



Partnerships between Higher Education Institutions, Government and Private Enterprises for the Development of Micro Enterprises in the Cape Metropolis

by

Fattinald Phaka Rangongo

Thesis submitted in fulfilment of the requirements for the degree
Master of Technology: Business Administration (Entrepreneurship) in the Faculty of
Business and Management Sciences at the Cape Peninsula University of Technology

Supervisor: Mr C Cupido
Co-supervisor: Prof J Nduna

Cape Town
November 2023

CPUT copyright information

The dissertation/thesis may not be published either in part (in scholarly, scientific or technical journals), or as a whole (as a monograph), unless permission has been obtained from the University.

DECLARATION

I, Fattinald Phaka Rangongo, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



November 2023

Signed

Date

ABSTRACT

The focus of this study is partnerships between Higher Education Institutions (HEIs), Government and Private Enterprises in the Cape Metropolis for the purpose of encouraging HEIs to explore the meaning and implications of partnerships and play an active and leading role towards an integrated holistic approach to development. The study arose from documented studies that indicate that universities have given little attention to the study of partnerships (Mitchell and Rautenbach 2005) even though there is worldwide support for an integrated holistic approach to development which focuses on the facilitation and strengthening of partnerships towards achieving holistic and sustainable development (Teichler 2000; Wessels, Mosime and Seitheisho 2000; Foster and Stephenson 1998; Garrick and Kirkpatrick 1998; Teichler 1998; Birch 1988).

The study is set against the general literature on the importance of partnership development and maintenance, the expected role of universities, industry and government in entrepreneurship development, the support of SMMEs in South Africa, challenges that face micro-enterprises and the growing interest around the world for active involvement and greater participation from different stakeholders in order to address the social and economic needs of the people.

Using the triple helix theory of university, industry and government relations, the study supports a move from a more dominant industry-government approach in the industrial society to a growing triadic relationship between universities, government, and industry in the knowledge society. As suggested by Brundin *et al* (2008) and Leydesdorff (2012), the study regards the Triple Helix Model as not only a useful strategy for regional development and advancement of the knowledge economy but also as a useful technique for the growth and development of entrepreneurship in general and micro-enterprises in particular.

Both qualitative and quantitative research approaches were used. The tools for data collection included structured interviews, questionnaires, and a document study. The population and sampling technique was purposive in nature, and it comprised of one (1) Institution of Higher Education, two (2) government departments, two (2) private enterprises and fifteen (15) micro-enterprises.

The research findings indicated that there are partnerships between institutions of higher learning, government, and private enterprises existing and are able to advance micro-enterprises in the Cape Metropolitan area. Interestingly, the partnerships seem to be mostly between one organisation and the micro-enterprise. The study also identifies seven role-

players within the partnerships, different models and processes in initiating partnerships as well as three main approaches to maintaining partnerships. Findings show that the partnerships resulted in material and purposive incentives including financial assistance, educational advancement, skills development, working space provisions as well as technological assistance. Partnerships are generally characterised by lack of sustainability with partnerships existing for a few months and a year with very few exceeding three years. Partnership challenges were in relation to communication, procedures, limited stakeholder participation and unclear benefits in some instances.

The study calls for Higher Education Institutions (HEIs) at regional and national levels to play an active and leading role in forming partnerships for entrepreneurship development. Although it is acknowledged that there are current initiatives by HEIs to encourage entrepreneurship, such initiatives should include all relevant stakeholders. Currently, the Department Higher Education and Training (DHET) through Entrepreneurship Development in Higher Education (EDHE) there seems to be a move by the higher education sector to encourage, promote and support entrepreneurship development. This initiative (programme) according to the EDHE is to focus on people with an intention of developing the entrepreneurial capacity of various stakeholders including students, academics, and leaders. To this effect, the programme goals are student entrepreneurship, Entrepreneurship development in academia and developing entrepreneurial universities.

