'Building Active Citizenry': *An overview of scopes and deficits on selected SASSETA programmes.*

Final Report

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SASSETA is a statutory body established through the Skills Development Act of 1998 with a mandate to facilitate and oversee skills development in the safety and security sector in South Africa. Education is regarded as the major contributor to the improvement of living standards of disadvantaged groups.

For many poor South Africans, education is a means to a better life. But education is compounded by many problems, in some instances, these problems impact and results in the dropout of learners, which makes the dream of a better life or society elusive.

The study intends to conduct qualitative and quantitative analysis to understand the support or contribution of SASSETA towards building or promoting active citizenry; find the possible ways to improve the support of SASSETA to SMMEs and entrepreneurship in promoting active citizenry.

The report consists of five sections as follows:

i.   The context – This gave an overview of the active citizenry from the world's perspective narrowing down to Africa and then South Africa.

ii. Literature review – This section gave a background to the active citizenry through past and current thinking. The section gave substantiation to the problem and paved way for the methodology and also substantiated the central problem.

iii. Methodology – The methodology section describes the data collection tool (principally the research questionnaire) and its administration. Also, the data analysis procedure was outlined. The study deployed a qualitative research approach as detailed in part three of this report. However quantitative sources of data were also used to support the findings of the study.

iv. Presentation of results – The results were presented with study finding that SASSETA's contribution towards building active citizenry. Possible ways to improve the role of SASSETA in supporting the broader vision of building active citizenry - SMMEs and entrepreneurship were outlined and discussed.

v.   Conclusion and recommendations – The study was concluded in this section and recommendations were given which indicated that SASSETA need continue playing its role and supply the required skills in effort towards building active citizenry.

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1. The Development of Active citizenry

The notion of active citizenship has widespread appeal, yet it is ambiguous and open-ended. Active citizenship is a multi-dimensional image that includes vertical relationships (citizens engaging with the state) and horizontal relationships (citizens engaging with and among themselves) (Isandla institute, 2013). Hickey and Mohan (2005) provide a useful summary of how development theory and practice over the past few decades has reflected different interpretations and emphases of participation, as a right and obligation of citizenship.

They concluded that participation is not merely a technical project method, but a political empowerment methodology aimed at enhancing capabilities. This view of participation ties in with the notion of citizenship as becoming, of learning through practice, of transforming and democratising the political process in ways that progressively alter the realities of inclusion and exclusion.

The introduction of citizenship as a formal part of the National Curriculum in 2002 in England was the result of years of momentum building through the publication of policy-steering documents, and the commonly held view that new generations of students were suffering from a lack of political engagement. The start of this movement was based on Marshall's (1950) influential work which argued that three elements of citizenship (civil, political, and social) were developed in the eighteenth, nineteenth and twentieth centuries, respectively.

Citizenship was seen by Marshall as rights-based, with a large role of the state in ensuring that these rights are met across the three elements he identified. However, a re-conceptualisation of citizenship in the UK occurred during the 1980s. Citizenship was being viewed as more than just the payment of taxes, but also the contribution of time and commitment (Orton, 2006). For some time, political participation on the part of citizens has been in flux. Traditional manifestations of citizen participation in democratic politics have rapidly declined. This has included voting, political party membership, or civil society and trade union membership.

Contrary to the popular narrative, this trend had already begun in the 1980s, long before the fall of communism or the introduction of new technologies. This period marked the start of a decline in trust in political and institutional authorities among post-industrialized countries (Norris, 1999). Between 1980 and today, global voter turnout declined from 77 to 66 per cent. Europe has even had a suppressing effect on global numbers, as the decline has been heavier there than elsewhere, with the

absence of young voters in the political process being especially noteworthy. Among European citizens under thirty, only 43 per cent currently vote in national elections (Flash, 2015).

However, even as traditional participation has declined, alternative forms of active citizenship have been rising (Ortiz et al., 2013). Citizen protests have increased as the frequent news images of occupied streets and squares around the world illustrate. This includes anti-austerity protests such as Occupy Wall Street in the US and the Indignado movements in Spain and Greece, all in 2011. It also includes broader pro-democracy protests such as those in Bulgaria (2013), Poland (2016) and Macedonia (2016). One study in 2013 found that while 59 large protests took place globally in 2006, 112 occurred in the first half of 2013, which is a four-fold increase (ibid, 2013). Many of these were facilitated by the use of social media.

Citizen activism can also mobilize societies in a non-political way, such as around failing service-delivery. In its first year of operations in 2008, Estonia's "Clean Up Day" managed to involve four per cent of the population in a collective trash collection exercise voluntarily, sparking similar movements in countries around the world. Other forms of new active citizenship stem from the much touted sharing economy, which has brought about popular citizen-to-citizen services such as Airbnb, for home exchange, and Uber, for car sharing1. In order to promote engaged citizenship, Social Media is perhaps today's best recognized invention.

The converting force of Twitter and Facebook has helped many citizen demonstrations campaigns in the last decade, from Euromaidan in Ukraine to recent political protests in Poland. While the passive and non-physical approach to engage people was also criticised online activism – sometimes referred to as slacktivism or clicktivism – it may be the most important innovation of the past decade for facilitating active citizenship (Morozov, 2011).

To keep pace with the evolution of representation and the development of active citizenship, nations must change. To do so, they should look more closely at political movements. This is especially true of the mechanisms that political movements have employed to embrace active citizenship. Active citizenship has been incorporated in the education curriculums in different parts of the world.

In the USA, there has been a push towards increasing citizenship studies, or civics education since the education reform initiated by the current administration. As part of this reform, a 'road map' for civic

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[1] http://turkishpolicy.com/article/811/active-citizenship-political-movements-in-europe-the-evolution-of-political-representation

education was developed in order to better inform students on civics, government, economics, and history. There are variations in how citizenship is taught within individual states.

Internal and external assessment is used for different subjects and varies from state to state as well. In the State of Washington, civics education is taught throughout schooling and encourages the discussion of current local, national and international issues, and participation in school governance. Furthermore, it encourages schools to facilitate students' participation in community service linked to the formal curriculum as well as to engage them in extra-curricular activities in their community. In addition to this, students are also encouraged to take part in simulations of democratic procedures and processes such as voting, debates and elections.

In Europe, The European Economic and Social Committee's (EESC) encourages active citizenship through on-going contact, consultation and exchange with a vast range of interests and organisations at all levels, together known as organised civil society. Therefore, ordinary people are empowered, particularly when they choose to organise and express their views together. Participatory democracy widens the public debate on European integration and on specific policies and encourages more people to be active in community life.

The EESC is the institutional channel that enables citizens and their organisations to make their voices heard and have an active say in EU policymaking. By encouraging communication between the EU, its citizens and the organisations representing their interests, the EESC keeps people informed about the decisions that have an impact on their lives and enables them to act and react at the appropriate level. The Committee brings the EU closer to its people, boosts transparency and gives it greater democratic legitimacy (EESC, 2011).

SASSETA has an aim of improving active citizenry in South Africa as outlined in the strategic plans. In support of the National Development Plan, National Skills Development Strategy (NSDS) IIII and the White Paper for Post-School Education and Training SASSETA aims to develop skills that can support SMMEs and entrepreneurship. It is therefore expected that in doing this active citizenship will be improved. Hence this study aims to understand SASSETA's support to SMMEs and entrepreneurship in promoting active citizenry in South Africa. The outcome of the study will assist to understand the support aforementioned and how it can be improved thus supporting active citizenry as expected by the government of South Africa.

1.2 The position of SASSETA in supporting SMMEs and entrepreneurship to promote active citizenship

Active citizenry is still at developing stages in Africa moreover in South Africa. Citizens have not been involved in many governmental issues that are active citizenry and they have not been doing much for the society they belong to that is horizontal active citizenry. The countries have under apartheid for a long time and gained independence in the 1990s, this is another factor why the country is struggling to have active citizens. However, SASSETA aims to build a key crime prevention model aimed at changing the ways at which communities react to crime and violence.

On the under hand, South Africa has not escaped the global trend in development wisdom that looks to entrepreneurship, in the form of small, medium, and micro enterprises (SMMEs) in particular, for a variety of desirable outcomes, especially dynamic economic growth and employment creation. However, its efforts to promote this economic sector have produced disappointing results. According to comparative research, entrepreneurship in South Africa lags behind that in Chile, Thailand, Mexico, and it are other peers among emerging markets. Spending public money on promoting small and medium enterprises should produce concrete dividends, but the record suggests that, in this country, it has been more of a misplaced (CDE, 2004). Therefore, this entails that the SMMEs also fails to achieve the goal of active citizenry.

The Global Entrepreneurship Monitor has repeatedly highlighted South Africa's low rate of entrepreneurial activity, especially by young people, relative to other middle income developing countries like Argentina, Brazil and Mexico. The GEM study has linked this to the fact that South Africa has roughly half the proportion of young people who believe they have the skills necessary to start a business. An individual's belief in their own ability to start a business plays an extremely important part in their decision to start a business. People who believe they have the skills to start a business are five times more likely than others to actually attempt to start a business (Orford et al, 2003:25).

One of the primary public influences on individual attitudes toward entrepreneurship is the education system. The education system plays an important role in developing entrepreneurial skills and shaping attitudes in several different ways. Effective schooling should provide crucial skills in verbal and written communication and in numeracy. Depending on grade level and subject choices, schooling may also develop awareness and skills in areas more specifically related to business such as economics, accounting, and entrepreneurship. SASSETA is therefore available to promote the development of skills through partnering with the training institutions and certifying different type of skills. Also it

provides accreditation to private institutions that desire to develop skills hence SASSETA plays a role in the development of skills which can be entrepreneurial skills.

GEM South Africa has constantly argued that schooling has a vital role in entrepreneurial development and that improving the quality of school education and increasing the proportion of young people who complete schooling is crucial to increasing the prevalence and success of entrepreneurial activity in South Africa.

However, although entrepreneurship has been introduced to the South Africa school curricula there have not been any comprehensive assessments of the extent to which it is actually taught in schools or the role and effectiveness of entrepreneurial education in developing the competencies and attitudes necessary to pursue self-employment or entrepreneurship as a career (Orford and Wood, 2008:24). In this case SASSETA has to intervene to support the incorporation of entrepreneurship in the curricula and the monitoring and evaluation of it especially in the schools that will only receive accreditation from SASSETA.

SASSETA has made progress in South Africa in terms of supporting education that will promote SMMEs and entrepreneurship by developing skills that are necessary for such. In its strategic plan for 2020/2021-2024/2025, it was mentioned that SASSETA will be implementing learning programmes that will develop the necessary skills for entrepreneurs hence creating more jobs since employability has become a problem in South Africa (SASSETA, 2020).

Centre for Development and Enterprise (CDE) research (2004) put forward that all South Africans need to appreciate fully the relationship between immigration policy and the promotion of entrepreneurship. There is a need of skilled people to help develop the economy and train our citizens. Companies should recruit skilled foreigners who already have job offers in South Africa, as well as those who do not yet have jobs.

Entrepreneurs should be allowed into the country, from Africa and further afield, who have experience in running small businesses, and not restrict entry to larger investors only. SASSETA's position in promoting the influx of skilled workforce has not been explicitly stated and its support in accreditation and recognising foreign skills can improve the current situation.

The next part will give a detailed literature on active citizenry, SMMEs and entrepreneurship thus establishing the link.

2. Introduction

An explanatory study is complete with a relevant literature review. To have deeper understanding and come up with a comprehensive set of policy, academic papers, policy papers, peer-reviews were considered in coming up with the literature review. Sources such as World Bank, OECD and others were used in gathering the relevant literature. Also research and data from think tanks, industry leaders, research institutions and researchers, universities, and the business community will be used.

The literature review will give a background to the role of SMMEs and entrepreneurship in supporting active citizenry, identifying current models being used, explore new areas and improvements to the current models and make recommendations to drive progress in supporting SMMEs and entrepreneurship in promoting active citizenry.

2.1 Background to the active citizenry

Active citizenship is both an active process and a status associated with holding rights (Isandla institute, 2013). This understanding is echoed in other conceptions of active citizenship, which are not mutually exclusive but overlap at times. The different terminologies – "claim making", "enlarging political agency", "becoming" and "deliberation" – help to elucidate different concerns and points of emphasis. Active citizenship is a multi-dimensional image that includes vertical relationships (citizens engaging with the state) and horizontal relationships (citizens engaging with and among themselves) (Isandla institute, 2013). The notions of claim making and enlarging political agency reflect a particular interest with the vertical relationship between politically and/or geographically defined communities and the state as shown in the figure below.

