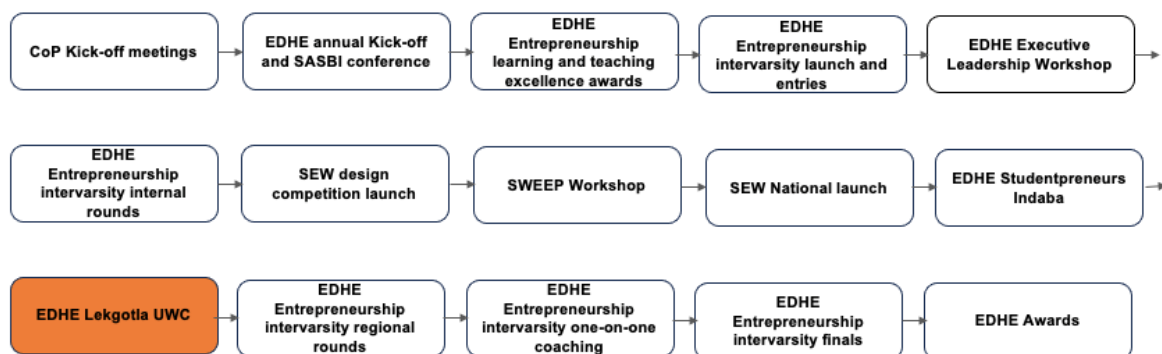


Figure 1: EDHE programme components

The focus of this report will be on the Lekgotla component of the EDHE programme. The seventh EDHE Lekgotla was co-hosted by the University of the Western Cape, the Department of Higher Education and Training, Universities South Africa, and the Cape Higher Education Consortium and Standard Bank as the EDHE partner.

The EDHE Lekgotla was hosted through a Hybrid format that allowed for in-person gatherings and online access via the EDHE YouTube channel. The interactive engagements between the speakers, panellists and attendees included open sessions, Think-Tanks, Voices for impact and launchpads.

The morning and afternoon sessions for each day were carried out under the following themes;

Day 1	Supporting and developing student entrepreneurship.
Day 2	Developing Entrepreneurship in Teaching and Learning
Day 3	Entrepreneurship Research

Table 1: Session themes

The themes for these sessions were;

- Social innovation for societal impact in student entrepreneurship,
- Social innovation in the entrepreneurial university,
- Interdisciplinary/multidisciplinary learning and teaching of entrepreneurship
- Interdisciplinary/multidisciplinary entrepreneurship learning and teaching in SHAPE (Shifting Hope, Activating Potential Entrepreneurship),
- Supporting and developing Entrepreneurship research.

The sessions were targeted at;

- Student entrepreneurship development academics, support professionals and practitioners,
- University executives, academics, industry, government,
- Academics and support staff in entrepreneurship teaching and training,
- Academics and support professionals in entrepreneurship teaching and learning,
- Academics and others with an interest in entrepreneurship research



4. Attendance statistics

As presented in figure 2 below, the total attendance (396 delegates) for the Lekgotla exceeded the number of registrations. The majority (230) of attendees that registered were public in person attendees followed by private sector in person attendance (38) and an equal number

of virtual attendance for public universities and private sector attendance. Government departments and TVET colleges had less than 10 attendees for both in person and virtual attendance.

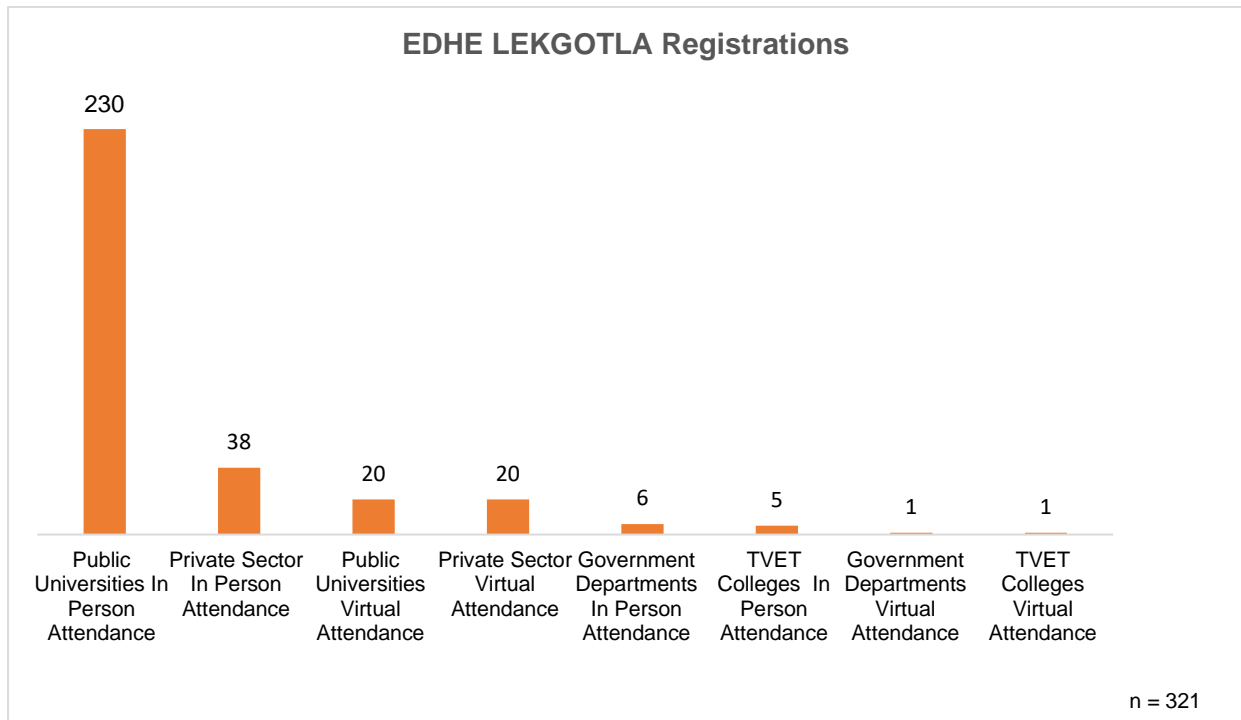


Figure 2: EDHE Lekgotla Registrations

As presented in figure 3 below, a total of 75 speakers were in attendance and also partook in the proceedings of the Lekgotla 2023. The majority were public university speakers 51 and 46 of these speakers attended in person while 5 were virtual speakers. These speakers were followed by a total of 19 Private sector speakers of which 13 were in person attendance speakers and 6 were virtual speakers. Lastly, a total of 5 government departments speakers attended of which 3 were in person, while 2 were virtual speakers.

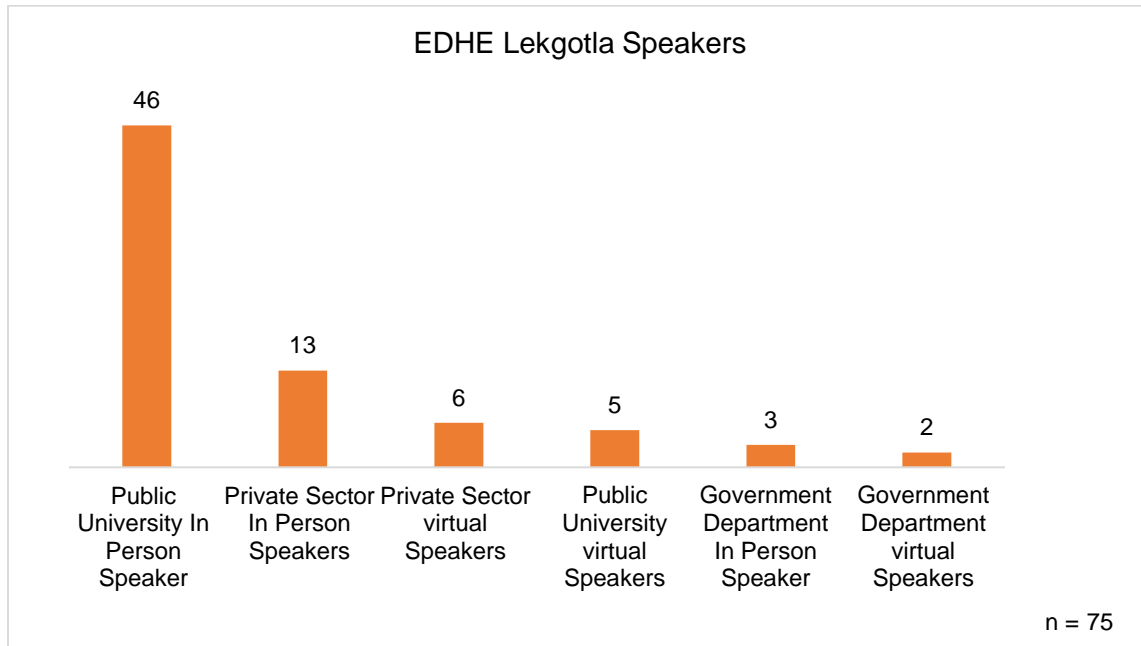


Figure 3: EDHE Lekgotla Speakers

Some of the attendees shared a word of thanks after attending the Lekgotla 2023 noting the difference the Lekgotla is making through bringing together the various stakeholders from the different sectors involved in entrepreneurship development.

“Thank you so much for the very valuable and exciting opportunity to have been a part of the 2023 Lekgotla held at the UWC. I feel greatly honoured to have participated in this, and I thank you for making it all possible.”

“I really wish to thank you for all your support in creating this platform and helping me to contribute in a most meaningful way to add a voice to the significance and potential within the cultural sector.”

“Thank you too for making all the arrangements and bringing together such a wonderful collective of brilliance, ideas, and determination.”