The significance of the study is that it could throw some light on why many micro-enterprises are facing challenges and what support do they need. It could also address partnership issues that are related to Work Integrated Learning (WIL) in HEIs and assist students to be successful entrepreneurs upon graduation.

ACKNOWLEDGEMENTS

I wish to thank:

- My Supervisor Mr C Cupido for the mentorship and academic advice.
- My Co-Supervisor Prof. J Nduna for her guidance in the thesis journey and for supporting me throughout my studies.
- My father for being my pillar of strength even during extremely tough times.
- My aunt and her husband Malokoe and Stanley.
- My entire Family for all the love you have shown and continue to show me. I really appreciate all of you.
- Dr R Khosa for being a very good friend and mentor.
- The All Mighty for seeing me through.
- The financial assistance of the National Research Foundation (NRF) towards this research is acknowledged. Opinions expressed in this thesis and the conclusions arrived at, are those of the author, and are not necessarily to be attributed to the National Research Foundation.

DEDICATION

This thesis is dedicated to my late Mother Pheladi, my late Grandmother Pheladi and my Daughter Pheladi.

TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
DEFINITION OF CONCEPTS	xiv
Defining small, medium and micro-enterprises (SMMEs).....	xiv
Defining entrepreneurship and an entrepreneur.....	xiv
Defining a partnership	xiv
CHAPTER ONE: INTRODUCTION AND BACKGROUND	1
1.1 Introduction and background.....	1
1.2 Statement of the research problem	2
1.3 Research questions.....	3
1.4 Research objectives	3
1.5 Demarcation of the study	4
1.6 Significance of the study	4
1.7 Limitations of the study.....	5
1.9 Conclusion.....	6
CHAPTER TWO: LITERATURE REVIEW	7
2.1 Introduction.....	7
2.2 The triple helix of university, industry and government relations theory	7
2.2.1 The role of universities in entrepreneurship development	9
2.2.2 The role of industry in entrepreneurship development.....	9
2.2.3 The role of government in entrepreneurship development	9
2.3 Importance of partnerships.....	10
2.3.1 Social partnerships	11
2.3.2 Cross-sector development partnerships (CSDPs).	11
2.3.3 Understanding the Value of CSDPs	11
2.3.4 Western Cape Economic Development Partnership (WCEDP) Founding Goals and Objectives.....	13
2.3.5 Challenges facing partnerships.....	13
2.3.6 Stages of partnership development.....	13
2.3.6.1 Formation	14
2.3.6.2 Implementation.....	14
2.3.6.3 Maintenance.....	14
2.3.6.4 Outcome.....	14
2.3.7 Building blocks of partnership development.....	15
2.3.7.1 Communication	15
2.3.7.2 Decision making.....	16

2.3.7.3	Institutional management of change	16
2.4	Importance of Entrepreneurship.....	16
2.5.	Factors leading to entrepreneurship.....	17
2.6	Levels of entrepreneurial sophistication	17
2.6.1	Small enterprises.....	19
2.6.2	Medium enterprises	19
2.6.3	Very small enterprises	19
2.6.4	Survivalist Enterprises	19
2.6.5	Micro enterprises	20
2.7	The role of SMMEs in socio-economic development.....	20
2.8	SMME support in South Africa	22
2.9	Challenges facing micro-enterprises.....	26
2.9.1	Access to finance	26
2.9.2	Limited access to training.....	27
2.9.4	Red Tape.....	28
2.10	Conclusion	28
CHAPTER THREE: RESEARCH METHODOLOGY		29
3.1	Introduction	29
3.2	Research Paradigm	29
3.3	The Research Design	30
3.4	Data production methods and the research procedure	32
3.4.1	Qualitative research	32
3.4.2	Interviews	32
3.4.3	Document study	33
3.5	Quantitative research	34
3.5.1	Questionnaires	34
3.6	The Research Population	35
3.6.1	Method of selection	35
3.5.2	Sample size.....	37
3.6	Data analysis.....	38
3.7	Data verification	38
3.8	Ethical Considerations	38
3.9	Data collection and findings	39
CHAPTER FOUR: DATA COLLECTION, AND ANALYSIS		40
4.1	Introduction	40
4.2	Interviews	40
Section A: Description of the respondents to the interviews.....		41
4.2.1	Theme 1: Purpose of the organisations.....	41