Figure 2.1 : Active citizenship as a two way (vertical relationship)

The notion of citizenship as enlarging political agency equally refers to the ability to claim rights, with the additional strong emphasis on holding the state accountable. This conception is particularly prevalent in the NDP of South Africa, which posits a strong correlation between active citizenship, government (routine) accountability and responsiveness. It also underpins the Community Monitoring and Advocacy Programme (CMAP) of the Black Sash and the Citizens' Voice Model of the Mvula Trust, which are elaborated on in their respective contributions.

The inclusion of the notions of citizenship as becoming and citizenship as deliberation adds a horizontal dimension to the concept of active citizenship. Citizenship as becoming puts particular emphasis on citizenship as process – 'it is extended as it is acquired in spaces of participation' (Cornwall et al 2008: 34). With the addition of the horizontal dimension civic actors engage with and among them – a multidimensional image of active citizenship emerges, as illustrated in Figure 2.2.

Figure 2 .2: Active citizenship as a horizontal and vertical relationship
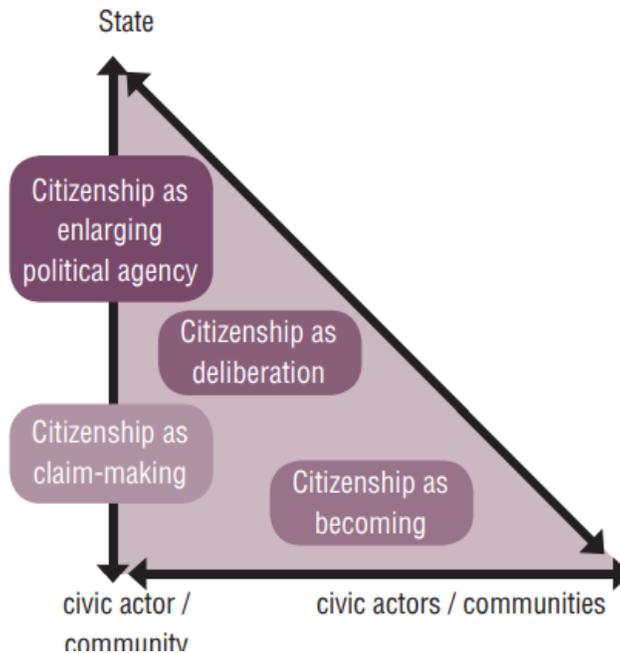
Mirjam van Donk the GGLN Secretariat of Isandla institute stresses the importance of clarifying the definition and interpretation of the notion of active citizenship. The notion of active citizenship has widespread appeal, yet it is ambiguous and open-ended. She also alerts of the easy slippage into normative notions of "good" or "becoming" citizenship (Isandla Institute, 2013). Emphasising the multidimensionality of active citizenship, she introduces notions of claim-making and enlarging political agency as indicative of a concern with the vertical relationship between civic actors and the state.

The notions citizenship as becoming and as deliberation adds a horizontal dimension, with citizens engaging with and among them. She further stresses the importance of a clear political vision of development and transformation, with citizenship being deeply contextual. She concludes with a call to radically transform dominant political culture to enable the vision of active citizenship to become a reality.

Isandla Institute (2013) builds on the arguments in its preceding paper and emphasises the critical role of citizenship academies as mooted by the National Planning Commission. The paper conceptualises citizenship academies as "learning spaces" to be initiated by municipalities in partnership with local civil society or learning institutions. While the citizenship academy incorporates a strong focus on community empowerment, particularly in relation to practical planning, dialogue and project management at neighbourhood level to inform local government development processes, the ultimate

goal would be to facilitate a structured and sustained dialogue between communities and local government in the form of communities of practice. The paper by Pieterse and Donk M (2013) encourages an innovative approach to engaging the community in the development process with great emphasis on recognising the role of civic actors in a more formal capacity. Based on South Africa's development priorities, he argues for the recognition of the social sector as a formal entity in community development.

Furthermore, he explores how to utilise the barriers which contextualise community environments as opportunities to engage citizens in a practical model of development. He makes a particularly strong case for contextualising citizenship, which in South Africa's context means taking into account the perennial challenge of unemployment and poverty. The paper concludes by emphasising the importance of a solid institutional architecture that will create and strengthen community-government partnerships and interface structures.

2.2 The Drivers of Active Citizenry

2.2.1 Government

"In many respects, South Africa has an active and vocal citizenry, but an unintended outcome of government actions has been to reduce the incentive for citizens to be direct participants in their own development. To prevent this practice from being entrenched, the state must actively support and incentivise citizen engagement and citizens should: Actively seek opportunities for advancement, learning, experience and opportunity. Work together with others in the community to advance development, resolve problems and raise the concerns of the voiceless and marginalised. Hold government, business and all leaders in society accountable for their actions. Active citizenry and social activism is necessary for democracy and development to flourish. The state cannot merely act on behalf of the people – it has to act with the people, working together with other institutions to provide opportunities for the advancement of all communities" (The Presidency 2012: 37).

Most publications in South Africa recognise that the state has played, and continues to play, an important role in enabling certain modes and experiences of citizenship to emerge. The Afesis-corplan paper is cognisant of the state's weak capability to engage communities in a meaningful, inclusive manner, which leads to consequential outcomes. Particular mention is made of the pervasive compliance culture in local government that is hindering, among others, meaningful participation.

The papers by Planact and SERI illustrate civic activism despite the state and in many instances against a state experienced as aloof, indifferent and aggressive. Underpinning these and other papers is the recognition that a paradigm shift is needed, towards fundamentally different values, attitudes and political culture, which is a theme particularly highlighted in the SERI paper. The papers by the Black Sash and the Mvula Trust both highlight accountability as a defining feature of a developmental,

responsive and capable state, whereas the DDP paper emphasises government's role in promoting community building and active citizenship (Isandla Institute, 2013). The CORC and Isandla Institute contributions consider both sides of the equation – the state and civic actors. The CORC experience illustrates a different modality of engagement between the two sides, one that is about building trust, co-production and co-ownership of both process and development outcomes (and in the process serves as a useful reminder of how long such processes take).

The paper by Isandla Institute points out that both the state and civic actors need new capabilities in order to reframe development as a collaborative, yet political project. For communities of practice to emerge and flourish will require evidence based and contextually suited knowledge ('cunning intelligence') and political judgement, moral vision and emotional sensitivity ('practical wisdom'). As mentioned, Edgar Pieterse and Van Dok M (2013) posit that government lacks a clear political vision of how to animate and sustain deep citizenship. His paper outlines an alternative conception of citizenship empowerment that Perspectives from Civil Society on Local Governance in South Africa 17 centres on the notion of community work and is made possible through a host of community–government partnership and interface bodies.

2.3 Theoretical basis framework

As the papers by the Black Sash and the Mvula Trust note, political theory distinguishes between an individualistic conception of citizenship (liberal, or libertarian notion), a communitarian conception focusing on group identity and the common good, and a civic republican conception, which emphasises civic morality and participation (Jochum et al., 2005). This collection of papers reflects an interpretation that transcends the individualistic conception of citizenship, one that is embedded, and finds expression, within communities that engage in political struggles. This is politics with a small 'p', from the Greek notion of politikos meaning 'of, or relating to, citizens' (in other words, civic) rather than 'for citizens'. It is concerned as much with rights and responsibilities as with decision making processes and development practice.

Hickey and Mohan (2005) provide a useful summary of how development theory and practice over the past few decades has reflected different interpretations and emphases of participation, as a right and obligation of citizenship. They concluded that participation is not merely a technical project method, but a political empowerment methodology aimed at enhancing capabilities. This view of participation ties in with the notion of citizenship as becoming, of learning through practice, of transforming and democratising the political process in ways that progressively alter the realities of inclusion and exclusion.

2.4 Global issues of active citizenry

According to European Economic and Social Committee (EESC) president Staffan Nilsson, active citizenship is the glue that keeps society together. Democracy does not function properly without it, because effective democracy is more than just placing a mark on a voting slip. The European Economic and Social Committee's mission is rooted in the principle of participative democracy, operating in addition to representative democracy, on the basis of a continuous dialogue between civil society and decision-makers. By definition, participative democracy requires people to get involved, to play an active role in their workplace, perhaps, or by taking part in a political organisation or supporting a good cause. The area of activity does not matter. It is the commitment to the welfare of society that counts (EESC, 2011).

The EESC encourages active citizenship through on going contact, consultation and exchange with a vast range of interests and organisations at all levels, together known as organised civil society. As a result, ordinary people are empowered, particularly when they choose to organise and express their views together. Participatory democracy broadens the public debate on European integration and on specific policies and encourages more people to be active in community life. The EESC is the institutional channel that enables citizens and their organisations to make their voices heard and have an active say in EU policy-making. By encouraging communication between the EU, its citizens and the organisations representing their interests, the EESC keeps people informed about the decisions that have an impact on their lives and enables them to act and react at the appropriate level. The Committee brings the EU closer to its people, boosts transparency and gives it greater democratic legitimacy (EESC, 2011).

The EESC vice president Anna Maria Darmanin put forward that throughout the European Year of Volunteering, the EYV Alliance, a coalition of 39 European networks with some 2 000 member organisations reaching hundreds of thousands of volunteers, has been working on a European Policy Agenda on Volunteering, to be presented to the Commission. The Committee has consistently supported the work of the EYV Alliance and called for a White Paper, which would set out specific proposals and actions for the future (EESC, 2011).

In addition, it is important for the EESC to be actively involved in implementing the European Citizens' Initiative, introduced under the Lisbon Treaty, and due to come into force in April 2012. This measure means that a minimum of 1 million European citizens, from at least one quarter of Member States, will be able to call on the European Commission to put forward new legislation on an issue that concerns them. A citizens' committee made up of seven EU citizens or more, in at least

seven different countries, will have one year to collect certified statements of support. The Commission then has three months to examine the initiative and decide how to act. As Luca Jahier, from Italy, points out, the Committee is the EU's institutional platform for dialogue with organised civil society, and the European Citizens' Initiative is a further tool to enable citizens to make their voice heard in Brussels. Members have an opportunity to raise the profile of their work, helping to foster a true European identity (ibid, 2011).

EESC member Milena Angelova says, "Without active citizenship, the phenomenon of the informal economy will continue to operate to the detriment of every individual citizen and the state as a whole,". Active citizenship in Bulgaria is essential for the country's development. People are understandably concerned about their future. Young people often have difficulty finding secure employment upon graduation and are forced to explore other avenues of income. The situation leads to a vicious circle, yet people implicitly understand that a large informal economy creates barriers and obstacles which work to the detriment of society (ibid, 2011).

As Chief Executive of the National Council for Voluntary Organisations (NCVO), Sir Stuart has an inside expertise on active citizenship. The NCVO is the largest umbrella body for the voluntary community sector in England. Their vision is to empower people to make positive differences in their communities in the areas of well-being, social cohesion, climate change and financial security. They represent 8 400 voluntary organisations and provide them with a diverse range of services from funding to volunteer management.

They also publish an annual almanac that draws together trends, facts, and statistics relating to the voluntary sector. The Civil Society Almanac aims to help inform and shape contemporary public policy on civil society. In the latest issue, Sir Stuart makes a strong reference to active citizenship, which he describes as a "foundation of participation" and thus an on-going priority for NCVO's public policy work (ibid, 2011).

2.5 Active citizenry in Africa

Many factors have hindered, and continue to hinder, active participation of many African citizens in socioeconomic and political affairs of their respective countries:

- Many African citizens are not aware of their rights and obligations in nation building.
- Many African nations are over dependent on foreign aid to sustain their socio-economic and political activities; and many people just want things done for them, that is, to be 'spoon-fed' rather than take responsibility and do things by themselves.

- Many African countries are undergoing some structural changes including a democratization process, thus there is need for civic education.
- Fourthly, poverty is a real social issue in Africa since it dehumanizes human persons and alienates them from social involvement. Eradicating poverty should have a high priority throughout the continent, and
- Finally, many African citizens have untapped capabilities and talents, hence the need for capacity building and skills training.

2.5.1 The role of history

A good understanding of African history is important if one is to address the need of empowerment for responsible citizenry in Africa - history is full of values. According to Ojara (2006:328), "history makes people who they are; in history people actualize what it means to be human; history defines people's identity, moulds their expectations, and forms the direction which life and existence takes". African history is marked with cruelty and violence which took the form of slavery and colonization. These had weakened the positive inner resources of many blacks.

