

A LATERAL VIEW ON ENTREPRENEURIAL LITERACY AND THE ROLE OF TERTIARY INSTITUTIONS: A CASE STUDY OF SOUTH AFRICA

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ABSTRACT

Considering high unemployment rate in south Africa currently sitting at 29,1%, it cannot be over-emphasized that the general perception in South Africa is that entrepreneurship and small business development are the gateway to the alleviation of high unemployment rates in the country. Entrepreneurial literacy which is concerned with providing the attitudes, skills and knowledge to enhance a person's capability to detect an opportunity and to make it grow in a sustainable way, should take center stage amongst many other skills development opportunities in society. With this notion in mind, universities as representatives of social change are expected to lead the entrepreneurial education initiative all round. This study looks at the role of tertiary institutions in the enhancement of entrepreneurial literacy in South Africa. It also evaluates the status of entrepreneurial literacy among South Africans, their entrepreneurial attitude, characteristics and importance of entrepreneurial literacy and factors contributing to entrepreneurial literacy in South Africa. A mixed method approach was employed in this study. Data was collected from selected communities in Kwazulu-Natal Province, South Africa. The results indicate that there is a small percentage of those who have relevant business training and knowledge. The study further reveals that there is lack of knowledge and experience with regard to business related abilities such as business promotional strategies, financial management skills and business compliance requirements. The general findings are that, South African tertiary institutions have no clear, standard strategy in place on how they are working with communities on fostering entrepreneurial literacy development. There is lack of dedicated policies on driving entrepreneurial literacy from tertiary institutions as well as the government.

Keywords: Entrepreneurial Literacy, Entrepreneurial Attitude, Enterprise Development, Entrepreneurial Skills

INTRODUCTION

Considering high unemployment rates in South Africa currently sitting at 29.1% Stats SA (2019), it cannot be over-emphasized that the general perception in South Africa included is that entrepreneurship and small business development and sustainability are the gateway to the alleviation of high unemployment rates (Amadi-Echendu et al., 2016). With this notion in mind,

universities as representatives of social change, are expected to lead the entrepreneurial education initiative in the country (Radipere, 2012).

A recent study by van der Westhuizen (2019), emphasizes that entrepreneurship is crucially important in South Africa for the contribution it makes to economic growth and job creation, thereby helping combat poverty, ameliorate inequalities and reduce social ills such as crime and other immoral activities. Of special concern in this context is the graduate youth unemployment rate sitting at 55.2% (Stats SA, 2019), in a job market unable to take in new entries, mainly consisting of university graduates.

This paper aims to look at the country context, using KwaZulu-Natal as the study area, to understand the notion of “entrepreneurial literacy” and determine skills gaps that may be required to ensure that small medium and micro enterprises (SMMEs) are being impacted positively and sustainably through tertiary institutions as agents of both socio- and economic change.

Contextual Setting

In the South African context, the tertiary institution landscape consists of Universities which include Universities of Technology (UoT) and Technical and Vocational Education and Training (TVET) colleges. The enrolment of students in these institutions varies from one institution to another depending on the type of institution and setting. Their enrolment as per the 2016/2017 academic years are summarized in table 1 (Source: Stats SA, 2017) below:

TYPE OF INSTITUTION	Total number in country	ENROLMENT		TOTAL
		2016	2017	
UNIVERSITY	20	966 371	860 860	1 827 231
UoT	6	176 874	176 124	352 998
TOTAL		1 143 245	1 036 984	
TVET	50	705 397	688 028	1 393 425
TOTAL – Post School enrolment		1 848 642	1 725 012	3 573 654

Social change which is the transformations humankind undergo in varied aspects of life, changes such as change in economic organization, community value systems, social media and technology spread, changes in educational systems and population demographics, can influence the lives of people, though, ‘changing family dynamics, changes in the exposure to opportunities and risks for positive psychosocial development, (Weichold & Barber, 2009); (Weichold & Barber, 2009). Universities as part of the tertiary institution landscape and as representatives of social change or change agents, are expected to lead the entrepreneurial orientation initiative in society. Their role is to enhance and emphasise entrepreneurial literacy in communities.