4.2.2 Theme 2: Contributions of organisations to microenterprise development.	41
4.2.3 Theme 3: Partners of organisations in micro-enterprise development	42
Section B: Processes for initiating and maintaining partnerships	43
4.2.5 Theme 5: Initiation of partnerships.....	43
4.2.6 Theme 6: Processes followed for the establishment of partnerships	44
Section C:.....	45
4.2.7 Theme 7: Measures in place for maintaining partnerships	45
Section D: Benefits of partnerships for all stakeholders	46
4.2.9 Theme 9: Organisation benefits from partnerships.....	46
4.2.10 Theme 10: Business types advanced by partnerships	46
4.2.11 Theme 11: Type of advancement	47
4.2.12 Theme 12: Partnership challenges	47
4.2.8 Theme 8: Measures in terms of success (Effectiveness)	48
4.2.4 Theme 4: Duration of partnerships (Sustainability).....	49
4.2.13 Theme 13: Suggestions for effective micro-enterprise development partnerships	50
4.3 Document Study.....	51
4.3.1.1 Memorandum of Understanding (MoU).....	51
4.3.1.2 Minutes	52
4.3.1.3 Policies	52
4.3.1.4 Annual reports	52
4.3.1.5 Strategic plans.....	53
4.3.1.6 Operational Plans	53
4.4.2 Processes for initiating and maintaining partnerships.....	53
4.4.3 Benefits and challenges of partnerships (benefits for all stakeholders).....	53
4.4.4 Effectiveness and sustainability of partnerships	54
4.4.6 Suggestions for improving partnerships	54
4.5 Questionnaires	54
Section A: Description of the respondents to the questionnaire	55
4.5.1 Biographical Information of micro-entrepreneurs.....	55
4.5.2 Types of businesses and the support/assistance each business receives from its partner. .	57
Section B: Processes for initiating and maintaining partnerships	59
Section C: Benefits and challenges of partnerships	65
Section E: Suggestions for improving partnerships.	72

Chapter 5: Summary of the findings, recommendations, and conclusion	74
5.1 Introduction	74
5.2 Summary of the findings	74
5.2.1. Processes for initiating and maintaining partnerships.	74
5.2.2 Benefits and challenges of partnerships	75
5.2.3 Effectiveness and sustainability of partnerships	76
5.2.4 Suggestions for improving partnerships	78
5.3 Alignment of the three datasets.....	79
5.3.1 Findings per research question	79
5.3.1.1 Primary question.....	79
5.3.1.2 Secondary questions	79
5.3 Conclusion and implications	82
5.4 Recommendations	83
5.5 Limitations of the research and recommendations for future research	84
5.2 Summary of previous chapters.....	85
BIBLIOGRAPHY	87
APPENDICES	97
APPENDIX A: Ethical Clearance Certificate	97
APPENDIX B: Request for Participation Letter.....	98