The cruel history changed the African worldview in ways that in a sense stripped them of certain dignity and freedom. Thus, in essence, many Africans have not been privileged existentially since they have undergone centuries of contempt and degradation. As a result, the psychic situation of black persons has precipitated them into a heritage of a complex and problematic sense of the self (Ojara 2006).

Some black people continue to face racial discrimination and contempt and are even denied certain opportunities to develop their talents and potentialities, which they seem to have lost during centuries of subjugation and dehumanization triggered by slavery and colonization. As a result, sometimes the talents of an African person are hardly recognized by non-Africans. As Ojara (2006:331) emphasizes, "the heritage of blacks is indeed one that is marked by certain attitudes, values and sensibilities which tend to unleash onto blacks the aura of racial nullification through a domineering psychic category of white supremacy".

2.5.2 The Role of the State

The Role of State in the Empowerment Process Peace, security, and political stability are foundational factors in an attempt to promote any development. It is the duty of African governments to be committed to maintaining peace and stability because many African nations are experiencing civil strife or are politically unstable. When peace, security, and political stability are guaranteed, there will be a

reduction in huge military spending leaving enough resources to develop other sectors such as agriculture, education, health, power generation, housing and water resources. Active participation is not necessarily a matter of financial resources but rather a matter of mobilizing people by employing right policies, technologies and institutions (Pacho, 2015).

According to Drydyk (2005), people are to be empowered by development processes to be active participants rather than passive recipients. The state should thus endeavour to remove or reduce factors which tend to limit citizen's freedoms and rights to participate actively in nation building such as poverty, diseases, insecurity, and ignorance. Mechanisms ought to be put in place to empower individuals to do things by themselves rather than having things done for them.

2.6 Active Citizenry in South Africa

The 2018 National Development Plan (NDP) in South Africa emphasises the need to build an active citizenry as an important element of realising vision 2030. A key component of the crime prevention model is aimed at changing the way communities react to crime and violence. Such a model involves Community Patrollers, Community Policing Forums as well as other volunteer programmes. This priority action also relates to skills needs which support the Department of Correctional Services programme aimed at reducing re-offenders through rehabilitation and reintegration, inclusive of the provision of education and training to inmates.

The skills needs are varied across vocational learning and general education and SASSETA will be at the forefront to ensure these needs are met (SASSETA, 2018:8). In the 2018 strategic plan, SASSETA mentioned that the SETA is implementing a number of programmes with different structures within the SETA's environment such Community Patrollers, Community Policing Forums, NGOs, Cooperatives and other essential civil society in the prevention of crime and the provision of community safety and in ensuring that organisations within the sector have the necessary capacity to do so.

It was also noted that there is a critical need for scaling up efforts to enhance skills development in the sector. It is believed that, developing skilled workers enhances the efficiency and flexibility of the labour market; reduces skills bottlenecks, enables absorption of skilled workers more easily into the economy, and improves their job mobility.

SASSETA will monitor progress against its identified priorities, core strategies and enabling strategies at programme level through an annual planning and budgeting process which will include identifying performance indicators and targets. Of course, to be more efficient, SASSETA needs to examine

administrative structures and policies carefully, with an eye towards creating a tighter fit between our methods of accomplishing tasks and the institution's goals and aspirations. In the context of these priorities, the plan proposes fourteen strategic initiatives over the next five years (SASSETA, 2018:8).

2.7 Ways of improving active citizenry

2.7.1 Consultations

The EESC encourages active citizenship through on going contact, consultation and exchange with a vast range of interests and organisations at all levels, together known as organised civil society. As a result, ordinary people are empowered, particularly when they choose to organise and express their views together. Participatory democracy broadens the public debate on European integration and on specific policies, and encourages more people to be active in community life. The EESC is the institutional channel that enables citizens and their organisations to make their voices heard and have an active say in EU policy-making (EESC, 2011).

2.7.2 Volunteering

Volunteering is one important element of active citizenship, which benefits the volunteers as much as those they support. As highlighted also by the European Commission: "In some countries the sector is increasingly seen as an instrument for tackling problems or providing services that the state cannot provide anymore." This tendency is likely to grow in the current economic crisis, which will increase the demand for these services. However, volunteers should not replace paid workers.

Young people need to find a worthwhile place in society, through all forms of active citizenship. These days, life is not easy for young people in many EU Member States, with latest unemployment figures rising to over 20 %. It is only too easy for jobless youngsters to feel alienated and unwanted by society. Through volunteering, as an important element of active citizenship, they can get involved, make a constructive contribution, and at the same time acquire new skills and experience that will make them more employable and be of long-lasting value (EESC, 2011).

2.7.3 Empowerment through education

Education is important in forming enlightened and active citizens. It is a kind of human awakening, an awakening that liberates the individual, first in his or her inner life and subsequently in their social life. For Jacques Maritain, "the education of tomorrow must provide the common man with the means for his personal fulfilment, not only with regard to his labour but also with regard to his social and political activities in civil commonwealth, and to the activities of his leisure hours" (Allard, 1992:84).

To raise the level of literacy and numeracy among the African people, education should be accessible and affordable to all. An educational system should be reconstructed to provide for critical self-awareness. This will equip people with different skills to enable them to do things for themselves. Provision of quality education should be emphasized because it plays a major role in human development. It develops people's potentialities and creativity thus increasing their productivity (Janoski, 1993).

2.7.3.1 Holistic education

Africans should embrace a holistic education system. Holistic education generally refers to education in its entirety, that is, an educational system that equips people with knowledge, skills, values, and attitudes both for life (moral and character formation) and for living (prepares persons to earn their livelihood). Holistic education should help a person to experience life holistically and interactively for the purpose of furthering physical, intellectual, and spiritual growth (Pacho, 2014:294). This education should also be contextual with a focus on addressing current problems experienced in many African countries such as corruption, poverty, bad governance, disease, unemployment, and the dependency syndrome.

2.7.3.2 Afro-centric Education

African governments and other stakeholders in education must be committed to providing an educational system that is rooted in the unique African history and reflecting African experiences. The aim of such education should be to correct the effects of slavery and colonization, which dehumanized African people. It should be focused on providing a holistic education that not only promotes academic excellence but also the spiritual development of the African people. Such an educational system will foster a sense of social responsibility, and hence make African citizens capable of having a sense of self-determination and a positive self-image (Pacho, 2014:295).

African-centred education is the key to creating responsible citizens capable of participating actively in nation building. Therefore, there is need to expand education facilities at all levels: elementary, primary, secondary, tertiary; vocational; and special education. Instead of investing a lot of resources in military, as is the case with many African countries, these resources ought to be re-channelled towards expanding educational opportunities (Allard, 1992: 95).

2.7.3.2 Civic education

The goal of civic education is to allow people to make responsible choices and to partake fully in the life of the nation. Schools and colleges in Africa should thus train people for duties and responsibilities.

Only well-educated citizens can participate actively and knowledgeably in the affairs of the nation as opposed to indulging in passivity due to ignorance. Many Africans are to a large extent ignorant of their basic and fundamental rights and duties. The awareness of one's rights and duties can lead to promotion and protection of such rights and obligations. But it may prove difficult to defend rights if they are not known. Yet, they cannot be known unless they are taught and understood; and this is the role of civic education.

The importance of civic education lies on the raising of citizens' civic involvement from passive participation to active participation. This can be achieved by developing among citizens both intellectual and participatory knowledge for responsible citizenship (Pacho, 2014: 297). According to Moon et al (2000), such knowledge is important in monitoring and influencing the formulation, implementation, adjudication, and enforcement of public policies, as well as enabling citizens to participate in voluntary efforts to solve societal problems.

2.7.4 Expansion of Employment Opportunities

In a study Pacho (2014) found that employment is the main source of income for people. Both formal and informal employment is important in an attempt to eradicate or reduce poverty, which is one of the major social problems in Africa. Yet, most African countries are unable to provide employment opportunities for their growing populations.

The consequence is continued poverty and serious brain drain, which rob many African countries of their best human resources. People leave their own countries in search of greener pasture due to lack of employment opportunities, poor remuneration, lack of job security, poor terms of service, and poor working conditions. Employment gives a person a sense of security, self-respect, and fulfilment. Employment is an important empowerment tool in that its effects influence other vital areas of life such as education, health, and the environment.

For instance, the relationship between education and employment is that demand for education will increase mainly if the prospects for better employment opportunities exist. This is because education involves costs such as fees, books, and clothes, which can only be met when a person earns some income; yet, a person will not earn income if he or she does not work. African citizens must therefore develop a positive attitude towards all kinds of work; and they must work diligently.

Many African people tend to value white-collar jobs more than blue-collar. Such an attitude hampers development in the informal sector, which is presently the backbone of many African economies. We

should be committed not only to expanding both formal and informal employment opportunities but also to improving the quality of those employment opportunities in an effort to eradicate or reduce poverty and brain drain. We should endeavour to be job-creators more than job-seekers (Pacho, 2014:297).

2.7.5 Sustaining Citizens' Participation

Pacho (2014:298) put forward that in any social action, people tend not to be involved once their problems are solved or once their initial interests are fulfilled. This attitude eventually leads to low participation. How can the participation of the members be sustained or deepened? Members' participation in discussions and decisions can be enhanced and sustained by getting them involved in issues so that they feel a sense of ownership in the matters at stake. This will lead to greater participation and responsibility.

All African citizens ought to be seen as potential leaders who should be actively empowered to assume leadership roles. Peoples' commitment should be continually reinforced to foster a spirit of 'never say die' on issues so that they come to a realization that issues are never going to be over and gone since, when one issue is accomplished, another one arises.

Mondros and Scott (1994:80) argued that, "members cannot be retained in an organization if they don't participate actively; participation gives members a personal stake in the organization and offers status and recognition to individual members". If members own a strategy, they will be resolved to carry it out. Therefore, African citizens must be influenced to bring about change in the continent through education and leadership development.

A 'never say die' attitude implies a spirit of courage, hope, and optimism as opposed to a spirit of fear, despair, pessimism and fatalism. It means active involvement so that one commits his or her time, talents and energies to the transformation of society. African nations must endeavour to create among their citizens a sense of entitlement in matters of the state. Citizens' rights to assume responsible positions and decisional control should be enhanced and even enforced through by-laws or constitutions.

2.8 SMMEs and Entrepreneurship

2.8.1 Theoretical basis

2.8.1.1 Resource-based theory

The resource-based theory (RBT) suggests that business resources and capabilities influence the growth and performance of a business. This theory emphasises the importance of resources and the capabilities of a business (Davis & Cobb 2010:21) as illustrated in Figure 2.3.

For sustainable competitiveness, businesses should have their own resources and capabilities that cannot be imitated by other businesses. This business-specific ability is important, as is the technological and managerial environment. Resources include financial assets, manufacturing equipment, brand name, technological knowledge, marketing know-how and management skills. Capabilities refer to special abilities of efficiently managing, utilising and increasing business specific resources.

The more business-specific resources and capabilities a business professes to hold the more valuable the business is compared to competitors. Therefore, businesses that have competitive resources could enter a new market easily. Using these resources and capabilities, businesses have advantages in entering the market and gaining more profit (Geoffrey & Christos 2015:321).