“I have personally seen a shift towards entrepreneurship from leadership, students, and industry post-events. In addition, we are actively supporting SHAPE opportunities since your focus on the topics.”

The work done by the EDHE programme through its initiatives proves to be effective and relevant for the various stakeholders who have shown interest and involvement in the EDHEs initiatives. The work of the EDHE was also commended by Deputy Minister Buti Manamela who verbalised that the chosen theme for 2023, Social Innovation for Societal Impact, could not be more pertinent, granted that it was also emphasised in the World Economic Forum (WEF) report published in June this year as it highlights the importance of social innovation, Particularly, as the world is facing tremendous transformations.

5. Themes from the Lekgotla discussions

A number of themes were identified from the various topics discussed under the overarching theme “Social innovation for societal impact”. The themes identified are;

- Defining social entrepreneurship;
- Building sustainable social enterprises;
- Initiatives implemented by universities to support student entrepreneurship, Commercialisation in Humanities and social sciences;
- Contributions made by Cultural and Creative industries in the South African Economy;
- Mentorship as a tool to develop sustainable entrepreneurship in the Arts and Creative and;
- Cultural industries and the importance of networking in social entrepreneurship and commercialisation.

5.1 Defining Social entrepreneurship

Social entrepreneurship was defined as an initiative aimed at addressing social ills as opposed to a business aimed at generating profits. The speakers further noted that social entrepreneurship often stems from a passion project through which the social entrepreneur aims to solve a social problem.

“The entrepreneurial journey is not just about starting a business; it’s about solving real life problems and creating sustainable change.” – Prof Makhosazana Magigaba

“We started from the heart with a lack of knowledge and skills” – Sam Gqomo

Dadisai Taderera of Ashoka added that the common thread among social entrepreneurs is that they started their change making journey at a very young age. Prof. Ahmed Bawa also considered this to be an in that when they start at a young age, they learn to solve real life problems through small initiatives and realise their agency to solve societal problems.

It was also noted that although social entrepreneurship is aimed at solving real life problems, like any other business social entrepreneurship requires an entrepreneurial mindset and innovative thinking. Sam Gqomo, director of Womandla Foundation also stated that social entrepreneurship is also characterised by aligning to a specific course.

“Social entrepreneurship is about Finding your alignment and focusing on problems that you care about.” - Sam Gqomo

“We have a lot of problems to solve, unemployment being one of them and innovation for societal impact is about taking one problem and doing good for the good of everyone; we need more of social good.” - Prof Rene Smith

Echoing the same sentiments Prof Rene Smith; Head: School of Arts at the University of the Witwatersrand shared that the process for innovation for societal impact is similar across different industries, including the Cultural Creative Industry (CCI). She specified the following as crucial steps in enhancing innovation. These are identifying a social challenge, designing a solution, creativity and innovation, risk appetite and openness to failure as well as having a champion, advocacy and adapting the language .

An example of a social initiative that started as a passion project is one shared by Mr Promise Nyangulu. The initiative is aimed at ensuring that unemployed youth and high school dropouts engage in extramural activities which reduces the chances of involvement in criminal activities and substance abuse and that those who are interested in performance arts are afforded an opportunity to pursue their dreams. Through this initiative, unemployed youth are afforded an opportunity to participate in theatre productions such as plays and drama which ensures that their time is spent in activities that impact their lives positively.

Our social entrepreneurship venture is about taking youth from the streets just to keep them busy with creative activities such as drama and theatre, extramural activities are no longer a thing; we focus on unemployed youth and high school dropouts - Mr Promise Nyalungu

Dr Fazlyn Petersen; Information systems Senior Lecturer at the University of the Western Cape shared on the different ways in which social innovation aimed at solving real life problems benefited Information systems students who translated their course work into successful entrepreneurial ventures. The research project in which the students were involved linked the research problem to sustainable development goals (SDGs) 1 – 8, namely; poverty and hunger eradication, well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy as well as decent work and economic growth as outlined in figure 4 below.



Figure 4: SDG goals

The course encouraged students to reimagine the problem and use what they have at their disposal to develop solutions for the current problems society is facing. The outcome of the research project was that some students were able to be directly employed as a result of the solutions they innovated through their assignment.

What can be gleaned from this exercise is that social innovation enables students to address social ills such as unemployment when universities no longer only focus on teaching but also on equipping students with the necessary problem-solving skills that will enable them to solve real life problems. Dr Fazlyn Petersen further expressed that linking social innovation to SDGs does not only benefit those who intend to venture into entrepreneurship as having an entrepreneurial mindset is a value add for any organisation the students might want to work for as they would be employees who can take a problem and understand it from a customer's perspective.

5.2 Building sustainable social enterprises

Even though social entrepreneurship emanates from a passion project, the social entrepreneur requires necessary entrepreneurial skills and knowledge to ensure that the initiative is successful and sustainable. The speakers expressed that due to the rapidly changing nature of society, sustainable social entrepreneurship requires agility, agency and an ongoing pursuit of knowledge.

Change is happening rapidly; we want to create a world where everyone is empowered and solutions are overpowering problems.” – Ms Dadisai Taderera

Collaboration was also identified a crucial aspect for building sustainable social enterprises which was also noted by Prof Rene Smith. Ms Maambele Khosa; founder and Director of SheCab stated that what has worked for her at SheCab is collaborating with people and thus bringing in different skills such as book keeping, marketing and platform development. She further stated that collaborating with other entrepreneurs is another way of growing each other's businesses.

“Social entrepreneurship is about identifying a social problem and issue and identifying how it can be solved collaboratively” - Prof. Vallencia

Ms Maambele Khosa also stressed the importance of ensuring that the business is financially sustainable and that it operates in the same manner a market-based business would despite it being a social enterprise.

“We need to make sure that the business is sustainable on its own even if it's a social entrepreneurship business, employees need to be paid, suppliers and other service providers.” - Ms Maambele Khosa

As noted in a report by SME South Africa, (2022) starting a social enterprise usually comes with a myriad of challenges. Some of the common social entrepreneurship challenges were

noted as difficulties accessing funding, difficulties in creating a sustainable social entrepreneurship venture, being able to generate a profit while still making a positive social impact and competing with larger enterprises. As noted by Ms Sam Gqomo of Womandla Global Network, in South Africa registering a social enterprise presents with challenges as when registering a business venture because people are compelled to choose between Proprietary Limited (PTY LTD) and non-profit company options, there is nothing in between to cater for social entrepreneurship. This is also noted in an article published by the Gordon Institute of Business Sciences (GIBS) in 2015 which states that in South Africa social entrepreneurship is emerging as a blend of for and not-for-profit approaches, which balances the value and trust of social organisations with the efficiencies and profit motive of business.

Ms Sam Gqomo expressed that as a result of these limitations, the Womandla Foundation then birthed Womandla Global Network to run revenue-generating activities in order to fund the Foundation's social projects. She further indicated that while social entrepreneurship is about the heart, capital plays a vital role in fulfilling the objectives of social enterprises. The consequence of this approach is not a shift away from the mission of the organisation, but instead a focus on it. Non-profit organisations that succeed in adapting to social entrepreneurship introduce income into their organisations that aligns with their work (Kerryn Krige, 2015).

“For our work to be impactful, we need funding; that is why, in addition to partnering with big corporates, we also use the barter system to enhance the sustainability of our value proposition.” - Ms Sam Gqomo

Ms Sam Gqomo also shared that before establishing proper funding models for their initiatives they took from their own pockets, which was unsustainable following which, the strategy they employed was working alongside like-minded corporates to bring change in the identified communities which required them to identify the right organisations whose social initiatives aligned with their goals; this enabled Womandla Foundation to network, position themselves appropriately and diversify their services and skills provision.

As noted by many of the speakers, social enterprises require funding and sustainable partnerships in order to have impact. In the absence of funding, it becomes challenging to build sustainable social enterprises. Profit encourages a focus on impact because without quality service delivery, the organisation doesn't have customers, and consequently no income. This has links to accountability and transparency, creating a circle that builds trust, credibility and profit (Kerryn Krige, 2015).

“In Limpopo students come up with brilliant ideas but it's difficult to sustain the idea so that a student can earn a living from that idea, how do we ensure that we build these social entrepreneurs and also sustain them while also making sure their ideas grow and make it across borders.” -

Ms Olipa Ntawanga; Project Manager at the British Council noted that in South Africa, funding relies heavily on government while government is working in silos and treating funding initiatives as a box ticking exercise. Dr Ncebakazi Galada from the Township Cannabis Incubator shared the same sentiments further stating that South Africa is in need of collaborative funding instead of having different grants that fund the same projects.

“Working collaboratively will assist in having funding that addresses the problems on the ground in order to create impact on the ground.” - Ms Olipa Ntawanga

Echoing the views shared by other speakers regarding funding challenges, Ms Sam Gqomo expressed that finding the right funding models was one of Womandla Foundation Network's biggest challenges which they overcame through partnering with banks that focus mainly on women initiatives. In addition to forming lucrative partnerships, Womandla Foundation Network also ensured that they have the right documentation required for funding, they used PR strategies that allow for greater reach for example social media and also invested in relationship building to keep their stakeholders engaged and also strengthen their networks.

Academic institutions were identified as one of the partners that could be ideal in ensuring the transfer of the right knowledge and skills for building sustainable social enterprises. Dr Ntandoyenkosi Sibindi, Senior Lecturer at the University of the Western Cape, highlighted that the sustainability postgraduate qualification at UWC is aimed at imparting skills and knowledge on how to build sustainable businesses focused on solving societies problems.