List of Tables

Table 2.1 Value of cross-sector development partnerships	12
of cross-sector development partnerships	12
Table 2.2 Levels of entrepreneurial sophistication	18
Table 2.3 Key government SMME support institutions.....	24
Table 3.3.1 Research Design and Methods.....	30
Table 3.3.2 Micro-enterprise participant checklist	36
Table 4.1 Age group of micro-entrepreneurs	55
Table 4.2 Education of micro-entrepreneurs.....	56
Table 4.3 Business Classification	57
Table 4.4 Business Classification (Other).....	57
Table 4.5 Assistance/support received from Higher Education Institution	58
Table 4.6 Assistance/support received from Government.....	58
Table 4.7 Assistance/support received from Private Sector	58
Table 4.8 HE: Partnership Initiator	59
Table 4.9 Gov: Partnership Initiator	59
Table 4.10 Priv: Partnership Initiator.....	59
Table 4.11 Own: Partnership Initiator	60
Table 4.12 Vision and Mission discussed	60
Table 4.13 Rules defined	60
Table 4.14 Roles set out	61
Table 4.15 Responsibilities set out	61
Table 4.16 Signed memorandum of agreement	61
Table 4.17 Activities implemented as partners	62
Table 4.18 Progress monitored through communication	62
Table 4.19 Progress monitored through feedback.....	62
Table 4.20 Results evaluated	62
Table 4.21 Meetings worked.....	62
Table 4.22 Workshops worked.....	63
Table 4.23 Special Events worked.....	63
Table 4.24 Q6Other	63
Table 4.25 Measures above worked.....	64
Table 4.26 Motivation for 7.....	64
Table 4.27 Business benefits through finance	65
Table 4.28 Business benefits through skills development	65
Table 4.29 Business benefits through education	65
Table 4.30 Business benefits through work space	66
Table 4.31 Business benefits through technology	66
Table 4.32 Challenge of lack of communication	66
Table 4.33 Challenge of no documented procedures	66
Table 4.34 Challenge of limited stakeholder participation	67
Table 4.35 Challenge of unclear roles and responsibilities of partners	67

Table 4.36 Challenge of unclear benefits	67
Table 4.37 Other challenges	67
Table 4.38 Business advanced by higher education institution	68
Table 4.39 Business advanced by government	68
Table 4.40 Business advanced by Private sector	68
Table 4.41 Business advanced financially	69
Table 4.42 Business advanced educationally	69
Table 4.43 Business advanced with skills	70
Table 4.44 Business advanced with working space	70
Table 4.45 Business advanced technologically	70
Table 4.46 Higher Education Duration	71
Table 4.47 Government Duration	71
Table 4.48 Private Enterprise Duration	71
Table 4.49 Partnership can be improved through better communication	72
Table 4.50 Partnership can be improved through formalisation of a partnership	72
Table 4.51 Partnership can be improved through increased stakeholder participation	72
Table 4.52 Partnership can be improved through clear roles and responsibilities of partners	72
Table 4.53 Partnership can be improved through clear and mutual beneficial partnerships	72
Table 4.54 Other suggestions on improving partnerships	73
Table 5.2.1 Benefits and challenges of partnerships	75
Table 5.2.2 Effectiveness and sustainability of partnerships	76

List of Figures

Figure 2.1 The Triple Helix Model of University–Industry–Government Relations	8
Figure 2.2 Stages of partnership development	13
Figure 3.3.1 Research Design	31
Figure 4.1 Gender of micro-entrepreneurs	55
Figure 5.1 Contribution per partner to micro-enterprise development	85

ABBREVIATIONS AND ACRONYMS

Terms/Acronyms/Abbreviations	Definition/Explanation
CAP	Community Access Program
CPPP	Community Public Private Partnership Programme
DST	Department Of Science and Technology
DST	Department Of Science and Technology
DTI	Department Of Trade and Industry
GDP	Gross Domestic Product
GEM	Global Economic Monitor
HE	Higher Education
HEQC	Higher Education Quality Committee
IDC	Industrial Development Corporation
NEF	National Empowerment Fund
NRF	National Research Foundation
NYDA	National Youth Development Agency
PDI	Previously Disadvantaged Individuals
SAMAF	South Africa Micro-Finance Apex Fund
SEDA	Small Enterprise Development Agency
SEFA	Small Enterprise Finance Agency
SMEs	Small and Medium Enterprises
VAT	Value Added Tax
VSMEs	Very Small and Micro-Enterprises
WCEDP	Western Cape Economic Development Partnership
SMMEs	Small, Medium and Micro-Enterprises
GOV	Government

DEFINITION OF CONCEPTS

Defining small, medium and micro-enterprises (SMMEs)

According to Khosa (2014) citing Rhodes (2012), the concept of SMMEs is broad and has a different meaning in different countries thus there is not a standard definition of what constitutes a small or a medium-sized business. In the South African context and as guided by the National Small Business Act of 1996, SMMEs are characterised by sector, size, number of employees, annual turnover, and gross asset value.