Figure 2.3: Resource-based theory
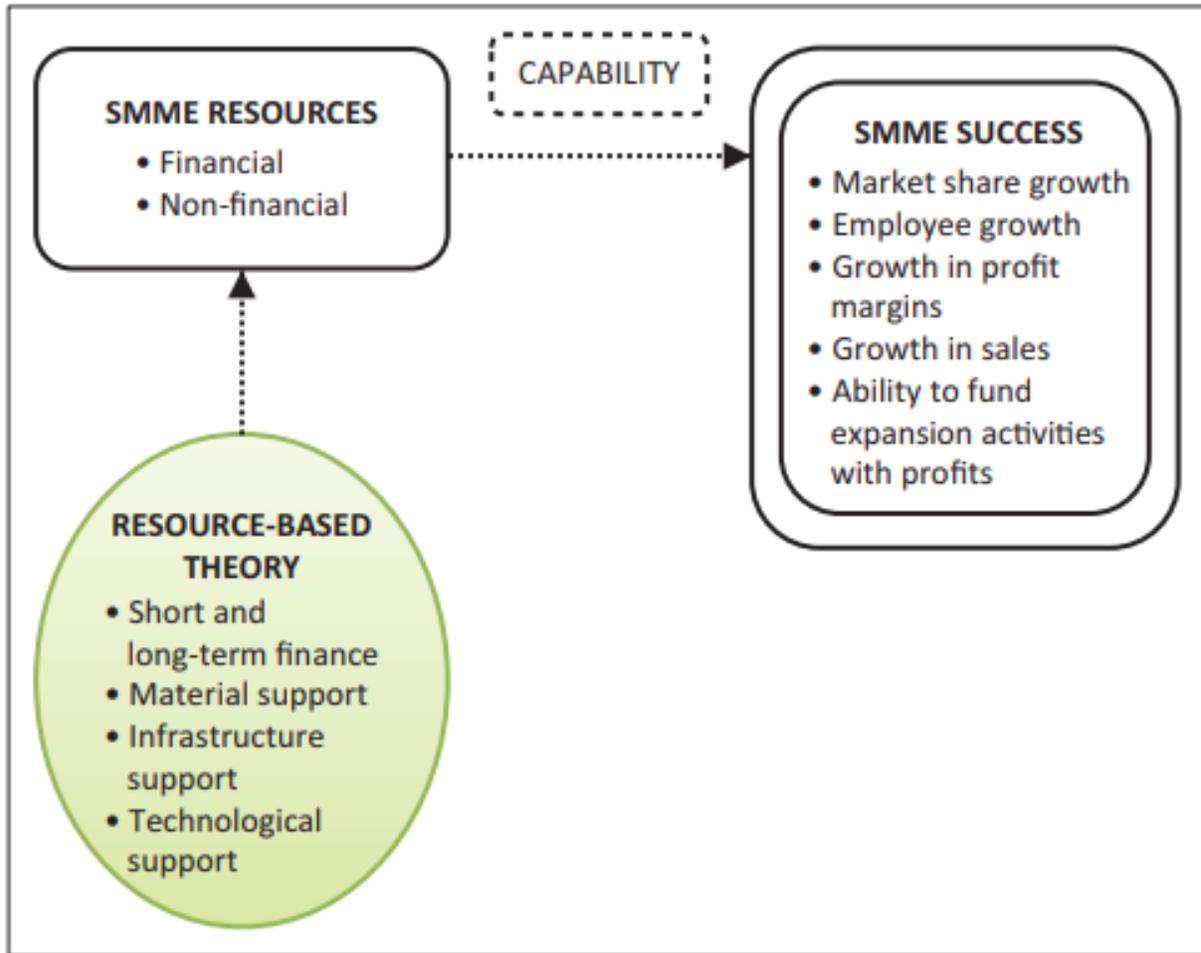
From figure 1, the RBT provides a background to explain how businesses could identify appropriate measures to overcome growth impediments and have improved access to technology resources, infrastructure, workforce resources, financial resources, and access to the market. Thus, SMMEs have to develop and maintain long-term relationships with their suppliers and customers in order to achieve the required resources that are critical for their survival and success.

However, in spite of these criticisms, the effect of the RBT on strategic management research has been vital. This is mainly because the RBT has moved emphasis in the strategy literature away from external factors (such as industry position) towards internal business resources as sources of competitive advantage. Rising acceptance of internal resources as sources of competitive advantage has brought acceptability to the affirmation that people are strategically significant to business success (Davis & Cobb 2010:21).

2.8.2 International Experience

Figure 2.4: Entrepreneurship supporting active citizenry

Entrepreneurship in Marang, North West[67]

In 1997 a group of 12 (mostly unemployed) women in North West began to put money aside for a project to help them gain financial independence. They began planting green peppers and tomatoes on the plots of two of the women. Despite harvesting a crop of organically grown green peppers, they were forced to give them away because they were unable to gain access to any markets.

However, a visit to the Rand Show and a well-timed documentary on bee farming proved inspirational. A local bee farmer trained them and gave them one hive box per person. The Marang project is now a thriving and growing business. There are 75 hives, with plans to expand to 300. Flowers are also being planted, and the women plan to get involved with local schools by helping them to create vegetable gardens or produce honey.

The company sells honey, honeycomb, beeswax, beeswax candles, pollen, and propolis, and also sells used brood chambers to stock farmers (who grind them up and use them as medication for their cattle). They also hire out beehives with resident swarms of bees to local fruit, lucerne, and vegetable farmers as a pollination service.

CDE 2004

Global recognition of the various roles of entrepreneurship in economic growth and development has resulted in a substantial body of comparative literature and prescriptions for best practice being produced over the past decade or so. In contrast to the assumptions underpinning current South African government policy, enterprise among ethnic minorities in developed countries is based on informal finance, rather than credit from formal sources.

Thus, according to the same BBC report, the GEM global report for 2002 found that 97 per cent of financing for ethnic minorities in developed countries came from personal or family sources. This fits in with an emerging consensus that a supportive culture (pooled financial and labour resources, emphasis on self-reliance and independence) is more important than government assistance. In short, a global perspective on entrepreneurship does raise issues of culture, but not of the old fashioned political and deterministic kind that is still articulated by many protagonists of both the political left and right in South Africa. Many international researchers are currently emphasising the importance of attitudinal or cultural variables in promoting or retarding development and entrepreneurship (CDE, 2004).

In this regard, Davies from CDE has stated that entrepreneurship is:

… closely linked to attitude that rests on two fundamental decisions. These are to depend entirely on one's own abilities for economic security; and to expect opportunity only by first creating value for others. To do this … one has to move away from the thinking that someone or something has to support you. It also requires freedom from entitlement – to move away from the thinking that

something is owed to you. You need to move the locus of control within and not expect any form of entitlement.

2.8.3 Values and attitudes

Indeed, values and attitudes generally underpin market development. If these are hostile to business, then it creates problems. Writing for the Harvard Business Review, Professor William Sahlman notes that the American admiration for entrepreneurs, tolerance of failure, and willingness to throw money at a good idea all contribute to the American economy's success. 'Americans admire people just for trying – the harder, the better.

We find something honourable – gutsy, even – in an entrepreneur starting company after company until he or she gets it right.' Sahlman notes that in the United States entrepreneurs are elevated to the status of heroes, pointing to examples such as Sam Walton of Wal-Mart and Jeff Bezos of Amazon (CDE, 2004). According to him, the spinoffs are twofold:

> • the best and brightest minds eschew the safety of large companies in favour of small, risky start-ups; and

> • financiers are 'climbing over themselves to give money to anyone with a good business plan'. In 1998, professional venture capitalists in the United Sates spent US$26 billion on new ventures, contributing to America's reputation as the most entrepreneur friendly capital market in the world.

2.8.4 Financing

Confirming the findings of numerous empirical studies, Thyra Riley of the World Bank notes that, of the approximately 500 million micro and small entrepreneurs in the world, fewer than 10 million – or 2 per cent – enjoy access to financial services from the formal financial sector. Undue focus on formal financial institutions ignores the importance of the informal systems of community support that are often the bases for successful small businesses (CDE, 2004).

Clearly, it is not just access to finance that matters, but where the resources come from. For example, the rotating savings and credit associations (ROSCAs) found in many parts of Africa clearly offer more than just money. According to Buckley (no date), it is clear that ROSCAs are popular because they offer a 'self-sufficient, voluntary-based organisational framework through which to save and borrow'.

Fukuyama points out those entrepreneurial cultures have a capacity to generate start-up capital quickly. This is true of the Chinese, Korean, and Japanese families who tend to acquire their capital through rotating credit associations – employing the principle of pooling funds and rotating the pot among the membership, similar to South African stokvels – when they set up businesses in the United States.

In a study for the World Bank, Phillips (no date) argues that, even given an appropriate policy environment, state institutions are only likely to be effective as long as they:

• enjoy the support and participation of the business community;

• are well funded, and have personnel experienced in relevant technical areas; and

• have a significant degree of autonomy from bureaucracy and political interference. According to Phillips, these conditions have generally not been met.

In another World Bank study, Levy isolates two conditions of success: interventions should support, not replace, the market; and they should have a 'light touch' through decentralisation of services. To justify public intervention in general, it has to be shown that the public sector is:

> • resolving a clear market failure (greater than any distortion the intervention itself might create); and
>
> • intervening in a cost-effective way.

2.8.3 Excessive regulation

It bears repeating that government can fail to facilitate entrepreneurship through excessive or inadequate regulation. Bureaucratic overkill can certainly stifle economic activity. Starting a business is more complex and time-consuming in some countries than in others. For example, in the United Kingdom the paperwork involved in setting up a company takes about one week. In Australia, Japan and Sweden, too, the process is relatively straightforward.

In Italy and Spain, however, it can take months. The Institute for Liberty and Democracy in Peru has reported that registering a business in that country required 11 different procedures lasting a total of 289 days. The cost of registering businesses in Latin America is also significantly higher than in the United States. Other studies have found that while most countries do not have overt legal barriers to market entry as high as Peru's, all too many force small businesses into the informal sector, with costly taxes and regulations (CDE, 2004).

As the OECD points out, it is important to locate and dismantle barriers to entrepreneurship (see box below). Especially important is the need to allow flexible employment contracts to be negotiated.

2.9 SMMEs and Entrepreneurship in South Africa

In a research by CDE (2004), South Africa has not escaped the global trend in development wisdom that looks to entrepreneurship, in the form of small, medium, and micro enterprises (SMMEs) in particular, for a variety of desirable outcomes, especially dynamic economic growth and employment creation. However, its efforts to promote this economic sector have produced disappointing results.

According to comparative research, entrepreneurship in South Africa lags behind that in Chile, Thailand, Mexico, and it are other peers among emerging markets. Spending public money on promoting small and medium enterprises should produce concrete dividends, but the record suggests that, in this country, it has been more of a misplaced.

South Africa's poor comparative performance does not mean that South Africans lack entrepreneurial potential. CDE's research has produced far too many examples of successful entrepreneurship – by South Africans and immigrants – for such a gloomy verdict. Indeed, in the past this success was often

achieved in the teeth of a political dispensation that was hostile to any show of energy and enterprise on the part of the majority of the population.

In democratic South Africa there are many more cases of people who are meeting opportunity with ingenuity and converting political freedom into economic independence. Nor is South Africa's poor performance the result of neglect on the part of the new democratic government. On the contrary, the white paper of 1995 and the 1996 legislation that laid the foundation for government support to SMMEs came early in the first decade of democratic rule and gave small and medium business a central place in the country's development strategies.

Enterprise-supporting bureaucracies were set up with mandates to enhance skills, facilitate access to finance, and conduct the kind of research that would guide policy independence (CDE, 2004). Eight years later, however, despite numerous admissions by the government that it needs to overhaul policy in this area, a promised new overarching strategy for enterprise support has still not materialised. Research has been produced without much in the way of usable product, and in at least one case (the Ntsika Regulatory Review of 1997–9) the government has been reluctant to accept the sensible recommendations of its own task team. CDE has identified the following reasons for the widely recognised underperformance of government programmes in this area:

- confusion of purpose, which makes entrepreneurship a vehicle for poverty relief and racially defined empowerment as well as for adding value to the economy;

- a misplaced emphasis on access to finance as the biggest obstacle to small business growth, despite evidence to the contrary in South Africa and elsewhere;

- a failure to adopt a holistic approach to enterprise support – for instance, by not encouraging the immigration of entrepreneurs from Africa and elsewhere subsidy.

2.10 Supporting SMMEs and Entrepreneurship in South Africa

2.10.1 National initiatives to support small businesses
To address the perceived market failing in the provision of appropriate business development and specialised services to small business, the Ntsika Enterprise Promotion Agency (Ntsika) was set up. Ntsika's mandate was to implement the government's national strategy for promoting small medium and micro enterprises via a programme accessible through a network of retail service providers.

These included:

• Local Business Service Centres (LBSCs): providing business advice and information via accredited service providers
• Tender Advice offices (TACs): providing assistance and training to SMMEs on public tendering
• Manufacturing Advice Centres (MACs): industry specific assessments and link small and medium businesses to specialised advice.

Khula Enterprise Finance was established to address perceived market failing in the provision of finance to start-ups and small businesses, particularly amongst black owned businesses. Khula was established to increase access to finance via retail financial intermediaries. There are a number of different schemes including business loan schemes providing, credit guarantee schemes and equity funds. Khula also runs a mentorship scheme which links entrepreneurs to a mentor (Orford and Wood, 2008).