Prof Cecile Nieuwenhuizen; Chair of SARChI: Entrepreneurship Education, University of Johannesburg noted that entrepreneurship qualifications that are being offered through various faculties within academic institutions can be enhanced and tailored to the needs of South African social enterprises through case studies that are based on South Africa's entrepreneurs as opposed to exerting more focus on other countries.

“The National Diploma Small business development was offered as an entrepreneurship course in the 90's, it was the first-time engineering students were taught an entrepreneurial course; we've come a long way from the mid 90's to the mid 20's but we've relied a lot on learning from entrepreneurs in other countries.” – Prof Cecile Nieuwenhuizen

Prof Ahmed Bawa pointed to entrepreneurial thinking as the starting point. He described entrepreneurial thinking as a mindset of finding opportunities and creating solutions. Prof Bawa further added that entrepreneurial thinking should be integrated into every qualification and that it should be perceived in the same manner as critical thinking and that a shift from transactional value would enable students begin seeing their qualification as a tool that helps them to solve problems.

“Shouldn't entrepreneurial thinking be applied from primary school if we are looking into producing a generation of entrepreneurial thinkers?” - Prof. Ahmed Bawa

Following this question Prof Bawa proposed a Capstone module as a plausible solution, further stating that it would include the following aspects;

- Six-month module at the end of every degree
- Focus on real-life problems
- Integrated knowledge in problem solving
- Internal and external partners
- Emphasis on learning

Another challenge encountered by academic institutions was highlighted by Mr. Edward Selebi; Lecturer at the Mangasuthu University of Technology who noted that Universities are known for working in Silos. To mitigate this, Prof Govender; Deputy dean of teaching and learning at the University of Zululand also noted that academic institutions need insights on the curriculum and how silos can be dismantled to achieve an integrated approach. She noted that entrepreneurial thinking should be included across the education sector and that it should start at an early age, preschool, secondary school but more especially at post-secondary and post tertiary levels.

“What does current primary and secondary curriculum look like in terms of addressing the inculcation of entrepreneurial thinking to the younger generation; are there any policy developments?” - Prof Govender

Prof Govender added that entrepreneurial thinking should also be accessible across disciplines and faculties and that there should be university funding allocated specifically for entrepreneurship development. Furthermore, she expressed that it should be centred on experiential learning, be measurable and multidisciplinary. She further noted that this can be achieved through effective integration with a strong focus on a unified progression model for entrepreneurial education.

Mr. Selebe spoke of an approach that involves creating cross disciplinary teams defining learning outcomes that focus on developing students entrepreneurial skills, identifying key themes related to entrepreneurial impact, creating new interdisciplinary courses that address impact entrepreneurship, program-based learning that allows students to apply their skills. He added that the approach would also include research and benchmarking, incorporate real world problems case studies and work integrated learning while also looking into cross-departmental partnerships, collaborative initiatives that provide student with resources as well as assessment and feedback whilst also promoting a growth mindset emphasizing resilience and adaptability among students.

Also sharing the same sentiments on dismantling silos, Ms. Lisle Svenson; Coordinator: Small Business Clinic at the University of the Western Cape spoke on an integration of entrepreneurship for impact into the curriculum beyond the silos while also bringing together different role players to facilitate interest in entrepreneurship and entrepreneurship development hubs. She added that this would also include integrating students into the

entrepreneurial ecosystem, developing their entrepreneurial mindset and challenging them to apply their creativity to find solutions to challenges.

Ms Svenson emphasised the need for the provision of conducive environments and spaces for entrepreneurial skills development of students while also bringing together practice and theory she further stated that the clinic they run at their university allows for trading on campus and that stakeholder Indabas are used as a platform for discussions. She added that co-developing information and knowledge related to successes stories and challenges of local entrepreneurs for research and inclusion in the classroom, engaging faculty and staff with issues facing communities and working with industry partners should also be taken into consideration. Ms Svenson further noted that an integrated approach is important as working in teams allows for leveraging from the skills others as entrepreneurship is multifaced.

While finding ways to measure the impact of entrepreneurial initiatives was highlighted as one of the important aspects of ensuring the success of the initiative, a number of challenges that arise when measuring impact on social innovation projects were also mentioned. It was noted that funders often require that the programme generates immediate impact. However, their focus is often on the numbers instead of the impact the initiative has produced which is mostly in the form of success stories.

“We need different language to measure what success and impact looks like in social science or humanities initiative.” – Dr Taylor

“We need different language to measure what success and impact looks like in social science or humanities initiative.” – Dr Taylor

Dr. Taylor reiterated that social entrepreneurship initiatives often emphasise impact over profit. He added that understanding impact over profit requires a change in the way the commercialisation of humanities and social sciences is perceived, as well as the language that is used and the way impact is measured. Dr Taylor provided an example using a project where they saw impact in the form of reduced crime rates which was from crime figures provided by the respective station commander however this was not considered as impact.

An exemplar of impact in the form of success stories was shared by Mr. Promise Nyalungu; Founder of STRUU AARTZ Entertainment and former winner of the EDHE student entrepreneur of the year and existing business with high social impact awards. Mr. Promise Nyalungu relayed his story on the role played by the university of Venda in enabling them to further the goals of their initiative through affording them an opportunity to perform although this is not part of its academic curriculum. He further shared that this enabled them to participate in EDHE programme intervarsity awards in which they only won after entering for the competition for second time.

He elaborated that winning the EDHE student entrepreneur of the year and existing businesses with high social impact awards opened doors for numerous opportunities that have enabled them to establish more initiatives aimed at creating social impact in the lives of young

people. For example, he indicated that Xclusive bites, which is an initiative aimed at offering meaningful entertainment for students in the sense that it lessens the chances on engaging in substance abuse as a form of entertainment, involves events such as poetry nights, an exchange of ideas about issues that are currently affecting the country.

In addition to establishing more initiatives, they have received an invitation from the “Next Generation Leaders Programme”, the Master Card Foundation also invited them to participate in a proposal drafting initiative for a project titled for Youth by Youth, the programme focuses on the youth as future leaders who can provide solutions for challenges faced by young people and lastly their film SHADRAC which addresses challenges faced by young men as a result of absent fathers has been recognized by the department of Sports, Arts and Culture as well as the Department of Justice as an impactful theatre piece in addition to having formed part of the Youth Festival.

5.3 Initiatives aimed at supporting and encourage student entrepreneurship

While there are challenges posed at building sustainable social enterprises, social innovators have a better chance at running these better as a result of the knowledge imparted through university programmes that support student entrepreneurship.

Universities are developing social entrepreneurs but do not always provide funding for it and municipalities are paying special attention to the needs of the NGOs – in all is very much that those who want to lecture social entrepreneurship must find the funding themselves. It has been found that sometimes a service is free because there is a sponsor, the university does not provide the service from its own funding. In order to enable social entrepreneurship to grow, it is recommended that the South African government must provide universities with financial assistance to roll out social entrepreneurship programmes and it should be included in the curriculum so that can be treated like any other qualification offered by universities.

Prof Thandwa Mthembu; Chairperson of the USAf World of Work Strategy Group and Vice-Chancellor of Durban University of Technology indicated that graduate employment sits at 7.5% as the challenge we remain with as a country and higher education institutions is the mismatch between industry demands and the qualifications; he attributed this to developments caused by transitioning from 4IR to 5IR, further stating that these transitions erode the genuity and hegemony of South African universities and also delegitimise the work done by universities because graduates end up turning to informal jobs such as informal trading in the streets. He added that since entrepreneurship development in higher education seems to provide a great opportunity for tackling graduate unemployment in collaboration with other relevant stakeholders the World of work strategy group also focuses on work integrated learning with entrepreneurship development as their main objective.

“Universities cannot pride themselves in educating for a workplace that no longer exists, we have to do something that’s different in how we educate and train our students.” - Prof Thandwa Mthembu

Prof Thandwa Mthembu also mentioned it is crucial to develop funding models that propel student entrepreneurship beyond the student's university tenure as this would ensure their businesses sustainability.

We need to be able to link graduates to provincial and national entrepreneurship ecosystems to make sure our graduate's businesses are sustained beyond their university years.” - Prof Thandwa Mthembu

“We have to establish a variety of funding streams; we have to be self-sufficient otherwise we cannot claim to be training entrepreneurs.” - Prof Thandwa Mthembu

Lekhanya, (2015) argues that African education and training policy should be improved to include social entrepreneurship, as this will encourage more people to get into the social entrepreneurship sector. Lekhanya, (2015) further states that this will also attract more financial sponsors to invest in social entrepreneurship entities.

In addition to funding as a factor that hinders the successful implementation of entrepreneurship education in higher education, Ms Thulisile Manzini; Acting Director General at the Department of Small Business Development (DSBD) also highlighted inadequate entrepreneurship curricular, shortage of facilities and equipment, lack of infrastructure and lack of skilled staff as other constraints to the successful implementation of entrepreneurship education in universities; Acting Director General further noted that the department is currently working in collaboration with higher education and the private sector to create these supportive structures.

Despite these challenges, universities have made great efforts in supporting student and social entrepreneurship. Dr Michael Taylor; Researcher at the University of KwaZulu Natal shared that at UKZN they have the center for local economic development which aims to apply research through Working with the public and private sector. He further stated that the university has worked with 25 students who were funded by EDTEA to conduct research at Masters DBA and PHD level.