Defining entrepreneurship and an entrepreneur

The definition of entrepreneurship has been largely debated by different authors both in academia and in the public press (Sharma & Chrisman 1999; Nieman & Bennet 2002; Rwigema & Venter 2004). Some authors view entrepreneurship as the creation of new business or enterprise (Rumelt 1987; Low & MacMillan 1988), while others describe it as the creation of organisations (Gartner 1988). According to the GEM, entrepreneurship is any attempt at a new business that results in self-employment, a new business organisation, or the expansion of an already existing business. This can be done by an individual, a team, or an already established business. A characteristic common to all the above definitions of entrepreneurship is that they all embrace a process of change, hence Stokes & Wilson (2010) define an entrepreneur as an individual (or group of individuals) who act(s) as a main mediator of the process of change described, through undertaking a specific project derived from an opportunity that requires the execution of a new idea (or ideas).

Defining a partnership

According to Benade, Henning, du Plessis, Delpont, de Koker, and Pretorious, (2008) as well as Shannon Kindornay, Stephanie Tissot, and Nabeel Sheiban (2014) various meanings are ascribed to the term “partnership”. These authors also argue that a wide variety of partnerships exist and they are basically as diverse as economic activity and human creativity allows (Benade, et al. 2008). The Higher Education Quality Committee (2006:) regard a partnership as an alliance between organisations from two or more sectors that commit themselves to working together to undertake a sustainable development project while (Rouboutsos and Chiara, 2010)) citing Brinkerhoff (2002), state that a partnership is a dynamic relationship among

diverse actors, and is based on mutually agreed objectives, pursued through shared understanding of the most equitable division of labour on the respective comparative advantages of all partners. Although there are other forms of partnerships, this research study discusses social partnerships which are sometimes referred to as cross-sector partnerships.

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction and background

A new era of hope for the development of small, medium and micro-enterprises (SMMEs) across all sectors in South Africa was brought by the 2010 FIFA World Cup. This event was perceived by many to be a ticket to enterprise, as well as economic growth and development for individuals, companies, and the country. There was an increased vibe around entrepreneurship, poverty alleviation and reduction of South Africa's unemployment rate which at the time was estimated to be at 24% (Labour Force Survey, December 2010). SMMEs are regarded as champions for creating employment opportunities and eradicating poverty (McGrath, 2005). However, these enterprises are often initiated and operated by individuals or groups who lack the necessary education and skills as well as other resources such as finance to make their business a success (Co et al. 2006; Nieman & Nieuwenhuizen 2009). According to (Report (2017) Access to financial and non-financial support is critical to creating an enabling environment for SMMEs. Although the South African Government has initiated programmes that encourage entrepreneurship as a means of economic participation for previously disadvantaged individuals (PDI) after 1994, these programmes often only reach small and medium enterprises (SMEs) but not very small and micro-enterprises (VSMEs) (Co et al. 2006). Iwu et al., (2016) agree by stating that "*research reveals that large amount of business support services are directed towards growing small, macro enterprises (SMEs), excluding the micro and informal survivalist enterprises*".

Several studies including McGrath, (2005) suggest that partnerships are a critical success factor for the growth and development of micro-enterprises. In his newspaper article Jackson (2008) states that for practical training and skills development to be effective, a partnership needs to be forged between the private sector, business community, government, and institutions of learning. In South Africa the expected contribution of higher education institutions to socio-economic development as partners lies in a national vision of a transformed, democratic, and responsive system of higher education (National Commission on Higher Education Report 1993, Education White Paper 1997; National Plan for Higher Education in 2001). The main role of institutions of higher education is to provide education and training while private enterprises are well skilled and resourced in their respective fields. The combination of the two with assistance from the government can ensure growth and development for micro-enterprises.