The Department of Trade and Industry also provides a number of incentives directly. These include:

• Standard Leased Factory Building Scheme: rents space to small and medium businesses
• Small/Medium Manufacturing Development Programme tax-exempt establishment grant as % of investment for first two years
• Economic Empowerment Scheme
• Venture Capital Scheme
• Normal Finance Scheme
• Import Finance Scheme
• Short-term export finance guarantee facility
• Export marketing and investment assistance scheme

2.10.2 Provincial measures to support small business

There are a range of departments within the Provincial Government Western Cape (PGWC) that support small businesses or have programmes which benefit small businesses. However, the overall mandate for small business promotion lies with the Department of Economic Development and Tourism. At provincial level the first initiative to support small businesses were the provincial SMME desks. These aimed to link national and sectorial programmes with local or regional implementation bodies and establish comprehensive SMME database to inform national policy.

In addition, the PGWC has implemented a range of programmes to support small businesses in the Western Cape (Orford and Wood, 2008). Many of these programmes have been implemented via public private partnerships. These have included:

• Business information, advice and support: (e.g. the Business Place, Business Beat, Big News, the Small Business Week, Library Business Corners, Start your own business book)
• Business planning and consulting (e.g. UCT Graduate School of Business, Peninsula Technikon)

• Training (University of the Western Cape)

• Financial support and mentoring: (e.g. CASIDRA, UCT Graduate School of Business)

• Linking businesses to opportunities with bigger businesses (e.g. South Cape Business Centre and Business Opportunities Network)

• Procurement (information tender opportunities via tender advice centres)

• Specialised business support: (Manufacturing Advice Centre)

• Industry specific support: (Tourism sector programmes, Cape craft and Design Institute supporting the craft industry; support to the film industry).

2.10.3 Public private partnerships in providing support to small businesses

While the experience of Ntsika and the LBSCs has been unsatisfactory and there are clearly gaps in private sector provision of services to small businesses there have been notable successes in the provision of business development services. These should be built on the issue of trying to develop appropriate support structures for small businesses. Each provides lessons for how to deliver effective support to small businesses.

2.10.3.1 The Business Place

The Business Place provides a walk-in centre offering one-on-one advice to entrepreneurs who want to explore starting or expanding their small businesses. The first Business Place was launched by Investec in Johannesburg. There are now Business Places in Cape Town and King Williamstown with plans to open a further two in Kwazulu-Natal and Philippi in the Western Cape. The core feature of the Business Place is that is collocates several relevant services within one business friendly environment. Services provided within Business Place: business planning, access to finance, accounting services, legal services, computer and skills training, tender information and advice, import and export advice, and marketing (Orford and Wood, 2008).

Independent assessments suggest that the Business Place in Johannesburg functions well above the average LBSC (Smith and Associates, 2003). Customer surveys indicate that 79% of Business Place customers felt that they had been "helped a lot" by the Business Place and 92% planned to return in the near future. Information and resources were regarded by the customers as the most important services offered at the Business Place.

In the period under their review (16 month period until end 2003) the Business Place helped start 30 new businesses and helped 102 existing businesses. The new businesses employed 80 people full time (including 25 of the owners) and 17 people part time. The existing businesses employed 311 people

full time and 159 people part time. Aggregate turnover of the businesses helped by Business Place Johannesburg was R1.5 million per month compared to the total budget for the Business Place Johannesburg of R1.3 million for the same period (Smith and Associates, 2003).

2.10.3.2 The Tourism Enterprise Programme

The Tourism Enterprise Programme (TEP) is a Business Trust project implemented by Ebony Consulting International Africa. In the Western Cape ECI subcontracts the implementation to African Equations. The purpose of the programme is to facilitate and foster commercially viable business transactions between established industry players and small businesses.

The TEP contributes to small business growth by assisting in cost sharing on activities that will secure transactions resulting in growth of the business. Activities that TEP sponsors include marketing assistance for event, development of businesses and marketing plans, preparation and submission of tenders and proposals to become a supplier, training, attending exhibitions and conferences where appropriate, certification and licensing, and identification of service providers (Department of Economic Development and Tourism, 2004).

TEP does not finance assets, operating capital, raise share capital or provide start-up capital. Businesses that qualify for the TEP programme are either directly involved in the tourism industry or are suppliers to formal tourism businesses. The key objective of the programme is to grow the businesses they work with. In the Western Cape the TEP supported 60 businesses in the last year and over 200 since inception of the project. In the last year they estimate that the programme created 150,000 "job days" (equivalent of 610 annual jobs assuming an 8 hour day and 246 day year) and increased turnover by R45 million (Smith and Associates, 2003).

2.10.3.3 Manufacturing Advice Centres

The Manufacturing Advice Centres provide specialised advice to small and medium manufacturing businesses. The businesses they support employ between 5 and 200 people. They target businesses owned by historically disadvantaged people. The MAC's have achieved considerable success. The MAC model is one in which businesses undergo a diagnosis which includes a "readiness for change" test (judgement call by the industrial advisor), a diagnosis of the business (including operational, marketing, human resources and financial aspects of the business) and a backward and forward financial analysis of the business. Based on the diagnosis a plan is worked out for the businesses and MAC secures three quotes from business development service providers.

The client business chooses the service provider. The service providers are paid market rates, with MAC subsidising the cost of the service provision. Subsidisation is based on a sliding scale from 65% to 95% of the cost of the service depending on a points system (Orford and Wood, 2008).

2.11 Improving the support to the SMMEs and entrepreneurs

2.11.1 Education and training to increase the supply of entrepreneurs

SASSETA has made progress in South Africa in terms of supporting education that will promote SMMEs and entrepreneurship by developing skills that are necessary for such. In its strategic plan for 2020/2021-2024/2025, it was mentioned that SASSETA will be implementing learning programmes that will develop the necessary skills for entrepreneurs hence creating more jobs since employability has become a problem in South Africa (SASSETA, 2020).

The Global Entrepreneurship Monitor has repeatedly highlighted South Africa's low rate of entrepreneurial activity, especially by young people, relative to other middle income developing countries like Argentina, Brazil and Mexico. The GEM study has linked this to the fact that South Africa has roughly half the proportion of young people who believe they have the skills necessary to start a business.

An individual's belief in their own ability to start a business plays an extremely important part in their decision to start a business. People who believe they have the skills to start a business are five times more likely than others to actually attempt to start a business (Orford et al, 2003:25). One of the primary public influences on individual attitudes toward entrepreneurship is the education system. The education system plays an important role in developing entrepreneurial skills and shaping attitudes in several different ways. Effective schooling should provide crucial skills in verbal and written communication and in numeracy. Depending on grade level and subject choices, schooling may also develop awareness and skills in areas more specifically related to business such as economics, accounting, and entrepreneurship.

Schools also can play an important role in shaping learner attitudes in more subtle ways, for example, in the areas of work ethic, career expectations, and their outlook toward tertiary education (Orford and Wood, 2008: 24).

GEM South Africa has consistently argued that schooling plays a vital role in entrepreneurial development and that improving the quality of school education and increasing the proportion of young people who complete schooling are crucial to increasing the prevalence and success of

entrepreneurial activity in South Africa. However, although entrepreneurship has been introduced to the South Africa school curricula there have not been any comprehensive assessments of the extent to which it is actually taught in schools or the role and effectiveness of entrepreneurial education in developing the competencies and attitudes necessary to pursue self-employment or entrepreneurship as a career (Orford and Wood, 2008:24).

A limited study that does provide some evidence is a pilot study assessing the Business Ventures programme offered by the South African Institute for Entrepreneurship. The Business Ventures programme is offered in nearly 3000 classes in South Africa. Shay and Wood (2005) conducted a limited pilot study to determine the impact of the BV course on pupil's level of understanding of basic financial concepts; level of confidence in their ability to start a business and achievement orientation.

Shay and Wood (2005) found that participation in the BV programme had a significant and positive impact across 11 out of the 12 variables measuring the three skill and attitudinal aspects mentioned. The study provides powerful evidence that participation in the BV programme has a highly positive impact on understanding of and attitudes towards entrepreneurship. The results of this study provide strong support for a wider assessment of entrepreneurial education in South African schools as well as wider implementation of entrepreneurial education in South Africa schools.

Friedrich et al (2004) conducted an assessment of entrepreneurial teaching in South Africa. In this study they conducted a limited analysis of the extent to which schools have implemented entrepreneurial teaching. Their methodology was based on identifying leading schools in urban and rural areas in each of South Africa's nine provinces. These were schools which have the highest pass rate and/or offer entrepreneurship programmes and/or are involved in outreach programmes. 39 leading schools in South Africa's nine provinces were interviewed about entrepreneurship teaching in their schools. 41% of these schools were rural schools and 59% were urban schools. Based on these schools they found that almost 60% of schools in South Africa do not offer entrepreneurship training programmes.

Far fewer of the rural schools offered entrepreneurship teaching. Only 19% of rural schools offered entrepreneurship teaching compared to 56% in urban areas. In the Western Cape both the urban schools offered entrepreneurship, but neither of the rural schools offered entrepreneurship. Considering that these were leading schools in the provinces it is likely that the actual proportion of schools offering entrepreneurship is much lower. Schools gave a range of reasons for not offering entrepreneurship, including:

• Still following the curriculum of 1994

• Do not have sufficient resources

• Teachers are not equipped or trained to teach the subjects of Economic and Management Sciences, and Entrepreneurship

• Receive little support from the Government

• The syllabus on entrepreneurship is not available and/or the schools have very little information on what is required

• Entrepreneurship is not considered a priority (laboratories and libraries are considered more important)

• Meaningful relationships with businesses are non-existent (i.e. the absence of a strong network for support)

• Businesses prefer supporting Mathematics and Science programmes, and

• In rural areas distance poses a problem, in that it presents challenges to service providers with regards to travelling to and from the school to the office.

2.11.2 Information

2.11.2.1 The need for a better informed start-up market

The provincial government can play a role in stimulating a more dynamic start-up market. A more dynamic start-up market would be one in which more people, especially people from previously disadvantaged backgrounds, can make informed decisions about whether or not they should start their own business. In a dynamic start-up market such decisions would be made on the basis of an objective assessment of the risks and rewards of starting a business, the requirements of running a successful business, and the information and resources required to start a business (Orford and Wood, 2008:26). Within this context a key objective of the provincial government's efforts to support small businesses should be directed to ensuring that more people, especially those from previously disadvantaged backgrounds, are capable of answering the following questions:

• What does it take to run a successful business?

• Do I have a business idea that could be successful?

• Should I start my own business?

• How do I start my own business?

• What regulations do I need to comply with when starting a business?

• What public and private help is available to help me start my own business? The need for a better informed small business market

One of the most important and widely recognised failures in market based economies is imperfect information. This is a particular problem in the small business sector. Given the many demands experienced by small business owners, searching for information about how to improve their business can be very costly. Furthermore, uncertainty about the quality of support is likely to increase business owners' willingness to search for and use business development services even when these exist. The provincial government can play a key role in ensuring that small businesses are well-informed on opportunities, regulations and support available to them. Key areas about which small businesses need information include:

• Financial Support: Who provides financial support to small businesses and how can this support be accessed?

• Public procurement opportunities: What public procurement opportunities are there and how can these be accessed by small businesses?

• Opportunities from large corporations: What opportunities are there for supplying large corporations and how can these be accessed by small businesses?

• Business development services: How can BDS add value to a small business, what BDS are available and how can they be accessed by small businesses?

2.11.2.2 Developing networks of business development service providers

One of the key ways in which the provincial government could support small businesses is by facilitating a process of developing clusters of small business service providers. These could be geographically based or they could be based within a specific industry (for example the clothing sector or the ICT sector). The provincial government should therefore support industry and business associations that are capable of playing a role in developing an appropriate network of business development service providers. Such initiatives are aimed at: identifying the use of business development services in specific geographical areas and or industries; build awareness and share information about business development services; facilitate interventions to assist business development services providers to improve their product offerings and improve their marketing to small businesses; and to facilitate the provision of services where there appear to be gaps in the provision of business development services (Orford and Wood, 2008:29).

The expertise of GTZ which is supporting similar initiatives in Mpumalanga and the Eastern Cape should be utilised in this area. It is likely that one of the primary vehicles for developing these clusters of private business development service providers is likely to be via industry associations and business chambers (The GTZ initiative in Mpumalanga has the Nelspruit Chamber of Business as the catalyst organisation).

It is therefore, one of the key ways in which this process can be facilitated is through the promotion and strengthening of industry associations and business chambers. The provincial government should therefore facilitate and support a process of strengthening these bodies ability to represent and service small businesses (Orford and Wood, 2008:29).