Dr Taylor shared that their initiative; the Culture research entrepreneurship technology exchange (CREATE) is a living lab that focuses on recognizing the cultural context of communities; create uses applied research to innovate solution to improve the quality of life in communities. Dr. Taylor further noted that CREATE's 2018 to 2023 research outcomes have been policy focused. It was initiated to help inform policy decisions on the following;

- Women empowerment in the marmite economy
- Local community involvement in rural tourism
- University to the challenge of graduate employability
- Gift of the givers
- The role of future farmers in KZN

Ms Mandisa Cakwe, Director: Teaching and Learning Development in Universities at DHET quoted the HSRC study published in 2014, expressing that the report clearly states the challenges faced by the post school education system with regards to entrepreneurship. She further expressed that the department of higher education and training fully recognizes and appreciates the work universities are doing to ensure that the Human Sciences Research Council (HSRC) report recommendations on the challenges faced in entrepreneurship are realised. She further disclosed that the department is putting more effort into channelling investments towards putting entrepreneurship firmly on the center stage of South African universities; she noted that the ultimate aim is to support universities in promoting entrepreneurship and becoming entrepreneurial universities and to enable them to implement entrepreneurship related initiatives at higher education level through dedicated funding as the department understands that it is important to have the necessary resources. She further proclaimed that the department of higher education and training commits to continuous support of entrepreneurship in universities as long as resources are available.

Also noting the importance of collaborations between higher education and government, Ms Thulisile Manzini shared that the DSBD is currently working in collaboration with institutions of higher learning and TVET colleges to find ways to nurture student entrepreneurship through focus groups directed towards gaining insights on factors that influence students to set up new ventures and to also gain an understanding on the link between entrepreneurship education and the start-up business inception.

Ms Mandisa Cakwe also expressed the importance of ensuring that student women are supported in becoming economically active despite all the other challenges they face as young women in our country, she further noted that entrepreneurship could be one of the solutions for challenges faced by women in our country. She also noted SWEEP as a crucial channel for achieving this objective.

“As the government we would like to make sure that women are taking the center stage in entrepreneurship development through the programme that the government is collaborating in with USAF which is the EDHE SWEEP programme.” - Ms Mandisa Cakwe

Other speakers also noted women empowerment as one of the initiatives that should form part of programmes aimed at promoting an entrepreneurial mindset and student entrepreneurship.

Dr Stella Bvuma shared that there are gender gaps in entrepreneurship and the digital economy and that gender disparities persist in various sectors of the economy. She added that the research she conducted on the under-representation of women in entrepreneurship with a specific focus on SMMES and technological training she found that the under-representation was a result of barriers for female entrepreneurs and these are namely; cultural norms, societal expectations, gender stereotypes, lack of funding, lack of mentoring and coaching opportunities. She added that women encounter challenges when perusing careers in information technology and that government needs to focus on an inclusive funding system that ensures inclusive and diversity.

It was noted that most women who are in business do it to survive economically. An example cited to demonstrate this is the informal businesses which is a sector that is saturated with women. Limited access to technology and internet connectivity is also one of the challenges more especially in the rural areas and balancing work / business and family were cited as the reasons as to why female students don't show any interest towards an entrepreneurial career. Male dominance in industries such as interior design was also cited among these reasons as women who want to pursue entrepreneurial ventures in this field often feel inferior due to the sector being male dominated.

Women focused organisations shared on how their women entrepreneurship initiatives they run through their organizations have aided women in the entrepreneurial pursuits. For instance, founder and Director of SheCab stated that through her women focused organisation where the whole staff are student women some of the students met their potential employer while driving them to the airport. She further noted that they are currently training 5 women from getting a license and Professional Driving Permit (PDP) as well as driving experience.

“When women come together incredible things happen.” – Maambele Khosa

Similarly, Ashoka established an initiative called the Wise initiative which is a space for women to discuss the challenges they are facing in business.

“More universities are fusing entrepreneurial education into their curriculum and urging female students to participate in entrepreneur education; it is time for us as women to shine.” - Prof Makhosazana Magigaba

Dr Stella Bvuma; Women of Stature category winner for Women in Technology from the University of Johannesburg spoke on the importance of collaborations among the different sectors, also noting that each and every sector has a role to play in equipping women with the necessary entrepreneurial skills. She expressed that over the years government has been held solely accountable whilst the private sector also has a pivotal role to play further noting that the private sector has numerous resources they could share and that these are not only monetary resources but other resources such as mentorship and coaching.

Dr Bvuma proposed that student women are introduced to and paired with successful female entrepreneurs they identify with and develop workshop programmes that will help them to overcome imposter syndrome and self-doubt.

5.4 The role of Entrepreneurship Activation Offices (EAOs) within universities

In addition to the initiatives taken by universities to ensure the success of student entrepreneurship, the universities established Economic Activation Offices which are centers of entrepreneurship aimed at supporting student entrepreneurship.



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Facilitating the session on EAOs Dr Norah Clarke; Director: Entrepreneurship at Universities South Africa shared that at the first Executive Leadership Workshop (ELW) that took place in 2019 with stakeholders and executive leadership in universities to engage and define what needs to happen in the entrepreneurial development space; the stakeholders and executive leaders shared that there should be a central point for entrepreneurship development in all the universities and came up with a recommendation that the center of entrepreneurship should be endorsed by a Deputy Vice Chancellor.

Following the example of the Durban University of Technology (DUT) Innobiz, they developed the center of education office model, the office is a student friendly office taken seriously by the university, endorsed at least by a DVC and working to disseminate information and connect people in the university to the university's entrepreneurship ecosystem but also to connect people in the university to external partners such as practitioners, industry representatives and public sector players and whoever needs to be connected to this ecosystem.

The first ten universities that were supported by Standard Bank; a partner of EDHE in developing their Economic Activation Offices shared on the progress made by their universities thus far. Dr Norah Clarke stated that these ten universities were selected from a list of universities who responded to the call-out for expression of interest shared by EDHE.

Ms. Jayde Barends, Technology Transfer Officer at the Cape Peninsula University of Technology (CPUT) shared that CPUT Developed a frame work for their EAO and tied it in with their university's region 20 more specifically to prepare students for the world of work, developing the relevant research capacity and research with a focus on societal needs as well as championing for societal culture and economic growth as depicted in figure 5 below.

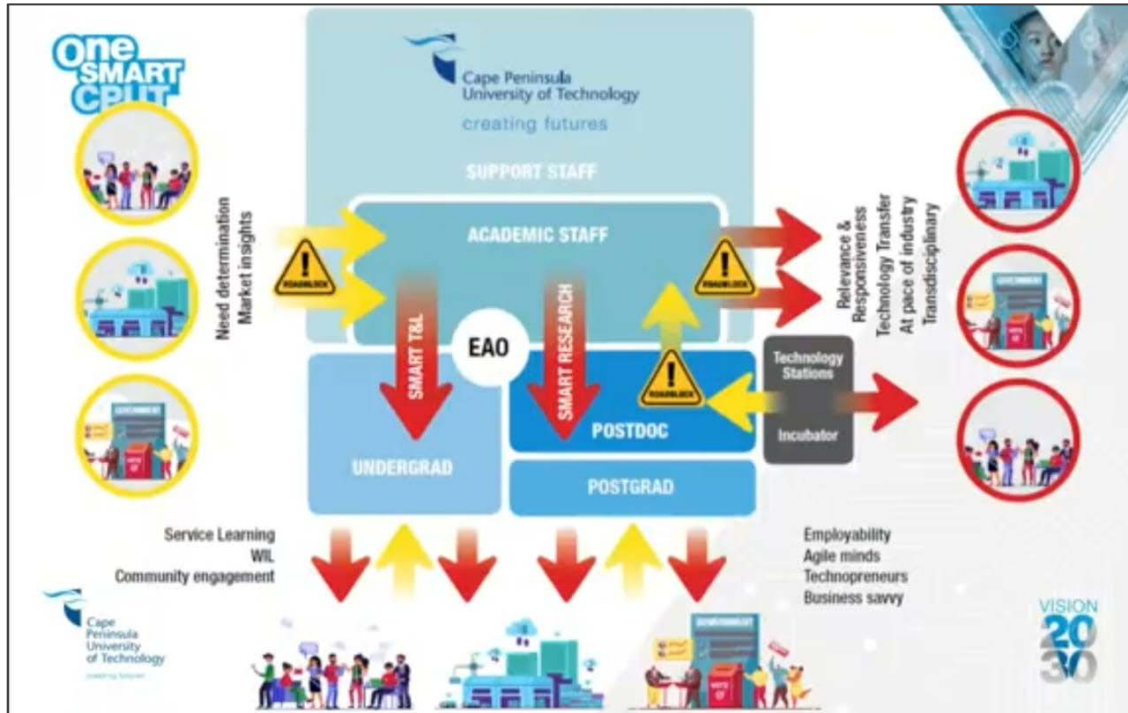


Figure 5: CPUT EAO model

Ms. Jayde Barends further added that the EAO is positioned at the center of the university and that the idea is to build capacity for academics and support staff in terms of thinking entrepreneurially and embedding entrepreneurial capacity within the curriculum with the hope that it will filter down to the teaching and learning of the students.

“We hope that it would basically encourage or develop a more entrepreneurial mindset not only resulting in entrepreneurs but also in more employable graduates or just developing an industry thinking and market thinking mindset amongst students.”

She also stated that parallel to that ensuring that their research is focused on market demands and responds to societal and market needs and ultimately what they are hoping to see at CPUT is the development of an entrepreneurial culture, entrepreneurs and people who are able to thrive and create within the workplace.

Ms. Nontoko Ngcobo, Manager of Innobiz at DUT shared a short video that their EAO at Innobiz has done to date. She added that they unpacked the EDHE goals and envisioned 2030 goals of the university which include developing entrepreneurship of students. With the support of the VC and management who provided funding, they started working with their student using a blended approach that involves theoretical and practical learning and incorporated it in their incubation programme which looks at the call-out to the post-incubation phase, each and every phase has a series of training sessions, ideation, design thinking, the lean canvas model, the exchange and exposure.