According to the International Labour Organisation and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) report on stimulating the entrepreneurial spirit through entrepreneurial education in secondary schools, the main role of tertiary institutions is seen as that of developing and enhancing entrepreneurial literacy so as to encourage the production of job creators as opposed to job seekers (UNESCO, 2006). The relevance of universities in shaping innovation and competitive optimisation in society has been emphasised in the literature (Li, 2009; Bonardo et al., 2010; Lehmann et al., 2012; Guerrero et al., 2014) as cited in (Purbasari et al., 2019).

Furthermore, according to UNESCO (2006), emphasis is put on tertiary institutions to strengthen their purpose of service to communities and society such as, eradication of poverty, illiteracy and other societal ills. From these literature sources, it is clear that the role of universities is to create and transfer knowledge as well as provide leadership in creating entrepreneurial mind-sets, among communities thereby building vast human capital through entrepreneurial activities (Audretsch & Lehmann, 2014; Guerrero et al., 2014).

Universities' expected roles to communities is further emphasized by (Dinh, 2020), in which universities in Vietnam, for instance, are geared in the dissemination and transfer of knowledge to communities. This role also includes fulfilling the tasks to achieve the highest results and efficiency in the commercialization of scientific research in a bid to serve their communities. It is important to also understand that in the context of building entrepreneurs, understanding the entire ecosystem is important. Communities, apart from local or regional industries, are key role players. In the South African context, most public universities, have as part of their strategic intentions, clear statements around community engagement or engagement in general. A number of these institutions have offices or directorates that focus on engagement with communities. However, what is not clear is to how the universities reach out to the communities to assist in the entrepreneurial development aspects needed. A recent 'Design Thinking Executive Leadership Workshop: The Role of Deputy Vice-Chancellors (DVCs) in University Entrepreneurship', organized by Universities South Africa (USAf), on behalf of the South African public universities does state some challenges that universities face in creating enabling entrepreneurial environments (Universities South Africa (USAf), 2020). The question still remains of balancing the focus on developing student entrepreneurs and also carrying out initiatives that are outward looking towards fulfilling expectation of the university contributing to the community entrepreneurial literacy needs.

In this paper we review the role played by tertiary institutions in promoting and enhancing entrepreneurial literacy among communities in the South African context. This is done by:

1. Reviewing the role played by tertiary institutions in promoting and enhancing entrepreneurial literacy among communities in South Africa.
2. Examining the critical role played by public tertiary institutions in promoting entrepreneurial literacy.
3. Identifying various challenges that exist within the tertiary education system with respect to entrepreneurial literacy.
4. Encouraging tertiary institutions to focus on entrepreneurial literacy in their community engagement in order to build a strong and successful entrepreneurial ecosystem in the country.

LITERATURE REVIEW

Entrepreneurial Literacy Definition

Entrepreneurial literacy, as defined by (Perez-Bustamante, 2014), is about providing the attitudes, skills and knowledge to make a person capable of detecting an opportunity and to make it grow in a sustainable way. It is noted in (Rauch & Slack, 2016) that although some might define entrepreneurial literacy as the knowledge of how to create and maintain a business, many view it in a much broader sense that also includes the ability to pursue, in a financially responsible and ethical manner, innovative (business) ideas, to manage and prioritize tasks, and to set and evaluate goals. In addition, entrepreneurial literacy is defined as the “ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their communities and wider society” Duval-Couetil et al. (2011b); Duval-Couetil et al. (2011a). This is the definition which will be adopted for this paper.