Given the impoverished socioeconomic history of most Western Cape communities and the disempowered background of micro-enterprises (McGrath, 2005), it then becomes evident that sustainable partnerships should exist between either: the government, private enterprises, institutions of higher education and micro-enterprises. It is against this background that an attempt was made through this research to find out if such partnerships exist and if they advance micro-enterprises.

1.2 Statement of the research problem

Although there is worldwide support for an integrated holistic approach to development which focuses on the facilitation and strengthening of partnerships towards achieving holistic and sustainable development (Teichler 2000; Wessels, Mosime and Seitheisho 2000; Foster and Stephenson 1998; Garrick and Kirkpatrick 1998; Teichler 1998; Birch 1988), it has been pointed out that the universities have given little attention to the study of partnerships and that it has hardly explored the meaning and implications of partnerships (Mitchell and Rautenbach 2005). These authors further argue that universities may use “the language of partnerships when in fact they are aiming for a different level of community linkage where less sharing and joint ownership are required...” (104-105). Similarly, a review of research from Canada, United Kingdom and New Zealand indicates the commitment of the various governments in establishing sustainable partnerships for effective socio-economic development and a strong belief in partnerships that are active, stable, multiple-source funded, equitable and sustainable (Bringle and Hatcher 1996; Craig, Dashfield and Thomson 2003).

The Cape Town metropolis' economy is predominated by SMMEs (state of Cape Town report, 2010). Although the South African Government has initiated programmes that encourage entrepreneurship as a means of economic participation for previously disadvantaged individuals (PDI) after 1994, these programmes often only reach small and medium enterprises (SMEs) but not very small and micro-enterprises (VSMEs) (Co et al. 2006). According to Tshepo (2017) in reference to Entrepreneur (2014), the South African SMME survival rate is dire with a staggering five out of every seven new small businesses in South African failing within their first year of operation. The Development Bank of South Africa (2011) states that “partnerships and implementation capacity are prerequisites for a successful South African development path”. In addition, several studies including McGrath (2005) suggest that partnerships are a critical success factor for the growth and development of micro-enterprises, hence the argument that for micro-enterprise development to be successful, there needs to be partnerships between institutions of higher education, government, private sector, and micro-enterprises (Jackson, 2008). These partnerships can assist the government in availing

the proper support structures that will assist micro-enterprises because according to Co et al. (2006) most of the government's efforts to help and support the micro-enterprise sector have failed. Since there are inequalities in the levels of development between higher education institutions and South African communities, it is necessary to investigate the nature of partnerships and processes involved. The purpose of this research is to investigate the existence, nature and establishment processes of such partnerships and their role in advancing micro-enterprises using both qualitative and quantitative approaches.

1.3 Research questions

This study was guided by the following primary as well as secondary questions as derived from the above stated problem statement:

Primary question

How are partnerships between an institution of higher learning, government, and private enterprises established and maintained/managed to advance micro-enterprises in the Cape Metropolitan area?

Secondary questions

- 1) Which processes are utilized to initiate and maintain partnerships?
- 2) What are the benefits/outcomes/outputs and challenges of such partnerships for all stakeholders?
- 3) How are these partnerships described by the stakeholders in terms of effectiveness and sustainability?
- 4) How can these partnerships be improved?

1.4 Research objectives

The main objective of this study was to:

- Map out an effective framework that will guide the planning, implementation, and control (management) of partnerships between higher education institution institutions, government as well as private enterprises for growth and development of micro-enterprises.

The secondary objectives of this study were to:

- To investigate the processes employed in initiation and maintenance stages of the partnerships.
- To solicit information regarding the benefits and challenges of these partnerships.
- To explore the effectiveness and sustainability of such partnerships.
- To investigate how these partnerships can be improved.

1.5 Demarcation of the study

This study was carried out in the Cape Metropolitan area. The target population encompassed four primary stakeholders in a form of micro-entrepreneurs, government officials, representatives of a university and representatives of private enterprises. For the benefit of time constraints and practicality, only one university in the Cape Metropolis was included in the study.