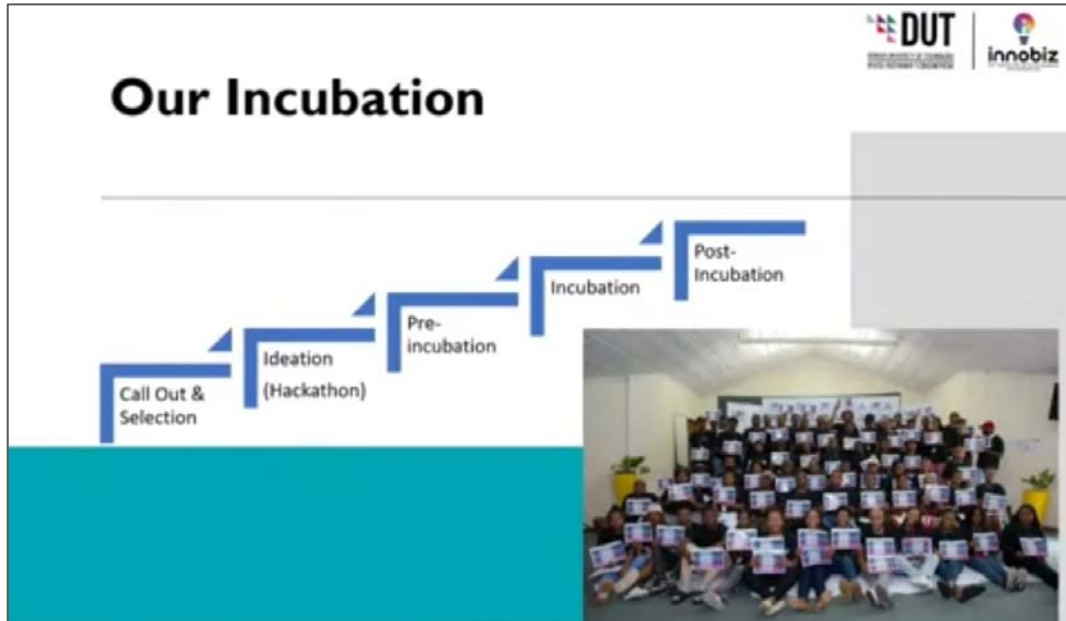


Figure 6: DUT EAO model

She added that for the student to move to the next phase they should have completed all the activities in the phase they are currently in, for example the ideation phase has four activities and the pre-incubation has ten activities up to the last phase of the incubation. She further noted that the students who are in their programme are juggling full-time studies and their ventures and they have managed to create successful ventures, below are some of the ventures noted by Ms. Nontokozo Ngcobo.



Figure 7: DUT successful ventures

The EAO has entrepreneurship coordinator's programme support academics with latest entrepreneurship pedagogies, the platform also serves as an exchange of knowledge. She further stated that they rely on their faculties to be the champions on the ground as they work closely with students, their role is to identify those students who have ventures that can be turned into sustainable businesses. The facilities they have include the technology-hub, the innovation-hub, the-Agri hub and fashion-hub these hubs make their approach more practical.

Prof Pierre Joubert, Head of School at Sol Plaatje University Shared that at Solplaatjie University (SPU) they have what they call the house of EMS (Economics Management Science) depicted in figure 8 below. The Center of Entrepreneurship Development and Research (CEDAR) sits under the house of EMS, CEDAR was launched in December 2022, it has three rooms, namely; Research, Teaching and EAO. Under CEDAR, the research component focuses on various projects that are linked to entrepreneurship development and

various academics are engaging in this area. The teaching component focuses on an entrepreneurship post graduate diploma and the generic entrepreneurship module that is compulsory for all SPU students as well as a higher certificate in entrepreneurship that will be implemented in the near future. The EAO office is occupied fulltime by the university's staff, it is an umbrella office which includes EDHE activities for students including the intervarsity and other events that are on and off campus, SWEEP, Hackathons by IT students, Enactus, students who do walk-ins for consultations, community.

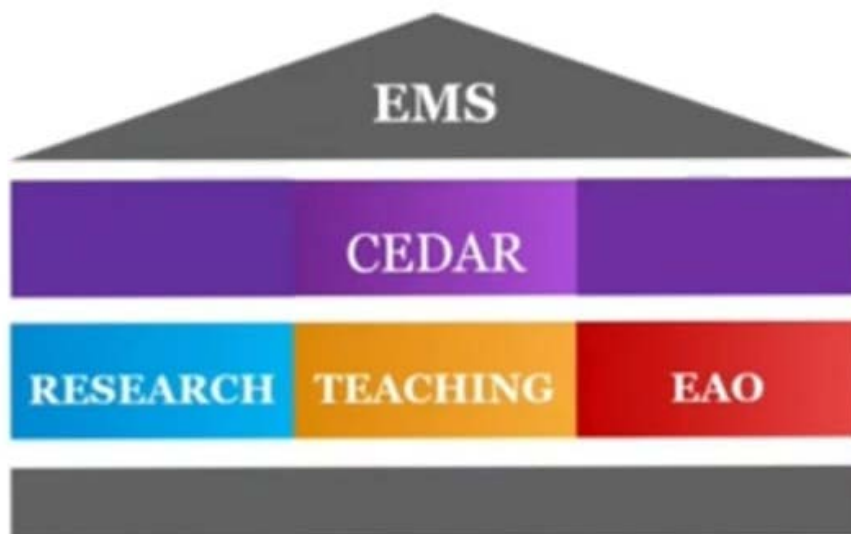


Figure 8: EMS house model

Mr. Sabelo Malindisa; Business Development at Walter Sisulu University expressed that their EAO has been a crucial drive for innovation, entrepreneurship, economic activation and social impact. He further noted that the university has witnessed the power of collaboration which is facilitated by the activation office where a number of students, faculties and local businesses as well as social entrepreneurs have worked together in championing entrepreneurship development. He further noted that the EAO has led to collaborations that have enabled them to break-away from operating in silos and that this has helped them with resource management and ensuring that the little resources the university has are put to good use.

Ms. Caro Buitendag; Technology Transfer Officer at the University of Johannesburg (UJ) shared that UJ started the EAO by identifying the relevant role players in their university's ecosystem and mapped out the ecosystem through desktop research and engaging with entities who are also role players in the ecosystem and engaged them to get their buy-in on the EAO. She also shared that the university managed to get the buy-in and set-up a forum through which they have recently had a formal engagement with all the role players. Ms. Caro Buitendag added that the forum plans to develop an online platform to ensure that the EAO is accessible to students, the staff members within the university and most importantly for industry and the community sitting outside the university.



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Ms. Xolisa Moerane; Program Coordinator, Tshwane University of Technology (TUT) indicated that (TUT) already had a center for entrepreneurship development, being among the selected universities who submitted an expression of interest helped the university to formalize their EAO that is based in the faculty of management science. She expressed that formalizing the EAO has also helped TUT in ensuring that the university is really practicing entrepreneurship development.

She also shared that their approach involves supporting students who are studying towards a diploma and post graduate students who are doing management and entrepreneurship degrees through engaging them from the second year of their qualification, they take them through work integrated learning with a focus on their business canvas and also ensure that as they graduate, they have already set-up their businesses and that they are running those businesses within the university no matter how little the business makes in terms of profit. She added that once the students have graduated the university includes them in the university's supplier programme and also take them through a seven months programme following which they are given access to market and also assisted with sourcing funding to ensure that their business feeds into the broader economy.

Ms. Nwaila Mususumeli; Entrepreneurship Coordinator Officer, at the University of Limpopo shared that the University of Limpopo fused its activation office into the digital hub which falls under the technology transfer office. The aim was to ensure that the digital hub is a one-stop for all their students as this enables them to easily access all the services they require. She added that the EAO intends to offer students training, support, business development services and a space to do their research and prototypes for pitching competitions such as the intervarsity competition. She further shared that the EAO also offers students mentors who can assist them throughout the process and that they have also partnered with other institutions such FNB and NYDE for support in terms of funding so that students do not have to source funding outside the university space. She added that the EAO also ensures that students have access to market through assisting them with testing the viability of their products in the market to enable them to accelerate their businesses.



Figure 9: University of Limpopo EAO model

Dr Anyway Mikioni ; Student Coordinator, at the University of Venda EAO centralized on the ASHEA model depicted in figure10, he added that the model focuses on activating, educating, connecting, elevating and adding value. He further noted the function of the EOA as to ensure that the entrepreneurship ecosystem within the institution is producing sustainable businesses and therefore positioning the university as an entrepreneurial service hub; the EAO also focuses on educating through initiatives such as STEP, ENACTUS and the global enterprise experience. In addition, connecting the entrepreneurs to various stakeholders within and outside the university to ensure that they are exposed to diverse opportunities and experiences.