State of Entrepreneurial Literacy in South African

Entrepreneurship has become a keystone of socio-economic development and as such has been perceived as a solution to unemployment and economic crisis (Perez-Bustamante, 2014). In order to get a clear understanding of the current status of entrepreneurial education in South Africa, research was carried out at some selected tertiary education institutions by the Human Resources Development Council (HRDC) of South Africa in 2014 and the picture painted looked gloomy (HRDC, 2014). At the time very few of these institutions were involved in any form of entrepreneurship activities. The few that engaged in some entrepreneurship literacy were poorly equipped in terms of skilled academics in entrepreneurship, entrepreneurial practical component and teaching materials, to the extent that courses remained unchanged for more than twenty years. In addition, the council found that where the entrepreneurial literacy was offered, it was only targeted to a few students who showed little understanding of the subject. Government was also to blame for the poor state of entrepreneurial education in higher education institutions (or tertiary institutions) as there was no government strategy, mandating entrepreneurial literacy as being of significance.

The (HRDC, 2014) also unearthed the fact that entrepreneurship subjects are offered as an option or as an extra subject, painting entrepreneurial subjects or activities as of lesser importance than other subjects, thus portraying entrepreneurship in the lower echelons of the hierarchy of subjects. Some schools in Free State Province were found to be offering some entrepreneurial literacy but on an unofficial basis and the Council recommended that an assessment needs to be carried out to find out if this initiative was adding any value to entrepreneurial literacy enhancement.

Despite the reiteration of the importance of Small Medium and Micro Enterprises (SMMEs) in the South African economy by many researchers like (Bruer et al., 2019), they went on to express sadness in the fact that these enterprises fail to make it to the fifth year in operation. The

main causes of such early failure of enterprises are pinned on the shortage of crucial entrepreneurial skills. On the other hand, in United Kingdom(UK),partnership of local universities and communities in economic and social development through entrepreneurial activities is greatly emphasized to build strong community development initiatives by including this initiative into their (University) formal strategy (Coyle et al., 2013).

Entrepreneurial Literacy in South African Universities

There has been an explosion of interest on the role of universities and higher education institutions (HEIs) as a drivers of communal, economic and social development in recent years (Lawton Smith & Bagchi-Sen, 2012; Peer & Penker, 2016) as cited in (Sánchez-Barrioluengo & Benneworth, 2018). Entrepreneurship Development in South African Higher Education is still in its infancy, this is corroborated by the resolution reached by the Entrepreneurship Development in Higher Education (EDHE) (Lekgotla, 2018) held in Cape Town(Clarke, 2018). This Lekgotla was held to introduce the idea of placing universities as catalysts for the implementation of entrepreneurship programme among students. This was done in response to alarming unemployment rates in the country currently sitting at 29.1% as per 2019 fourth quarter (Stats SA, 2019).

According to the HRDC (Human Resource Development Council of South Africa, 2014) research, it was revealed that very little entrepreneurial content is included in the curriculum of high schools as well as that of Further Education and Training (FET) institutions. From the interaction with the students from selected colleges to gain a clearer picture of entrepreneurial literacy activities, a bleak picture imaged as very little content and entrepreneurial activities are included in the curriculum (Bitzer, 2009). This is asserted by (Lambrick, 2018a, 2018b) who reiterated that the main culprit causing business failure in South Africa is ‘a grave lack of entrepreneurial literacy’ resulting in only 20 to 30 percent of local small businesses making it through the first five years.

International Trends of Entrepreneurial Literacy

There has been a lot of entrepreneurial literacy drive by tertiary institutions to the public in the wider part of Europe. This has been noticeable especially in Sweden where the responsibility has been placed on the universities’ shoulders. To catalyze this, the Swedish government has included the notion of entrepreneurial knowledge dissemination to society in their Higher Education Act. Traditionally, universities’ main tasks have been teaching and research but in recent years, the task of entrepreneurship education has been added to the list (Berggren, 2017). In the Indonesian set-up, universities invest a lot of resources in the form of professional entrepreneurship training, conducting business research and community services with the aim of enhancing innovation and entrepreneurial success within the communities especially to local (communities around them) business owners (Mueller, 2007) as cited in Purbasari et al. (2019). However, the local business owners sometimes invited universities to offer them training on business activities (Purbasari et al. (2019).