1.6 Significance of the study

This study is important in that it could add value to ongoing National Research Foundation (NRF) - funded research on South African higher education institutions that aims at understanding the relationship between higher education and its contexts. The research findings could also contribute to the body of knowledge regarding partnership development and maintenance. It could also assist in the development of an effective framework that could guide the planning, implementation, and management of partnerships between higher education institutions, government, and private enterprises with respect to the growth and development of micro-enterprises. The research could also stimulate debate on the role of higher education, private sector companies and government departments in community development. As the study forms part of an integral socio-economic development process, policy-makers could use the research findings to develop sustainable socio-economic development initiatives.

1.7 Limitations of the study

The researcher made an attempt to access documents from the 7 officials that formed part of the interviews. This attempt was hampered by limitations of a document study as listed by Bowen (see Bowen, 2017:32). To this this effect, some documents were deemed private and confidential, not available and in some cases had insufficient detail. The study was also limited by its sample size as part of purposive sampling.

1.8 The Structure of the Study

The study is divided into five chapters. Chapter 1 provides an introduction and background to the study. It states the statement of the research problem, research questions, research objectives as well as the general methodology followed. Furthermore, this chapter outlines the demarcation of the study as well as its significance.

Chapter 2

Following the introduction and background is Chapter 2 that reviews the literature that stresses the importance of partnerships and their role in enterprise development, entrepreneurship, as well as SMME's and their role in socio-economic development. This chapter also presents the theoretical framework which underpins the study.

Chapter 3

The third chapter focuses on the methodology and the phases of the research process and describes the procedures that were followed in the study. This chapter also analyses the research design and approaches.

Chapter 4

Chapter 4 presents the findings that were, after the collected data was captured analysed and interpreted. These findings were derived from the responses of interviewed university, government and private enterprise officials, the document study as well as the surveyed micro-entrepreneurs/managers.

Chapter 5

After the research findings were derived, the responses of the participants and the data gathered through the analysis of documents were compared and summarised in order to find similarities and differences. This chapter also provides a summary of such research findings. The recommendations that relate to the development of effective partnerships and micro-enterprise development are put forward and the conclusion that stresses the purpose of the study, the importance of the findings in relation to its primary question as well as its objectives is set out.

1.9 Conclusion

Several studies suggest that partnerships are a critical success factor for the growth and development of micro-enterprises (McGrath, 2005). This notion is further supported in a newspaper article by Jackson (2008) who states that for practical training and skills development to be effective, a partnership needs to be forged between the private sector, business community, government, and institutions of learning. The researcher's position is that partnerships are essential for the growth and development of micro-enterprises as these often need some sort of support and or assistance in order to establish themselves and grow.

The next chapter reviews the literature and discusses the theoretical framework central to the study. It provides clarification of theories as well as concepts that underpin the study. Furthermore, this chapter discusses partnerships and the various stages they go through from initiation to outcome.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