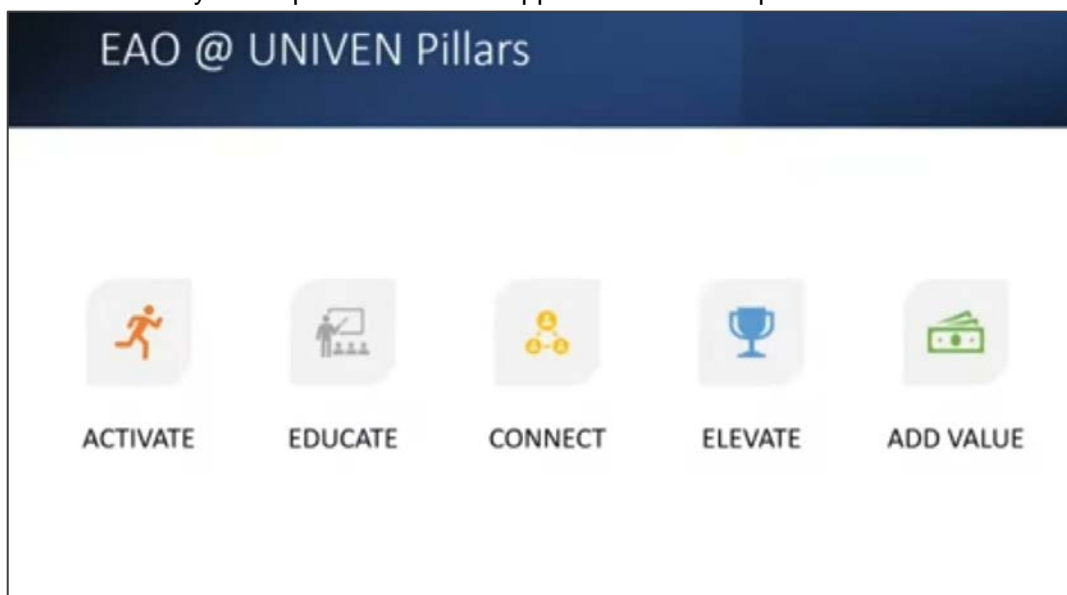




Figure 10: University of Venda EAO pillars

Ms. Karen Snyman; Specialist for Student Entrepreneurship at the Nelson Mandela University shared that the Nelson Mandela University EAO is located at the Madiba Youth Entrepreneurship Lab. The aim of the EAO is to respond to the university's 2030 strategic vision which speaks to providing entrepreneurship education through the education curricula and experiential learning and provide students with opportunities that cultivate innovative minds and an entrepreneurial mindset and preparing students for entrepreneurship and the world of work.

She added that the Nelson Mandela University also aligns with the strategic objectives of EDHE through providing students with the opportunity to operate their businesses on campus and have also developed policy for enabling this aspect of their EAO. Other aspects involve rolling out EDHE initiatives such as the intervarsity competition, SWEEP and other various programmes. The EAO has engaged in the following activities; launched a SWEEP chapter, had a student entrepreneurship week, established a student development work group to support students, established an incubators network, rolled out a student assessment tool, hosted their first annual indaba for student entrepreneurship practitioners for eight TVET colleges and four universities and have also included student activators within faculties who are student volunteers who create awareness on the university's student entrepreneurship initiative.

Ms. Nadia Waggie; Head: Sustainability and Impact at the University of Cape Town shared on their EAO that is based in career services, she stated that their mission is to support their students and prepare them for the world of work. she noted their focus as mentorship, networking and transitioning. She stated that in addition to the transitional support that they provide to students after 3 years of graduation, she added that UCT plus also allows students to engage in their extra curricula activities as the different ways in which they support their students. She further elaborated that they will be launching SWEEP chapter and Website for entrepreneurship in the near future.

5.5 Commercialisation in Humanities and social sciences

Although universities are making strides in promoting innovation within academic institutions Prof. Ahmed Bawa shared that South Africa has a weak record on innovation as it is ranked 61st place on the Global Innovation Index (GII) he attributed this to the production of research that does not reach the commercialization phase.

"We produce a lot of research but it doesn't translate into innovation; we have a research chasm." - Prof. Ahmed Bawa

An audience member who shared the same sentiments, stated that universities have done a lot of research and have a lot of patents and yet there is no commercialisation of this research. Echoing this, one of the facilitators asked how professors can talk about commercialisation or even expect it from their students when they themselves have never done it.

Dr Diane Parker; Advisor to the Vice Chancellor at the University of Pretoria added that spinoff companies established for short courses offered by lecturers within the university take all the

revenue generated while the university does not benefit. She further stated that there is a need for an enabling environment for universities to develop proper regulations around spinoff companies.

“Commercialisation within universities needs to advance the institutions and not individual lecturers advancing themselves” - Dr Diane Parker

Azwihangwisi Mavhandu-Mudzusi from University of South Africa encouraged masters and doctoral students to start with commercialization, partners and impact looking at the beneficiaries this is now included as part of the purpose of the research.

“If universities can use their IP / research to improve society and the economy; hopefully the research will lead to good findings that will lead to the development of policy by the government.”

As argued by (Iwara & Kilonzo, 2022), the “ultimate yardstick for measuring the success of a university is the improvement in the life of the people it serves” and that the needs of the society should be at the center of the university’s activities. In the same vein, Dr Thabang Mosiea; Director: Science and Technology for Sustainable Human Settlements shared that the relevance of universities needs to be questioned in their community context and further expressed that if a university is ranked high whereas the community in which it is located has no progress that would translate to the notion that the university is not making any impact in their community; he cited a university in a community full of shacks as an example.

It was noted that while universities play a crucial role in producing research that is essential for innovations that are aimed at solving societies problems, funding allocated to universities is not sufficient for Research and Development (R&D). It was further noted that there are no regulations on how universities utilise their first stream income, the government grant is mostly used for university operations and research. Mr. Chief Mabizela expressed that it is crucial to have entrepreneurial universities that can commercialise while still fulfilling the mandate of a university. He added that this would require the buy in of academics so they don’t feel as though they are being compelled to build an entrepreneurial university.

“R&D in Social Sciences e.g., analysing data is not seen as R&D.” - Ms Jetane Charsley

“Some universities don’t have early research funding” - Prof. Henk Louw

Commercialisation within Humanities and Social Sciences was noted as the most challenging due to the nature of these disciplines. Mr Chief Mabizela stated that the concept of commercialisation in Humanities and Social Sciences is somewhat new and may find some resistance from the traditionalists of Academia although it is generally not new. He proposed that commercialisation in Humanities and Social Sciences disciplines should be a collaboration among disciplines as the product would require technology and engineering expertise; he added that commercialisation should work for all the disciplines and that there should be interdependence among the faculties within the institution.

It was also noted that Social Science research in business doesn't always turn out as a tangible product but as the know-how but it has business potential. In fact, government policy intervention in the form of a 2019 white paper and decadal plan that advocates for the inclusion of humanities, highlights the important role that humanities can play in the implementation of technologies. Dr Petro Erasmus added that funding is easily given when there is a tangible product or device; she expressed that through collaboration, a product could be created using the research and technology. Dr Erasmus cited some of the products innovated by the Nelson Mandela University as an example of this. She shared that the department of psychology developed a math board game designed for pre-primary and primary school learners aimed at improving children's math achievement by focusing on cognitive and neuro-psychological aspects. She added that the university had received funding from the Technology Innovation Agency. Another product was Touch Tutor which is an online tutor that offers classes in different indigenous languages she further stated that Social Sciences creativity and technology were needed to develop these products.

Dr Erasmus further noted that the decadal plan encourages transdisciplinary approaches with collaboration that encompasses Humanities and Social Sciences. She further noted that the plan also proposes for a collaboration fund for Social sciences, Technology and Innovation to minimise coordination failures in the system also further noting that it will be designed with the Humanities and Social Sciences as a focal point and with a focus in increasing collaboration. Dr Erasmus added that impact investment organizations, particularly funders, want to invest in a tangible product and not just in the research.

Prof. Henk Louw from North-West University also added to this assertion stating that South Africa lacks incentives and resources for commercialization. He added that indeed Social Sciences is often thought of as something that cannot be commercialised and that one has to study commerce which he noted as invalid.

Some insights were shared on how the commercialisation of research can be turned into a seamless process and these are as follows:

- Involving industry at the early stages when doing research for commercialization, this helps in ensuring that the outcome is addressing a real-life problem;
- Testing the product at an early stage to gather insights on its functionality;
- Piloting the product with the assistance of accelerators to ensure that it is market-fit;
- Leveraging the value added by universities as they encourage students to test their products out in the real world in a controlled environment;
- Being adaptable and flexible to apply any changes in each phase while testing the product / fail fast and fail forward;
- Identifying gaps and collaborating in areas that might require other skills e.g., marketing, finance.

A number of initiatives and organizations that support entrepreneurs were highlighted and noted as follows;

- The Department of Science and Innovation (DSI)
- The Technology Innovation Agency (TIA) an entity of the Department of Science and Innovation (DSI) which offers assistance from idea / concept up to prototype, even provide a mentor and work with you until you have a product
- Southern African Research and Innovation Management Association (SARIMA) which is an organization that supports universities at higher education level with research

5.6 The role of Cultural and Creative industries in the South African Economy

Prof Jen Snowball; Head: Department of Economics at Rhodes University stated that based on the national data produced by Stats SA, cultural and creative industries contribute immensely to the GDP and towards innovation. She added that 45% of creative jobs in South Africa are in Gauteng, followed by the Western Cape and KwaZulu-Natal. Prof. Rene Smith added to this stating that South Africa has long been analysing the important contribution of the creative industry to the economy. She added that documents such as the Accelerated and Shared Growth Initiative for South Africa (ASGISA), the Cultural Industries Growth Strategy (CIGS), the National Industrial Policy Framework (NIPF) and the National Development Plan (NDP) show that the Cultural Creative Industries potential as an important role player in the economy has long been identified.

Prof Jen Snowball noted that on the production aspect, cultural creative industries are characterized by a high prevalence of small and micro enterprises, reliance on face-to-face interactions for production and consumption, prevalence of project-based income generation and reliance on local and international tourism while on the employment side they are characterized by informal and freelance work as well as the importance of networking and events for career development.