2.11.3 Financial support

Evidence from the Global Entrepreneurship Monitor suggests that access to formal financial support in South Africa is not worse than it is in other developing countries. According to the GEM study the most important sources of finance for people starting businesses in South Africa in 2002 were their owns savings and loans from friends and family. Loans from formal financial institutions on the other hand were of limited importance. Only 27% of people starting businesses expected to receive loans from formal financial institutions. While this suggests that most people starting businesses struggle to secure finance from formal financial institutions, the pattern in other developing countries included in GEM is no different (Foxcroft et al , 2002).

In 2002 in the developing countries included in GEM only 26% of people starting businesses expected to receive loans from formal financial institutions. Evidence from surveys conducted by the GEM South Africa team also suggest that while many black owned businesses regard financial support as a major problem, some of their difficulty in accessing finance may be due to management capacity deficits rather than problems with the banking institutions. In a survey of 400 township businesses, Foxcroft et al (2002) found that less than 50% of formal businesses regarded access to finance as the main problem experienced by their business. In a survey of 240 formal black owned businesses in four metropolitan areas including Cape Town, Orford et al (2003) found that small businesses that implemented four basic financial management practices (keeping a cash book, keeping a record of stock, keeping a record of accounts receivable, and implementing a debtor management policy) were 61% less likely to experience cash flow difficulties and were 70% more likely to be successful in receiving bank finance. The priority with respect to these businesses is not to increase the amount of funds made available but to address financial management capacity deficits in these businesses. Not only would this improve the financial position of these businesses but it would automatically increase the probability of the banks lending to these businesses.

2.11.4 Develop new guidelines for supporting entrepreneurship

Centre for Development and Enterprise (CDE) research (2004) recommended that policy in this area should be rationalised and re-prioritised, allowing social welfare and empowerment goals to be separated from the promotion of entrepreneurship and pursued by other, more appropriate means, thus leaving policies on entrepreneurship to concentrate on expanding the business sector in the most efficient way possible.

The government should assign a high priority to the promotion of entrepreneurship and move from service delivery to facilitation. The most important priority is to create the most enabling environment possible for entrepreneurs. This does not mean that emerging entrepreneurs should be left to sink or swim. But in so far as resources are devoted to enterprise support, it should be through 'smart partnerships' between the public and private sectors.

2.11.5 Encourage immigrant entrepreneurs

Centre for Development and Enterprise (CDE) research (2004) proposed that all South Africans need to appreciate fully the relationship between immigration policy and the promotion of entrepreneurship. We need an influx of skilled people to help develop our economy and train our citizens. We should recruit skilled foreigners who already have job offers in South Africa, as well as those who do not yet have jobs.

We should also allow entrepreneurs into the country, from Africa and further afield, who have experience in running small businesses, and not restrict entry to larger investors only. Whether or not the new immigration policy will encourage economic growth will depend on how the new regulations are defined, interpreted, and implemented. The country's entrepreneurial vitality could be greatly boosted by the way in which government and officials apply criteria for admitting foreign entrepreneurs.

2.12 The link between SMMEs and entrepreneurship and active citizenry

Entrepreneurs, creating value that is not only economic, but also social - are significant pillars of civil societies. In their role as financiers and organisers they can impersonate the active citizen and therefore become role models for ambitious youth (Audretsch and Thurik, 2000). Universities' responsibility to society at large is to educate and train generations of active citizens. Active citizenship education is especially important in societies where the practice of democratic participation is unsatisfactory or missing, like in the case of Central and Eastern Europe (Varblane and Mets, 2010).

Engagement of students can be enhanced by entrepreneurship education inasmuch as it serves as a tool and method to introduce and spread proactive and autonomous behaviour, future orientation and abandon passivity, so frequent in societies with democratic deficit. Audretsch & Thurik (2000) in their conceptual paper on the relationship between democracy and economy state that developed countries are undergoing a fundamental shift away from a managed economy and towards an entrepreneurial economy.

Entrepreneurship is a fundamental characteristic of knowledge-based economic activity and this is because the potential value of new ideas and knowledge are inherently uncertain. The knowledge-based economy is in motion and is characterized by a high degree of people starting new firms to pursue, explore or implement new ideas.

An entrepreneur can be seen as: economic agent or an individual with a particular personality or a Business Manager or any person (who pursues opportunity, and drives change to create value). Entrepreneurship is often about bringing about change and making difference (Koiranen, 2008). Entrepreneurs are therefore agents of change and can be instrumental in bringing progress and positive change in societies. In the same way, young entrepreneurs can become role models showing the path to peers in positive thinking, dynamism, taking the lead in their lives, thus reinforcing the inner locus of control.

The positive examples of entrepreneurship can instigate more and more successful entrepreneurship. It is the business schools' responsibility to develop curricula and include Entrepreneurship skills and competencies. These skills and competencies are instrumental in enhancing psychological empowerment and therefore are paramount to a higher level of subjective well-being. In the last decade the concept of 'entrepreneurship' has been widened and made a concern at the global level for schools and education, which raises the questions of the driving forces, underlying motives and consequences (Leffer, Svedberg and Botha, 2010). On one hand, entrepreneurship is thus described as something good for both the individual and the society while, on the other, it is questioned which relations between the individual and society entrepreneurship symbolises (Piperopoulos, 2012). What values does entrepreneurship bring to education? Entrepreneurship acts as a remedy for unemployment and growth problems that are caused by the recent global economic crisis are the major issues in the political agenda of all countries today. However, for improving entrepreneurship and creating entrepreneurs that can create new jobs, adequate human resources and knowledge base are strongly required on national level. Entrepreneurship education gains importance for building

entrepreneurship driven economy by making individuals acquire entrepreneurial skills, knowledge and mind sets (Askun and Yıldırım, 2011:665).

Trust in society, both between individual citizens and between people and government, works in favour of sustainability policy. One of the ways in which the social aspect can contribute to the realization of economic and ecological goals is by creating public support. However, the social aspects of sustainability are not only functional; they are also important in an autonomous sense.

A society where trust is inherent, where people feel safe, where social fabric, cohesion and engagement are all strong, and where in addition material security is guaranteed, is an attractive society for people to live in. This situation is beneficial for people's physical and mental well-being, now and in the future. It also provides ample opportunities for a good start for future generations. This can be achieved through entrepreneurships (Horyat, no date).

2.13 Conclusion

The literature from different sources was reviewed with an aim of establishing the background and building a foundation on understanding the support of SMMEs and entrepreneurship in promoting active citizenry by SASSETA. Under each section reviewed there were conflicting findings and ideas which gives a rich literature review.

The research will be guided by the literature reviewed and will closely follow some researches which were also reviewed. The funnel approach was used in the review. The literature on the background of active citizenry was reviewed, followed by the understanding of the active citizenry and then the ways to improve active citizenry. The understanding of the SMMEs and entrepreneurship was reviewed starting with the international experience coming down to South Africa including the role played by SASSETA. Lastly the link between the SMMEs and entrepreneurship and active citizenry was established giving the basis to conduct a study on the understanding of supporting the SMMEs and entrepreneurship in promoting active citizenry by SASSETA.

PART THREE: METHODOLOGY AND APPROACH

3.1 Introduction

The main of the study is to understand the support to SMMEs and entrepreneurship by SASSETA in promoting active citizenry. The study also aims to propose on how the support offered by SASSETA to SMMEs and entrepreneurship can be improved in promoting active citizenry in South Africa. This

is in line with the National Development Plan and the National Skills Development Plan III. The previous section reviewed the theoretical and empirical literature related to the supporting of SMMEs and the promotion of active citizenry.

The literature review gave appropriated insights into the methodology to be followed by this study in order to attain good results. In this section, an overview of methodology used in the study is provided. The discussion in the chapter is structured around the research design, population sampling, data collection and data analysis. Research methodology includes the collection, interpretation and communication research findings. Methodology, in the current study, refers to how the research was done and its logical sequence.

3.2 Research design

A research design is a plan or blueprint of how research is conducted, and the type of study required to provide acceptable answers to the research problem or question. This study is not in the domain of developing new theory but is more about creating an understanding of the future to construct a strategic outlook. Whereas theory construction would imply findings that can be confirmed and generalised within certain boundaries, the intent of this specific study will be focused more on the construction of possibilities that could be argued on the ground of current trends and perspectives of the future.

The knowledge and insights of a range of key stakeholders in the field under focus, as well as authoritative secondary data, are typical sources of data for this study. In this research, it primarily focused on tapping the views from a purposively selected group of stakeholders by means of interviews and dialogue, in other words, qualitative data.

Qualitative study is described as ideal for exploring the meaning and understanding of concepts as well as identifying the pervasiveness of phenomena and patterns of association (Babbie, 2010). Qualitative research is suitable when a researcher, through an iterative approach of induction and deduction, wants to understand concepts, especially those emerging over time, based on information about context and voices of participants. In deductive qualitative research, the application of current information directs the way in which observations and findings are made, while an inductive study reverses this connection to start with observations and findings from which constructs emerge through iterative weaving back and forth between data and theory.

Against the background outlined above and the suitability of the current study, a qualitative research design will be used. This approach enables pattern identification in data, which is crucial in drawing

conclusions with regards to the research objectives. However quantitative tools were also used to assist the data collection and to have a better understanding of the data.

3.3 Target Population, Sampling Techniques and Sample Size

In research terminology the Population can be explain as a comprehensive group of individuals, institutions, objects and so forth with have a common characteristics that are the interest of a researcher[1]. For the study, the population is the total number of all SMMEs in South Africa.

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the research sample to the population as a whole. To draw conclusions about populations from samples, we must use inferential statistics, to enable us to determine a population's characteristics by directly observing only a portion (or sample) of the population. The study used a sample of 300 SMMEs using stratified random sampling[2].

There are various sampling techniques in literature. This research will follow a stratified simple random sampling approach which is best suitable and reliable for this study. The strata for the study consist of different classifications of the SMMEs in South Africa and a sample of 10 was picked proportionally from each stratum as shown in the table below. Simple random sampling was used to pick the sample within each stratum. The size of the sample in each stratum was proportional to the size of each stratum.

Table 3.1: Strata and sample size

	Sample Size
Trade and accommodation	2
Security services	3
Construction	2
Finance and business services	3
Overall	10

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[2] https://tophat.com/marketplace/social-science/education/course-notes/oer-research-population-and-sample-dr-rafeedalie/1196/#:~:text=In%20research%20terminology%20the%20Population,the%20interest%20of%20a%20researcher.&text=The%20process%20of%20conducting%20a,population%20is%20called%20a%20census.

3.4 Data Collection and Research Instrument

The study uses the primary data since it is more reliable and suitable for the study. The study aims to understand issue under study from the stakeholders involved hence the need to collect first hand data. Also, the issue of active citizenry is still at developing stages in South Africa.

The research instrument chosen for this study is a survey questionnaire. The questionnaires will be electronically distributed to the respondents' vial emails, with only the few ones being self-administered to the respondents who may not be able to assess the emails and those who may be illiterate and not technology friendly. This method of data collection was chosen because of convenience and speed. There are three different sections of the questionnaire.

The first section of the questionnaire covers the socio-demographic elements of the respondents to provide an understating of their calibre. The second section covers questions on supporting of SMMEs and entrepreneurship to promote active citizenry. The third section of the questionnaire consists of the suggested possible ways to improve the support to SMMEs and entrepreneurship to promote active citizenry.

3.5 Information and data analysis

Bryman and Bell (2011) argued that early coding assists the researcher to understand the available data, while also alleviating feelings of being swamped by data, which may happen when analysis of data is deferred to the end of the data collection period. The processing of qualitative and quantitative research data obtained from the sources used in this study adopted a pragmatic approach based on early and consistent coding during content analysis, as advocated by Bryman and Bell (2011).

Analysis of the primary data from the questionnaires commenced after the data was complete and coded. The coding of the qualitative data from primary sources was largely based on the codes associated with a set of the key questions that were answered in this study. The study will use content analysis in analysing the data. This refers to the process of categorizing verbal or behavioural data to classify, summarize and tabulate the data. This is one of the most common methods to analyse qualitative data. It is used to analyse documented information in the form of texts, media, or even physical items. When to use this method depends on the research questions. Content analysis is usually used to analyse responses from interviewees[3].