In Indonesia, government was found to be intensely involved in knowledge transfer to small business owners through different public programs such as training, partnerships, and exhibitions of small business products. Where government lacked capacity and expertise, it engaged and collaborated with universities to serve communities. Universities were the main players in knowledge transfer to communities through research, student training, as well as community services in the form of entrepreneurship training, 'product design and marketing, and improvement of raw material quality (Purbasari et al. (2019).

Lessons from International Experiences

According to the HRDC (Human Resource Development Council of South Africa, 2014), most of the European countries' entrepreneurship education is prioritized to the extent that it forms part of the national curriculum for vocational education. About 90-100% of vocational education students in some European countries have been found to participate in entrepreneurship programmes and activities without a fail during their tertiary education career. In addition, the council also found that there is a well-established partnership between small businesses and higher learning institutions, where the institution will offer entrepreneurial literacy to the small business owners in their communities. Entrepreneurship learning activities are either integrated into the compulsory curriculum or part of optional or extra-curricular activities.

Conversely, (Sánchez Barrioluengo et al., 2019) found that there is less involvement and reaching out to small and medium enterprises by English universities. All in all, the English universities studied displayed very lean knowledge exchange within their communities. It is even worse for the more established universities, where they focus more on research oriented activities, partnering particularly with large firms, while the newer universities engage in knowledge exchange activities on consultative basis and form spinoffs, but to a very low extent, when compared to their European counterparts mentioned above by the HRDC (HRDC, 2014).

On the other hand, a study by (Viswanathan et al., 2008) carried out in India found that there is very low entrepreneurial literacy among Indian entrepreneurs as well as their customers.

United Nations Economic & Social Commission for Asia and the Pacific as cited in (Human Resource Development Council of South Africa, 2014) stated that entrepreneurship education has been introduced across all education levels up to higher education in South Africa. Despite its introduction, its offering is to a limited extent and delivered by a few academics that are passionate about the subject. This was also exacerbated by the fact that there was no governmental policy in place at that moment that made it mandatory for entrepreneurship education to be offered at a tertiary institution.

On the issue of business success and the owner/manager's level of education, (Kozlinska et al., 2014) found that there is a positive relationship between business start-up ability and level of education. In other words, the higher the level of education reached by a person, the higher the ability of starting and running a business successfully. Thus, entrepreneurial literacy has influence on an individual's capability of business venture creation. Creswell (2014) as cited by Gamede and Uleanya (2019) asserts that entrepreneurial activities must be taught across all institutions of learning ranging from high school, universities, as well as in Technical and

Vocational Education and Training (TVET) colleges, especially due to their emphasis on practical learning. Gamede & Uleanya (2019) averred the resolution which was taken in United States of America (USA), Europe, East Asia as well as Latin America that entrepreneurial projects or subjects must be offered as compulsory across all tertiary institutions (Du Plooy-Cilliers et al., 2014) as cited in Gamede & Uleanya (2019). This resolution has made a huge positive contribution in these continents as its implementation has led to most of their tertiary institution to designing entrepreneurship programmes being undertaken by all students and the knowledge is spreading to the society as a whole, thereby contributing to economic development in various communities.

The notion of community engagement in the form of imparting entrepreneurial literacy by universities forms one of the core activities of North-West (NWU) in South Africa, whereby it carries out some 'outreach programmes for entrepreneurs and would-be entrepreneurs' in communities in its sphere of influence. This is also done to their students whereby the university link students with partners in private business, government and non-profit organizations (North-West University, 2018).