Prof Jen Snowball also noted the important attributes for cultural creative industries as follows;

- Creative skills and talent linked to commercial acumen such as:
 - Being able to work across multiple social media platforms to promote your work;
 - Awareness of copyright and IP;
 - An understanding of business basics e.g., registration, tax liability and available business support;
- Having a wide range of skills and projects in their portfolio;
 - Having a formal qualification and also being open to informal learning;
- Using social and online networks to signal their talents.

“Innovation and entrepreneurship are interconnected, without innovation and creativity there could hardly be entrepreneurship” - Prof. Thandwa Mthembu

Drawing on interview data, Prof Jen Snowball noted the advantages of working in cultural creative industries as the enjoyment of varied and interesting work, autonomy to choose projects, flexibility and opportunities for networking and travel. The challenges she noted are that creatives experience difficulties with building a reputation at the early stages of their career, there is uncertain demand and markets, the work is project-based and usually only for a short-term and also there is a super-star effect and only a few succeed in building successful careers.

“During COVID-19 much of the work was carried out through online platforms including the performing arts work where artists were performing online which presented with IP challenges.” - Prof Jen Snowball

Prof Rene Smith shared that mindsets were shifted with the development of the Mzansi Golden Economy in 2011 and the cultural creative industry and economy gained currency as the Arts became perceived as an industry that makes business sense. In 2011 the South African Cultural Observatory (SACO), started doing research focused on the Cultural Creative Industry (CCI). Following this research, creatives in higher education raised recognition concerns on not being granted subsidies for the work they do and after a series of consultations, finally in 2017 the Department of Higher Education and Training (DHET) came forward with a policy on the evaluation of creative outputs and innovations produced by Public Higher Education Institutions, she further noted that this shift was an important milestone for academic institutions. This progress led to the 2022 CCI Master Plan.

5.6.1 Mentorship as a tool to develop sustainable entrepreneurship in the Arts and Creative and Cultural industries

Mentorship is considered a critical tool that entrepreneurs should possess in order to build sustainable businesses including those in the creative industry. Ms. Thulisile Manzini noted the importance of business skills for entrepreneurs, she also noted that the lack of business skills limits the competitiveness of business enterprises which hinders their success.

“Successful SMME entrepreneurs do not only possess innovation and creativity but also strong business skills and sufficient networks.” - Ms. Thulisile Manzini

Prof. Matshediso Mohapeloa; Lecturer at Rhodes University alongside Prof Peter Baur; Lecturer at the Schools of Economics at the University of Johannesburg and Ms Samantha Mathews; Lecturer in the school of Public Management at the University of Johannesburg looked into mentorship tools that support creatives to be successful entrepreneurs within the creative space.

Ms Samantha Mathews expressed that mentorship programmes that are geared at equipping creatives with entrepreneurial skills are most likely to be a success when there is 40 percent component that is theoretical and 60 percent component that is practical. She added that some institutions that specialize in creative degrees are doing this very well through

mentorship programmes that are built into the degree which assists with producing creatives who are industry ready upon completing their qualification. In year one within the degree the students are already creating a portfolio and also working with industry and these institutions are already providing them with exposure to industry specialists through inviting them for guest lectures; this helps the students in keeping up with the latest trends in the creative industry and also gain the experience they need through informal learning.

Prof Peter Baur spoke on a peer mentoring programme that the University of Johannesburg College of Business Economics offers to assist first year students to adjust in transitioning from a high school to tertiary environment through assigning them a mentor who can assist them with navigating an environment that requires them to be autonomous and apply the knowledge they gain successfully. The programme is aimed at encouraging students to learn from their peers who are in their second, third and post-graduate years through peer-to-peer mentoring which also leads to collaborations and supporting one another. Through this programme the mentors equip first year students with skills that the university as an academic institution cannot provide.

The mentors are also assessed and provided with basic training that focuses on the skills they require in order to volunteer and participate in the peer mentoring programme. During the COVID-19 pandemic lockdown the mentors had to adapt to the changing environment and align their goals to the needs of mentees which made the programme effective and helped the first-year students to cope as learning activities became virtual. Ms Samantha Mathews added that with mentorship, it is crucial that part of the criteria for selecting mentors looks at whether the mentor is able to identify with the mentee, Prof Baur added that the mentor must be someone who is willing to sacrifice their time and commit to being a mentor not only because of other benefits that come with it but solely because they want to make a difference. Prof Baur further expressed that in terms of coping with some of the challenges the mentors might experience, in addition to the training and additional resources, mentors are paired with coordinators with whom they have regular meetings.

“Not all mentors are going to be the right fit but to create the right type of a mentor we need them to meet the right skills and have that commitment so it’s a combination between the right skills and commitment.” - Prof Peter Baur

Prof Peter Baur also shared that in the creative industry the language used plays an important role. When bringing business skills into the creative industry there needs to be a specific focus on creatives and what they value namely; innovation, creativity, ability and commitment.

“Let’s say for instance we have a mentor who is highly skilled in business and maybe comes from an academic background and can do accountancy, business management, SWOT analysis and may other wonderful business techniques that we can teach but when it comes to creatives, we need to think about what they value for example innovation, creativity, ability and commitment.” - Prof Peter Baur



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It was noted that creatives would experience challenges if they were expected to see things in monetary terms and place their value on the monetary instead of innovation, creativity, ability and commitment. Prof Peter Baur indicated that the research data they have gathered on the creative industry shows that there could be a translation problem when bringing business skills and knowledge to a creative so that the creatives can use that knowledge to develop their businesses. He added that after training when asked for feedback the creatives would indicate that the training was beneficial and that trainer was knowledgeable but when using different analysis techniques such as word sentiments and factor analysis to delve deeper into the data, they revealed that there are challenges.

“When we ask them what do they want more of, the response would be that they want business skills while the training has provided them with business skills.” – Prof Peter Baur

Prof Peter Baur further noted that this gap between the mentor and mentee is a result of the difference in the language spoken by the business mentor when compared to that of the creative. Attesting to this sentiment, Ms Samantha Mathews expressed that it is for this reason that the creative industry needs to build up mentors who are within the creative industry as they would already understand the fundamentals of the creative language.

“We need to take a successful creative that has done well in the industry and have also understood the ropes of what it is to translate their creativity into a business and turn their vocation into a bank balance and all the challenges in all that and that is what the research on mentorship programmes for creatives is focused and this could be applied across mentorship programmes for various industries.” Ms Samantha Mathews

“Studies have shown that start-up and struggling businesses are the ones that often require mentorship and instead of bringing in big businesses in trying to bridge the gap, why aren't we using growing businesses that have overcome those challenges and are no longer micro businesses?” Ms Samantha Mathews

The creative industry is characterized by informal and freelance work and this presents numerous challenges and advantages. The advantages are that creatives are passionate about their work, have a high level of autonomy, networking and travelling opportunities as well as flexible hours although they often have to work for long hours. The challenges include the need for support in building a reputation, precarious work and the superstar effect.

Ms. Beth Arendse; CEO, South African Cultural Industries Incubator spoke on the Initiatives their organization has established to equip creatives with entrepreneurial skills. The first one is the South African Creative Industries Incubator. The incubator is based in a township located in Pretoria and focuses on normalising technical, business management skills, business support and markets for creatives. She noted that as an incubator that works with creatives, they have learned that creatives are intrinsically entrepreneurial but lack the entrepreneurial language.

The South African Cultural Industries Incubator also has a space in Johannesburg in Braamfontein that is part of the creative hub and have recently opened another one in Cape Town. She further shared that the initiative has assisted 150 creative businesses and have serviced over 600 creatives across various genres in the arts including music, fashion, visual arts, technology and performance arts. The initiative involves short courses, workshops and masterclasses to help creatives maximise their creativity and benefit from it from an economic perspective.

The Arts and Culture Trust (ACT) was established with the aim of advancing the arts in South Africa. Ms Palesa Molefe; Programme Coordinator at the Arts and Culture Trust mentioned that after they moved to grant funding over the years, they noticed that the same applicants were constantly returning for funding every time their project funds were depleted. Upon reflecting on the work ACT does during the COVID-19 pandemic, the decision the organisation reached was to include training and development as part an essential aspect of all their initiatives which then replaced funding. In 2021 ACT launched two new programmes one was for grade 12 learners and the other one was for school leavers who wish to complete their studies.

The ACT Thuthukani which is the current programme in which ACT works jointly with the South African Cultural Industries Incubator with the aim of giving back to the country's creative in the form of training and mentorship that will enable them to build sustainable creative businesses that will sustain their livelihoods. She added that through this new process and new programme, applicants undergo a training programme made up of five modules over a period of two months, upon completion they go through an investment phase whereby they implement their projects. Ms Molefe further stated that ACT has gone through three cycles and has trained over 90 entrepreneurs and has spent under a million rands over a period of 18 months which is 3 cohorts.

Ms. Levinia Jones; Chair in projects and research committee at the Arts and Culture Trust shared that mentorship in the creative industry is both formal and informal and that the best avenue through which it can be offered in this format is through creative hubs. She noted that in the creative sector it is imperative to create safe spaces that encourage sharing, creating links and networks in addition to mentorship, Ms. Levinia Jones further stated that in there is also academic research that supports this observation.

Also sharing on formal and informal interventions and echoing the sentiments shared by Ms. Samantha Mathews and Prof Peter Beur, Ms. Beth Arendse stated that an approach that marries the business and life coaching works best particularly when the life coach is also an entrepreneur. Ms. Beth Arendse added that in the programmes initial phases it was difficult to find creative business coaches because entrepreneurs are not normally in creative businesses.