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[3] https://humansofdata.atlan.com/2018/09/qualitative-quantitative-data-analysis-methods/

3.6 Limitations

One of the limitations of the study is that it was constrained by time as some of the stages in the research started late due to delays. In addition, the pandemic Covid-19 limited the study to use questionnaires which could be sent online hence interviews were difficult to conduct and thus were eliminated. The study also used the data from participant who could not understand the issues under study quiet well and would confuse the issues being asked in the questionnaires, however the cases were few.

The next section shares the findings from all the stakeholders who participated.

PART FOUR:
FINDINGS

4.0 Introduction

The findings of this report are presented within the framework of the scope and key research questions as specified in the research terms of reference as was classified in part three. The results are presented based on the data collected using the questionnaires and data from secondary sources as well as the literature review.

4.1 Findings

4.1.1 Type of SMMEs

It was expected that the study will cover overall the types of SMMEs and from the data collected, all the types of SMMEs were represented in the expected proportions. The following are the types of SMMEs that the study covered;

- Trade and accommodation
- Finance and business services
- Security services
- Construction

Figure 4.1: Type of SMMEs covered
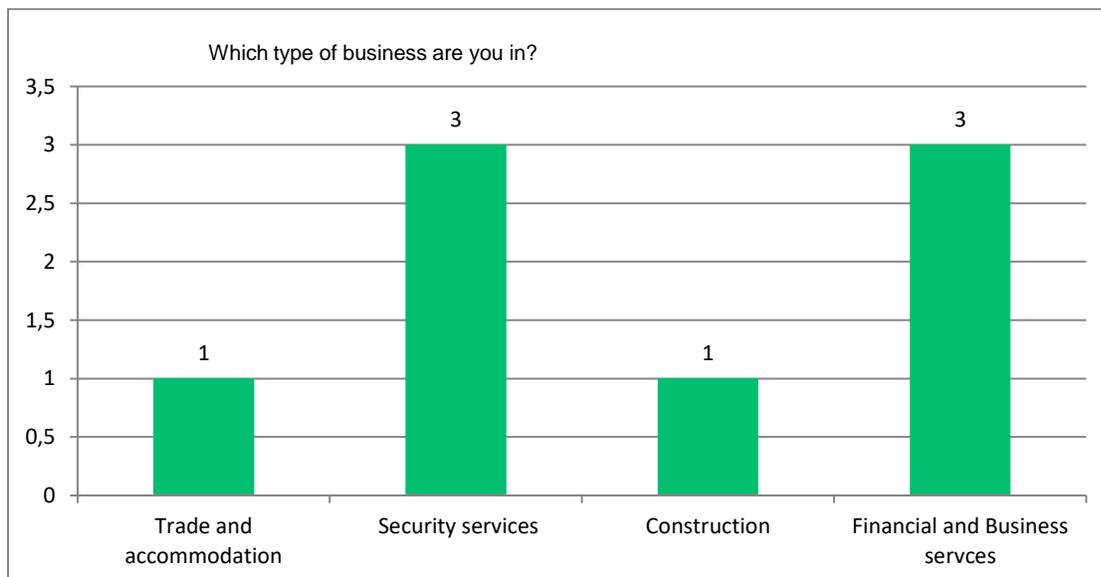
One of the respondents were in the Trade and Accommodation sector, three of the respondents were in the security services, one in Construction and Financial and Business Services. The security services had more respondents which made the responses suitable to the study.

4.1.2 Duration in business

The SMMEs indicated the number of years they have been in business in response to the questionnaire. The results are shown below.

Figure 4.2: Duration in business
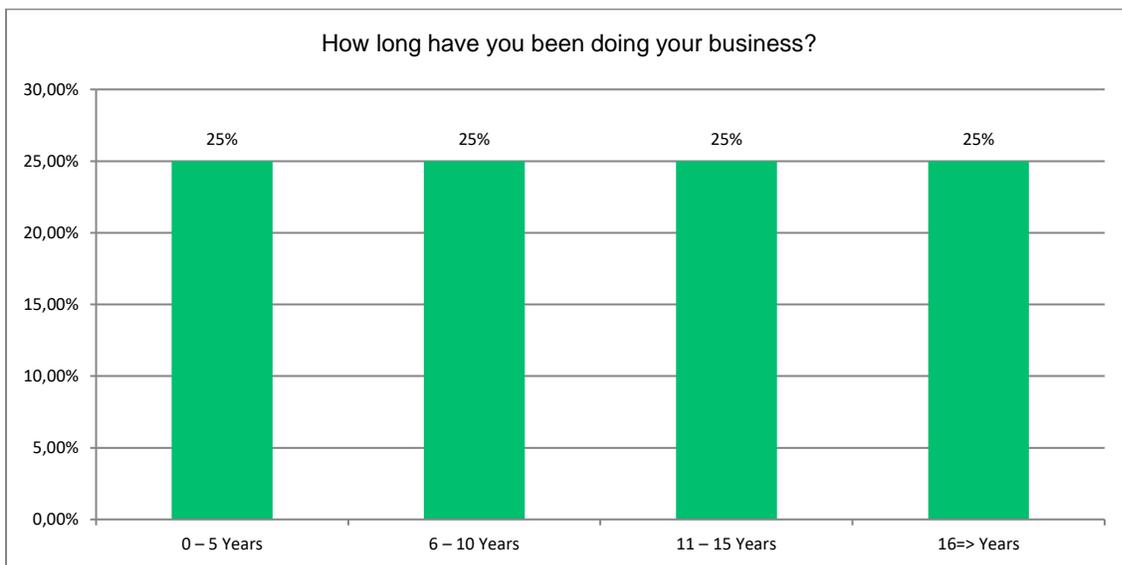
There was an even distribution as each of the duration bands had two respondents. The respondents gave a fair representation in the study thus those with a lot of experience and those with less experience were covered hence the results will give a good coverage.

4.1.3 SASSETA's support for SMMEs and entrepreneurship in promoting active citizenry

    i.   Understanding active citizenry

The respondents were asked if they understand what active citizenry is and the results are presented below.

Figure 4.3: Understanding active citizenry
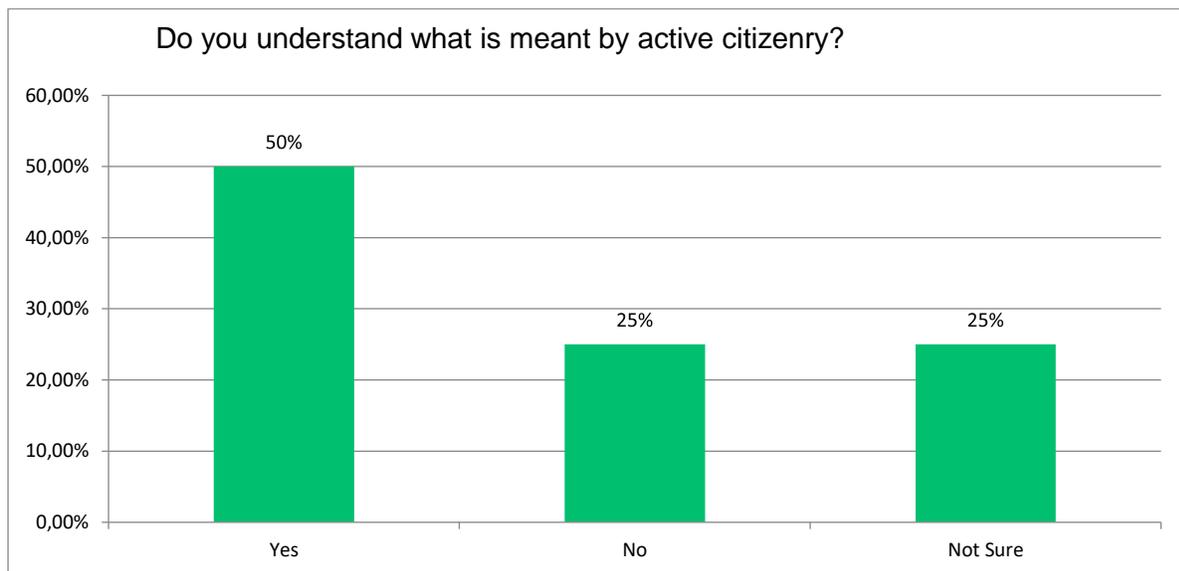
From figure 4.3, 50% of the respondents indicated that they understood what active citizenry is, 25% indicated that they did not understand and another 25% indicated that they were not sure if they understand the concept of active citizenry. However the majority indicated that they understand the concept of active citizenry hence it gave a green light to present the results.

    ii.   SMMEs that received support from SASSETA

There are SMMEs that received support from SASSETA and those that did not. The respondents were asked if they had received support from SASSETA and the results are presented below.

Figure 4.4: SMMEs that received support from SASSETA
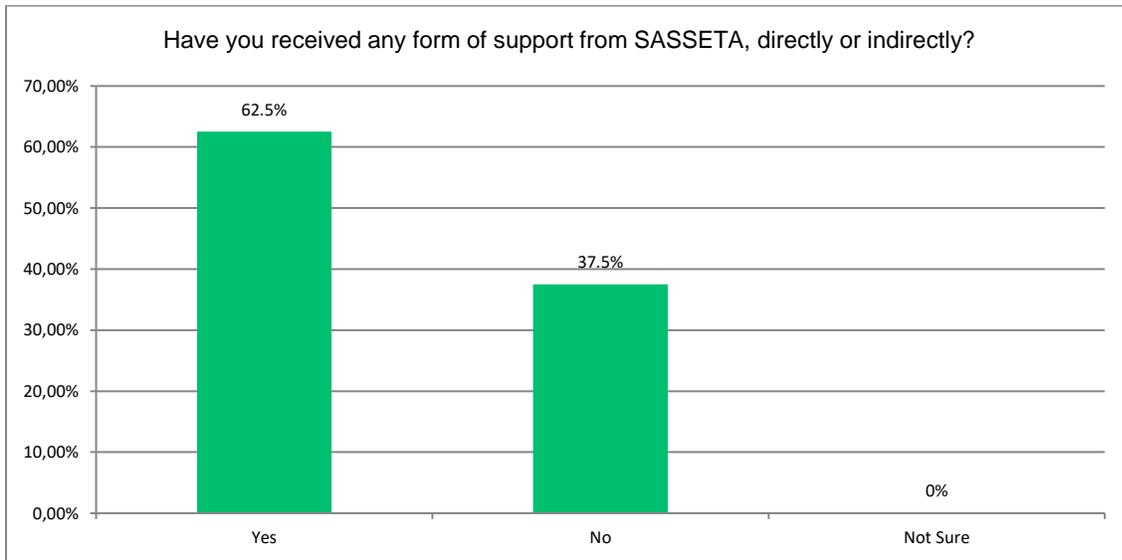
From figure 4.4, it was shown that more than 60% of the respondents received support from SASSETA which is a majority of the respondents. SMMEs indicated different support they received from SASSETA. Most SMMEs received skills development related benefits. The entrepreneurship courses that are undertaken in different training institutions have included the skills being used by the people running SMMEs. There were other specific programmes designed for SMMEs by SASSETA in order to equip them with knowledge to run their business efficiently.

iii.   Active citizenry by participating in the community

The respondents were asked if they had done anything for the community as a business and the responses are shown below.

Figure 4.5: Active citizenry by participating in the community
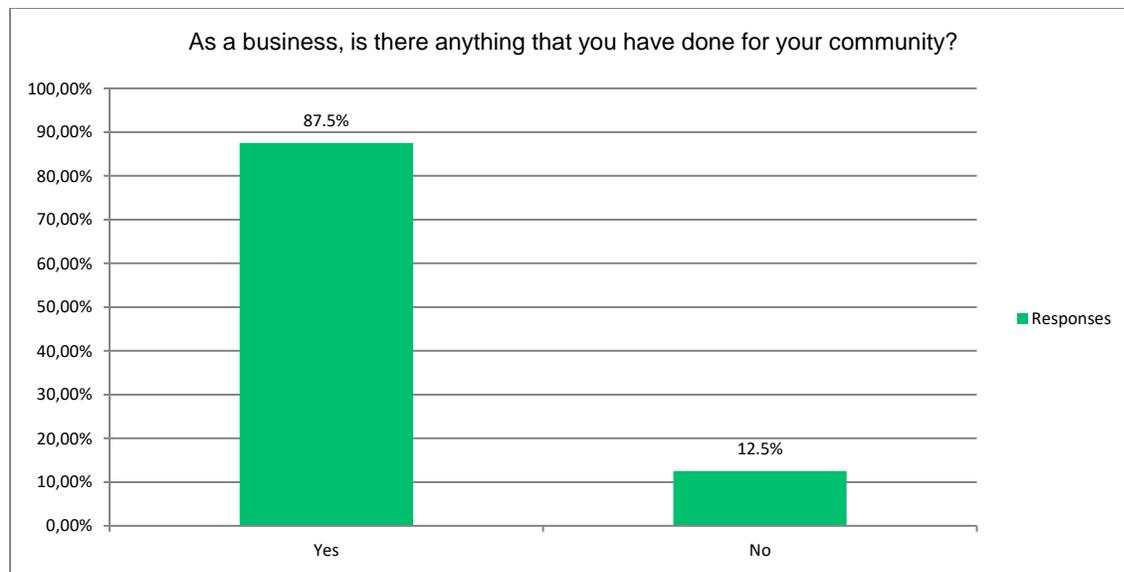
From figure 4.5, about 90% of the respondents indicated they had done something for the community and bout 10% indicated that they had not done anything. Different responses indicated that some SMMEs participated in active citizenry by identifying the vulnerable in the community and assisted them. These included the old age, the orphans and the disabled people.