Importance of Entrepreneurial Literacy

A study by (Li & Qian, 2019) demonstrates that financial literacy plays a crucial role and has positive effects on one's involvement in entrepreneurial activities, as well as on one's entrepreneurial performance. The study elaborated on the positive impact exerted by entrepreneurial and financial literacy on entrepreneurial performance and success.

There has been an eruption of interest on the role played by universities and tertiary institutions as drivers of national, economic and social development and change in society in the past few years (Lawton Smith & Bagchi-Sen, 2012); (Peer & Penker, 2016) as cited in (Sánchez-Barrioluengo & Benneworth 2018). To assess the role of universities in the development of entrepreneurship and the economy as a whole, (Mashau et al., 2019) carried out a study among south African higher education institutions and their findings suggest that there is need for educational institutions, government and businesses to collaborate, be innovative and creative in order to reach out to entrepreneurs, by educating them, thereby assisting in building a knowledge economy, and contribute to economic development.

Factors Contributing To the Entrepreneurial Literacy in South Africa

1. Entrepreneurial training and development
2. Entrepreneurial education
3. Entrepreneurial skills
4. Infrastructure/Spaces/Centres of entrepreneurial idea generation/brainstorming.

The Role of Universities in Enhancing Entrepreneurial Literacy in South Africa

Universities are expected to perform some or all of the following activities in order to enhance entrepreneurial literacy in the wider community of South Africa:

1. Community engagement - deliberating on entrepreneurial related aspects.
2. Corporate responsibility – community enterprise development through facilitation of small businesses.
3. Entrepreneurial innovative activities.
4. Universities business Incubation activities – provide a platform for students through an incubation center where students can get help with creating and growing new businesses, business management training as well as financial and technical support (Zreen. Aneeqa et al., 2019).

RESEARCH METHODOLOGY

Data collection for this paper employed a thorough review of findings from previous studies on the similar phenomenon. The studies include one carried out by (Lekhanya, 2016) which looked at 150 rural entrepreneurs in KwaZulu-Natal Province and the other one by (Mutanda et al., 2013), consisting of 140 participants based in the Durban Central Business District in KwaZulu-Natal South Africa. These two studies posed as the indispensable source of primary data for this paper. The data and information from these studies was complemented by various studies undertaken in different parts of the world. After vigorous and comprehensive analysis of the available data and information from the two empirical studies as well as the related literature, this methodology was found to be most appropriate as collection of fresh data when there is secondary data at our disposal would have been repeating exactly the same process (Skocpol, 1984). A comprehensive analysis of the available data is considered as a means of collecting relevant and important information on the topic (Muriisa & Rwabyoma, 2019). Literature review for this study consisted of rigorous analysis of academic work, empirical studies and inter-action with university academics, university students as well as community members around the sphere of influence of Durban University of Technology (DUT) – which forms the unit of analysis as part of the case study. Some eligibility criteria and exceptions were determined. First, only journal articles with empirical data were selected, while article reviews, book series, books, and conference papers were excluded (Othman & Othman, 2019). The primary resources for this study were peer-reviewed journals from the Web of Science and Scopus database. These were followed by data abstraction and analysis of articles and the remaining articles were evaluated and analysed. Efforts were focused on specific studies that responded to formulated objectives. The data was extracted by reading the abstracts first, then the full articles (in depth) to identify the appropriate themes. Qualitative analysis was done by using content analysis to identify themes related to Entrepreneurial Education (EE) in Higher Learning Institutions (HLIs) and the role played by HLIs in enhancing entrepreneurial literacy among communities in and around the world especially in South Africa.