“When it comes to mentorship for creatives, I wouldn’t hire someone who has a failed business or has never been an entrepreneur because entrepreneurship is harder than the creative business.” - Ms. Beth Arendse

“It’s only now six years later that we have a pool of entrepreneurs who are also creatives.” - Ms. Beth Arendse

Ms. Beth Arendse added that their formal mentorship is industry mentorship that connects creatives to industry and has been a critical element for their creatives mentorship programmes. The only challenge in this regard is that, industry has limited time at their disposal. Therefore, the South African Cultural Industries Incubator has created a programme where they can bring industry specialist in for a short period and create immersive experiences for creatives within industry.

“One great example is that of one of our backyard seamstresses who underwent a fashion lab programme and ended up in an internship with one of South Africa’s top fashion houses and how we knew that we have succeeded was when she said she loves the company but cannot be an employee for longer than 6 months because she needs to rebuild her business and she’s thriving as a result of all the exposure and learnings she gained in industry.” - Ms. Beth Arendse

She added that they have done the same in the music industry working closely with industry partners. She further shared that their strategy has been finding one industry champion who can lobby other relevant industry stakeholders lap pilot working with key industry partners.

“We just did a music lab pilot, we are working with a very well-known industry player; they are responsible for the most amapiano music in the industry right now and I’ve also worked with another champion, she brought in seven more key people.” - Ms. Beth Arendse

Ms. Beth Arendse also shared that through mentoring creatives, they realized that creatives are great at collaboration and that with creatives the peer-to-peer mentorship is organic, communication channels created during the programme e.g., WhatsApp groups are still active with all the creatives who were part of the programme, they have used these groups to create get together and trade with each other. On the informal side of mentoring creatives, it is important to adapt to their needs and work around their time.

“Because we work with creatives, we work around the creatives time even if it means having our sessions at night or around 12am and 3am because that’s how creatives work.” - Ms. Beth Arendse

Ms. Palesa Molefe shared that ACT’s formal mentorship focuses on a lot of one-on-one mentorship and training in addition to group mentorship which brings in the peer-to-peer mentorship and collaboration component. She added that ACT’s informal mentorship is lacking because although they have group mentorship, they constantly find it difficult to get

participants to collaborate and they constantly have to encourage them to start WhatsApp groups.

“There constantly has to be encouragement on our end as ACT and on the facilitator’s side, I don’t know if it’s because of the mentality of working in silos.” - Ms. Palesa Molefe

“We do our best to make sure that people understand that mentoring is good but you need to want it and need it” – Ms. Palesa Molefe

Ms. Palesa Molefe added that they have noticed that in the trainings their undertaken with programme beneficiaries, they are not certain and forthcoming when it comes to collaborations and openly sharing and that this often unfolds at the end of the programme. She added that working with facilitators who are also in the industry, have been through the ACT programmes and in the same age group as mentees has worked to their benefit.

Ms. Levinia Jones stated that on their end the formal processes are measured; there is a contract, time frames and careful orchestration and they are very specific while informal mentoring is about cultivating a space where creatives can peer mentor without orchestration.

“Informal peer mentoring could be sitting in a bar in Braamfontein over a drink at the end of a project or when you are offloading the truck with a gear and there is a moment of exchange between people because they’ve had an experience that they can share with someone else.” - Ms. Levinia Jones

Ms. Levinia Jones added that although informal peer mentoring is difficult to measure it is important in that those unexpected moments of exchange between artists lead to great collaborations. She added that it is also challenging to capture these informal peer mentoring moments in research as they are unplanned and because they are difficult to foster as they happen organically; their impact is an exponential lived experience that provides creatives with an opportunity to see a different perspective outside of their own.

“You can be intentional in creating a space that allows for peer-learning whether on an online or physical space and this can be done at the screening phase and onboarding process.” - Ms. Beth Arendse

“By the time someone gets into a programme they feel like a rockstar and that they’ve made it because they’ve received a call back twice and you have made them sweat a little bit.” - Ms. Beth Arendse

Ms. Beth Arendse added that the programme has a 90% retention rate as a result of the cumbersome qualification criteria and multistep process as it makes applicants to value the programme; creating a sense of belonging for creatives through the incubations and incentivizing them through awards when graduating them creates value for creatives.

“Some of the participants come back as peer mentors after graduating.” - Ms. Beth Arendse

“I’ve got a cohort of 21 entrepreneurs who are working on innovative platforms and the work they are doing is phenomenal but one of the sad parts is that when you get to the SEED or pre-SEED funding it’s very challenging” - Ms. Beth Arendse

There is a lot of effort being put into creating innovation funding opportunities that are fit for the creative sector as it is seen as a high-risk industry because the value chains and business models are different; Venture Capital (VC) investors are risk averse.

“We will be launching a platform for craft work sourced from various provinces and it will be on a global platform, we mustn’t think small in the creative economy; we’ve got the finest products in the world and there is a demand globally for African aesthetic craft from music fashion and visual art and we need to work faster on creating mechanisms that will allow us to distribute our products globally. - Ms. Beth Arendse

An audience member asked if incubation hubs provide patents for budding entrepreneur’s creative ideas to ensure that their ideas are safe. Ms. Palesa Molefe stated that at ACT if there is an idea that requires patenting, they put the creative in touch with a board member that is in the legal field. She added that the idea needs to be unique and researched. Ms. Beth Arendse also shared that they work with intellectual property rights specialists in different creative fields and also teach creatives about how IP works.

“For example, sharing your visual art digitally in social media spaces for example on Facebook means that one no longer owns it and anyone can use it.” - Ms. Beth Arendse

5.7 The importance of networking in social entrepreneurship and commercialisation

The peer-to-peer mentoring and collaborations that arise among programme participants at Incubation hubs are often as a result of networking. Ms. Jo-Anne Johnston; Deputy Director-General at the Western Cape Government stated that networks function the same as mentorship. She added that it is essentially a system of mentors entrepreneurs can tap into. She described networking as an ongoing interaction that empower opportunities; Ms. Jo-Anne Johnston further added that globally 85% of jobs are filled through networks and 70% are never published.

“We need to be open to create and invite networks.” Ms. Jo-Anne Johnston

Ms. Jo-Anne Johnston also stated that students need to be taught on the importance of networks. She added that the notion of the network ecosystem should include players like government, municipalities, NGOs, stokvels, schools and international agencies.

Dr Robert Martin; Deputy Vice-Chancellor at the University of Venda indicated that they have done a stakeholder matrix for networks where they have a category for networking events through which they are trying to create network communities. He added that for visibility and outreach they use social media to showcase students creations through hackathons and pitching challenges.

Prof Venicia McGhie; Academic Development Practitioner, University of Western Cape noted networking as a lifeline for successful social entrepreneurship stated that it is about being a team player and that it should not be about a particular individual but should rather be about working together to empower one another and create impact.

Dr Thabang Mosiea; Director: Science and Technology for Sustainable Human Settlements advised on the importance of building networks with people who are trying to achieve the same goal further noting that peers are who are trying to achieve the same goal are the best teachers. As noted by the incubation hubs speakers he also shared a similar view stating that accelerator programmes and peer to peer mentorship are the best way for networking.

Adding to these sentiments Ms. Sam Gqomo mentioned relationship-building as a critical factor in ensuring the sustainability of social enterprises stating that relationship building needs constant engagement. She advised the social entrepreneurs need to keep communication open with those they engage for their campaigns and projects and also treat them as stakeholders by keeping them engaged through providing updates be it through mailing lists or other communication avenues such as inviting them to speak at your events or to be mentors.

6. Key take aways

- Social entrepreneurship was defined as social innovation that emanates from a passion project that is linked to social development goals has a great potential to solve real life problems
- Although social entrepreneurship is an initiative aimed at solving societal problems it is important to ensure that operates in a similar way as a formal business in order to ensure that it is sustainable
- Collaboration is an important aspect that can accelerate the achievement of an initiatives goals as it brings in different skills set that enhance and FastTrack the initiative
- While mentorship is an important catalyst, it is important to select mentors that mentees can relate to and identify with; particularly in the creative industry where the language spoken by business mentors and creatives in terms of what the creatives value differs immensely
- Numerous challenges are encountered when measuring impact on social innovation projects
- Persistent gender disparities in entrepreneurship were noted as an area that requires further attention although a number of women focused initiatives have been established to address this challenge
- Commercialisation in Humanities and Social Sciences remains a huge challenge, much of the research produced by universities is often not considered as Research and Development (R&D) and there is no specific funding allocated to R&D in academic institutions



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- Social Science research in business doesn't always turn out as a tangible product while funders want to see a tangible product in order to provide funding
- Although not noted in previous years government has recognized the contribution made by Cultural Creative Industries to the GDP
- Peer-to-peer mentorship whether formal or informal plays a huge role in creating lucrative collaborations among creatives.
- It is important to protect the intellectual property rights of creatives and researchers to avoid theft.
- Similar to peer-to-peer mentorship, networking was noted as a crucial factor in ensuring sustainable social enterprises and fast-tracking the goals of the initiative

7. Action points

- Attendance statistics showed a huge number of speakers particularly speakers from public universities; reducing the number of speakers and ensuring an even split of public universities, private sector and government speakers could capture the notion that all these sectors have an important role to play in promoting social innovation for societal impact.
- A strong focus on developing policy that will govern the building of entrepreneurial universities and student entrepreneurship
- Universities to work alongside the public and government sectors in development of funding models that cater for R&D within universities and social entrepreneurship initiatives aimed at innovation for social change
- Take the inclusion of entrepreneurship development at primary and secondary schooling levels curriculum into consideration
- A focus on effective ways of tracking progress and measuring initiatives aimed at encouraging student entrepreneurship e.g., Programme Monitoring & Evaluation
- Encourage speakers to propose solutions to each and every challenge raised in their presentations



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