Some of these people received assistance in terms of finance and some of them received food and clothes. Some businesses have donated infrastructure to their communities and this have benefited a lot of people, these included churches.

There are others who indicated that they offered bursaries to the community they were serving and this improved the life of the children who were learning. Training and youth life coaching were provided to the people of the community as organised by the local SMMEs. The findings supported the paper by Pieterse and Donk (2013) which encourages an innovative approach to engaging the community in the development process with great emphasis on recognising the role of civic actors in a more formal capacity.

iv. Changing the lives of people

The respondents were asked whether what they had done for the communities had changed the lives of people and the responses are shown below.

Figure 4.6: Changing the lives of people through active citizenry
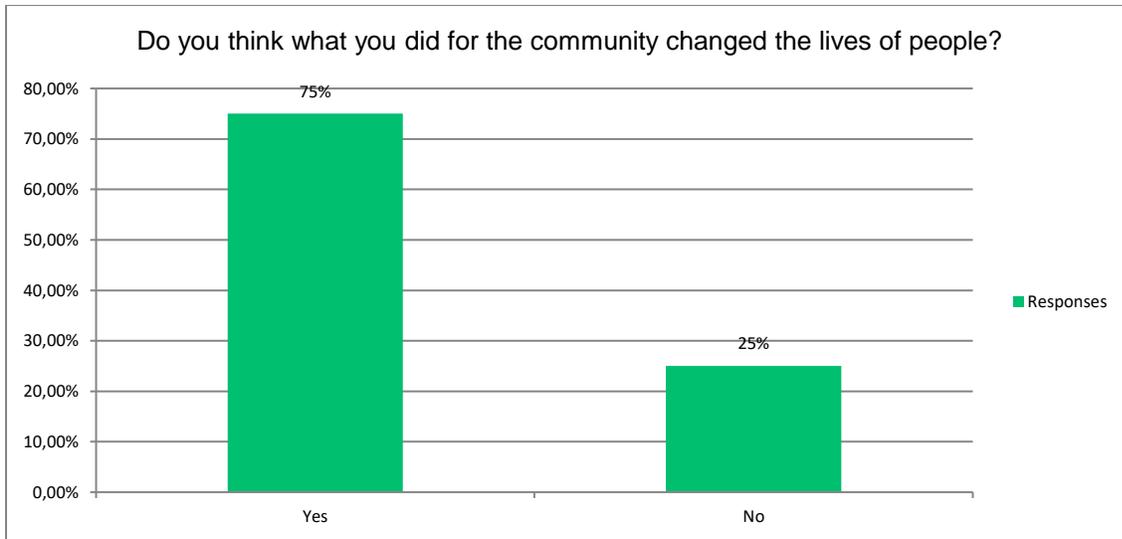
From figure 4.6, about 75% indicated that what they had done for the community changed the lives of the people and about 25% put forward they think what they did had not changed the lives of people. It was observed that the communities were impacted with simple things such as the cleaning of the dumping sites and picking of litter.

These activities were perceived to have positive impact on the health of people. Also the philanthropic activities improved the lives of people by making food and money available for them. This improved the livelihood of people in general hence the lives of people changed. The people were given the places for worshiping and were enriched. Some of the youths received life skills that gave them ways to earn income.

v. Participation or contribution in government policy

The respondents were asked if they had contributed to any government policy and the responses were noted below.

Figure 4.7: Participation or contribution in government policy
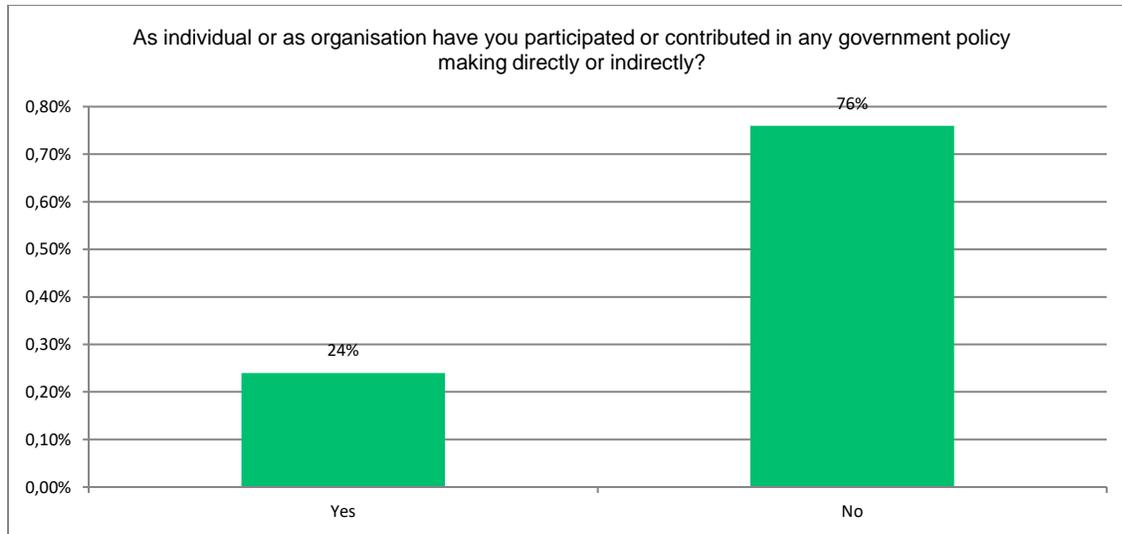
From figure 4.7, only 20% of the respondents indicated that they had contributed in government policy however it was noted that , most of the respondents did not understand the question hence they were answering with no. It was found that the SMMEs were involved during the government budgeting. They were asked on what they need through various meetings represented by their leaders so that it could be incorporated in the budget.

Also, some indicated that they were consulted on the challenges they faced by the authorities who govern the SMMEs so that the policy documents could be worked on. It was responded that the government recognised the efforts of the contributors.

vi.   Other ways in which the active citizenry was promoted

The respondents were given ways in which SASSETA has supported them in promoting active citizenry and the respondents indicated if they agreed or not. The results were compiled and presented in the table below.

Table 2.1: Other ways in which the active citizenry was promoted

TRAINING RELATED SUPPORT	Number of Yes responses	Number of No responses
Under the SMME associations, my business benefited from SASSETA skills development programmes	0	8
Employees of our organisational attended some workshops organised by SASSETA	2	4

As the owner of the business, I have received some training related to entrepreneurship sponsored by SASSETA	2	4
STAFFING RELATED SUPPORT		
Our organisation has received interns/workers who were under the support of SASSETA	0	8

The table above indicated that the SMME owners and leaders attended some workshops that were organised by SASSETA and they received teaching and guidance. Some indicated that they received training through SASSEETA by they were few.

4.1.4 Ways to improve SASSETA's support in promoting active citizenry

The respondents were given suggested ways in SASSETA's support to promote active citizenry can be improved and they indicated if they agreed or noted as shown in the table below.

Table 3.2: Ways to improve SASSETA's support in promoting active citizenry

SUGGESTED WAY	Number of Yes responses	Number of No responses
Need to strengthen public private partnerships	8	0
Implementing learning programmes that will develop the necessary skills for entrepreneurs	8	0
Need to introduce more entrepreneual courses in the training of security forces hence they can start their own business	8	0
Encouraging volunteering by supporting volunteers with information	5	1
Incorporating active citizenry in the curriculums	5	1

From table 4.2, it is shown that all the respondents agreed that there is a need to strengthen the public private partnerships that support the SMMEs. They also agreed that there is a need to implement learning programmes that will develop the necessary skills for entrepreneurs.

Moreover, a majority of the respondents agreed that encouraging volunteering and incorporating active citizenry in the curriculums will also improve the way SASSETA is supporting SMMEs and entrepreneurship in promoting active citizenry. Respondents also suggested that SASSETA should

stop giving big companies huge programmes in the pretext of capacity to complete the job. Giving programmes to companies who own Security Services is not providing skills integrity country youth as they contact workshops and not proper training hence they are pro-PSIRA grades and apply to SASSETA just to collect money and do not care about knowledge and skills to the nation.

5.0 Introduction

Following the presentation of results from the data collected from a respondent which has given useful insights, this section will conclude the study and therefore provide the appropriate recommendations.

According to European Economic and Social Committee (EESC) (2011), active citizenship is the glue that keeps society together. It is necessary to have active citizens in a nation as it enforces the societies and encourages unity which can reduce common problems such as crime and violence in the societies. Active citizenship requires people to get involved, to play an active role in their workplace, perhaps, or by taking part in a political organisation or supporting a good cause.

The area of activity does not matter. It is the commitment to the welfare of society that counts. SASSETA is on the right path in identifying one of its strategic skills priority actions 'building active citizenry'.

5.1 Conclusions

It was observed that 50% of the respondents indicated that they understood what active citizenry is, 25% indicated that they did not understand and another 25% indicated that they were not sure if they understand the concept of active citizenry. The results indicated that the majority indicated that they understand the concept of active citizenry hence it gave a green light to present the results.

It is concluded that most SMMEs received skills development related benefits from SASSETA. The entrepreneurship courses that are undertaken in different training institutions have included the skills being used by the people running SMMEs. However, there are no specific programmes designed by SASSETA which directly contribute to promoting entrepreneurship.

Notwithstanding, while SASSETA is on the right path in identifying one of its strategic skills priority actions 'building active citizenry' it is essential to point out that more can still be done better. It is a considered view that SASSETA needs to put more and better effort in addressing this skills priority action and implement programmes that can be mapped to and or directly aligned to this strategic skills priority action.

Furthermore, SASSETA should consider project in this area that have direct outcome and high impact. Moreover, this improved the livelihood of people in general hence the lives of people changed. Also, the philanthropic activities improved the lives of people by making food and money available for them.

The following were suggested as the other ways in which SASSETA has supported the SMMEs to promote active citizenry; under the SMME associations, SMMEs benefited from SASSETA skills development programmes, employees of the SMMEs attended some workshops organised by SASSETA, the owners of the businesses received some training related to entrepreneurship sponsored by SASSETA.

There were suggested ways in SASSETA's support to promote active citizenry can be improved and they are as follows; need to strengthen public private partnerships, implementing learning programmes (or projects) that will have direct impact.

5.2 Recommendations

i. Informing businesses about active citizenry

From the results of the study, it has been shown that some respondents did not understand the concept of active citizenry hence in the whole population of SMMEs, it is expected that there are more who do not understand active citizenry. The SMMEs need to be taught about the active citizenry through print media, news, workshops and awareness campaigns. Once the business fraternity understand what active citizenry is, they will start to participate in different activities hence they become active citizenry.

ii. Encouraging participation in government activities

The SMMEs did not understand what involvement in government policy making was. These businesses need to be encouraged to participate and question the government where necessary hence increasing their participation in active citizenry. The government should encourage the participation of SMMEs and entrepreneurs in the making of policy that concerns them and there should be platforms set to encourage such. Once the SMMEs understand that they have a right to participate they will become active citizens.

iii. Supporting entrepreneurship through skills development

The skills development system plays an important role in developing entrepreneurial skills and shaping attitudes in several different ways. Effective schooling should provide crucial skills in verbal and

written communication and in numeracy. There is a strong need of entrepreneurial education in developing the competencies and attitudes necessary to pursue self-employment or entrepreneurship as a career. This will create citizens that will stand for themselves and others as they will know how to effectively run their business and how to participate in the issues that concern them as business as individuals.

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