Table 2					
RESEARCH FINDINGS					
RESEARCH FINDINGS – BUSINESS MANAGEMENT TOOLS EXPERTISE					
RESEARCH VARIABLE	Research Statement	FREQUENCY	Chi-square (x²)	Standard deviation (df)	P-value

Training	Which area of the business do you have training for?				
	Alternative response:	77(20.4%);	129.412	Df=1	P=.000
	Marketing;	278 (73.7%);			
	Human resources;	160(42.4%);			
	Business management;	346(91.8%)			
	Building and construction				

A study carried out by (Lekhanya, 2010) in rural KwaZulu-Natal province of South Africa, elaborates on the extent of the entrepreneurial literacy among small business owners in this region. The results indicated in table 2 (Source: Lekhanya, 2010) above show different variables on business training, viz; Marketing; Human resources; Business Management as well as Building and construction. The detailed interpretation of the correlation analysis findings is as follows:

Marketing

The Pearson analysis findings for marketing training indicate that marketing is significant for growth and well-functioning of a business. Purbasari, et al (2019) concur to the importance of marketing strategies knowledge as one of the most required skill by communities involved in entrepreneurship. Adversely, a very small number 77(20.4%) of entrepreneurs have marketing literacy.

Human Resources

Human resources are one of the pillars of any business and, the Pearson analysis results above confirm this sentiment. This means that Human resources play a significant role in the success or failure of a business. These findings concur well with the frequency which shows that 278(73.7%) of entrepreneurs received some training in human resources.

Business Management

Business management seeks to combine basic resources in an organization to maximize returns. The discipline involves both planning and implementation and as it is concerned with profitability, it makes in bigger in scope than all other aspects of business(Pennsylvania State University, 2018).

Being the engine that drives success of the business, business management's well-being is of vital concern, and the results from Pearson analysis show that training of

entrepreneurs in this discipline has a significant impact on the success or fall of the business.

Conversely, the frequency shows that 160(42.4%) of the entrepreneurs have some training in business management, posing a threat to the successful growth of entrepreneurship in the country.

Building and Construction

On this selected kind of business, the Pearson and frequency agree that training in this industry plays a significant role in this business. A whopping 346 (91.8%) of the participants have got training in building and construction.

RESEARCH VARIABLE	Research Statement	FREQUENCY	Chi-square (χ^2)	Standard deviation (df)	P-value
Understanding	What is your understanding of Business promotional strategy?		22.631	Df =1	P=.000
	Alternative response:				
	Special offers	141 (37.7%);			
	National advertising	315(84.2%);			
	Public relations	112(29.9%);			
	Competitions	346(92.5%)			

The above Table 3 (Source: Lekhanya, 2010). Variables cover understanding of business operation aspects participants have. The covered aspects are based on business promotional strategy and these are:

Special Offers

Understanding of special offers in a business is one of the crucial aspects for business success. Its significance is also concurred by the findings from the Pearson analysis above which emphasize that, entrepreneurs really need to understand the importance of special offers in a business. Sadly, the frequency shows opposite results. Only 141(37.7%) of the entrepreneurs understand the importance and functioning of special offers in a business.

Public Relations

Public Relations which is about raising your company's authority, building relationships with key people and managing your reputation, is important to increase sales and gain customers. Its main aim is to inform the public, including potential customers and business partners. The Pearson's findings above corroborate this. However, the frequency shows that only 112(29.9%) of entrepreneurs have got an understanding of public relations, clearly indicating poor public relations expertise among entrepreneurs. (Source: Mutanda, 2013).

RESEARCH VARIABLE	Research Statement	FREQUENCY	Chi-square (x²)	Standard deviation (df)	P-value
Business abilities	How do you rate your financial planning knowledge?				
	Alternative response:				
	Financial planning	100(100%)	0.26	Df = 1.384	0.010
	Drawing-up budgets		0.000	Df = 1.423	0.012
	Drawing-up financial statements		0.001	0.830	0.829
	Analysing financial statement documents to get meaningful information		0.000	1.355	0.233

Business abilities was one of the variables investigated to ascertain the role played by tertiary institutions in driving entrepreneurial literacy among communities in South Africa. The variable covered four main aspects of business abilities namely:

Financial Planning

A study by Mutanda (2013) show that most of the entrepreneurs (84%) indicated that they do not understand what is involved in financial planning. This finding is in agreement with earlier studies by Abdel (2010) as cited by (Mutanda, 2013) who found that small and micro enterprises owner or managers have lean financial planning literacy. In addition, (Kojó, 2010)'s study as cited in (Mutanda, 2013) found that nearly 50% of the respondents were unable to draw up a financial plans; wisely use or manage their finances properly.

Drawing up Budgets

Many entrepreneurs in South Africa, especially from the previously marginalised groups, were found to lack entrepreneurial literacy fundamentals (Mokoape, 2019). For instance, it was found that 80% of entrepreneurs are unable to draw-up a budget which is one of the most basic activities of a business (Mutanda, 2013).

Drawing up Financial Statements

Drawing-up income statements which is basically showing an entrepreneur's income and expenditure for a given period and must be possessed by every entrepreneur if they are to succeed (Mokoape, 2019), has been found to be lacking among small and medium entrepreneurs. Mutanda (2013) found that 81% were unable to draw-up a simple income statement.

Analysing Financial Statements and Getting Information

In a study carried out by Mokoape (2019), a rampant inability of entrepreneurs' inability to read financial statements and deduce meaningful information as well as make sense of it was highlighted. The author clarified this problem by sharing his own experiences as an entrepreneur who was geared to fail due to lack of entrepreneurial literacy.

RECOMMENDATIONS

Following the observed outcomes in this paper, the following suggestions are made:

1. Those universities make it a point that students in final year carry out short projects on entrepreneurial education whereby they go into rural and urban communities in their sphere of influence to conduct tutorials on basic entrepreneurial literacy and make this as part of their final mark assessment.
2. Considering the importance of problem-driven and experience-oriented education in encouraging and driving entrepreneurial mind-sets and practice, the most feasible method of teaching entrepreneurship, is to have students participate in practical entrepreneurial projects and activities, thus reiterating 'hands on' learning, thereby affording enabling students to acquire real-life experience with entrepreneurship.
3. Those universities emphasize and enforce project Based Learning (PBL) across all faculties for both students and teachers/lecturers.
4. That all Education stakeholders involved in Curriculum development, consider revising their curriculums to ensure that they include entrepreneurial literacy (and financial literacy as part of this) in all disciplines at all levels across the university as opposed to making it optional. This will lead to the production of many entrepreneurial inclined graduates.
5. Students should be encouraged to be creative and function as entrepreneurs while they are still pursuing their education careers. This can be implemented through graded practical assessments. This will help enhance their ambitions for entrepreneurship as they would have started earning money during their education career.
6. Appropriate spaces, infrastructure or centers where both students and staff can spend time generating ideas.
7. The South African tertiary landscape must have common policies which act as supporting governance frameworks to support competitiveness and the entrepreneurial ecosystem to enable a country to have strong entrepreneurial culture, as also articulated by (Soto-Rodriguez, 2015).

CONCLUSIONS

The main contributions of this paper were to unveil what is expected of South African tertiary institutions in driving entrepreneurial literacy among communities in their regions. Their main role was found to be the enhancement and emphasis on entrepreneurial literacy and promoting entrepreneurial activities in communities around them. The overall conclusion is that, South African tertiary institutions need clear; standard strategy in place on how to work with communities on fostering entrepreneurial literacy development. There is a need for dedicated policies on driving entrepreneurial literacy from tertiary institutions as well as the government. The few programmes offering entrepreneurship education have been found to teach students ‘about entrepreneurship rather than to teach them to become entrepreneurs’. To avert this problem, South African tertiary institutions should have an all entrepreneurial literacy inclusive and compulsory curriculum. The establishment of business schools can also assist in alleviating this problem. In addition, from as early as primary school, curricula must make provisions for students to be trained as entrepreneurs, so as to make it easy for them when they pursue their tertiary education, as well as, when they graduate or join the working world. This will make it easier for them to have choices, enhance their skills or make choices to become entrepreneurs themselves.

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