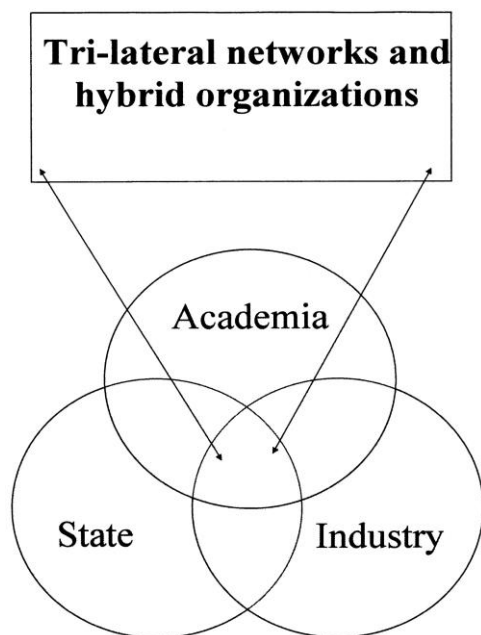
The aim of this chapter is to outline the lens within which this study is focused and the literature underpinning the study as well as review the literature on entrepreneurship, SMMEs, and partnerships. It explains constructs and provides meaning to the findings of this research. Literature shows that there is rising interest across the world for active involvement as well as greater participation from different stakeholders to address the socio-economic needs of people (Teichler 2000; Foster and Stephenson 1998; Garrick and Kirkpatrick 1998; Teichler 1998; Birch 1988). This interest is derived from the belief that co-creation and application of knowledge and skills could contribute to discovering solutions to local, national, and international challenges. Wessels, Mosime and Seitheisho (2000) recommend an integrated and all-inclusive approach to development which focuses on facilitating and strengthening partnerships towards attaining sustainable development. There is a sustained view that higher education (HE) in partnership with communities, local and provincial governments, the private sector, and international partners could play a major role in socio-economic development. Shannon Kindornay, Stephanie Tissot, and Nabeel Sheiban (2014) indicate that there is significant value brought about by cross-sector partnerships. The triple helix of university, industry and government relations theory provides the lens within which this study is carried out.

2.2 The triple helix of university, industry and government relations theory

According to Ranga and Etzkowitz (2013) the Triple Helix of university-industry-government relationships concept was introduced in the 1990s by authors Etzkowitz (1993) and Etzkowitz and Leydesdorff (1995), and it encompassed elements of earlier works by Lowe (1982) and Sábato and Mackenzi (1982). The triple helix can be defined as a set of interactions between three parties. It identifies three helices in the form of industry, academia, as well as government/state and advocates for a move from a more dominant industry-government approach in the industrial society to a growing triadic relationship among universities, government, and industry in the knowledge society¹. The figure below provides a graphical illustration of the triple helix model relevant to this study.

¹ https://triplehelix.stanford.edu/3helix_concept

Figure 2.1: The Triple Helix Model of University–Industry–Government Relations.



Source: (Etzkowitz and Leydesdorff, 2000)

The Triple Helix concept has matured into a conceptual framework for informing policymakers at different levels in the design of fresh innovation and development strategies (Ranga and Etzkowitz, no date) . According to the same authors, the concept is also used for researching complex dynamics related to the Knowledge Society.

In a number of countries, this concept has been utilised as a strategy for regional development and to advance the knowledge-based economy (Leydesdorff, 2012) . In support, Brundin et al. (2008) state that the Triple Helix model has been supported as a useful technique for the growth and development of entrepreneurship. It is for this reason this theory forms the lens within which developmental partnerships can be viewed.

The researcher acknowledges that there are other helices including the quadruple and quintuple helix but given the nature of this study, the triple helix is relevant in discussing partnerships between higher education institutions, government, and private enterprises for the development of micro-enterprises as it advocates for universities to play a greater role in innovation in increasingly knowledge-based societies (Etzkowitz and Leydesdorff, 2000) .

The next section discusses the roles played by universities, government, and private enterprises (industry) in entrepreneurship development as part of the triple helix.

2.2.1 The role of universities in entrepreneurship development

According to Brundin et al. (2008) citing (McMullan and Gillin, 2001; Ladzani and van Vuuren, 2002) “many institutions of higher learning have been involved in entrepreneurship education for decades” (Brundin et al., 2008:84). In the Western Cape in particular, four universities and a technical college are involved in entrepreneurship education and development to a varying degree (Brijlal, 2005). This study focuses on one of the universities that in part fosters entrepreneurship development through its curriculum, centre for community engagement as well as technology station by means of consultation, training, and research projects. Its contribution to entrepreneurship development through its technology station serves as affirmation as suggested by (Etzkowitz and Leydesdorff, 2000) that universities can play an elevated role in innovation.

2.2.2 The role of industry in entrepreneurship development

In the year 2008 Brundin et al. (2008) argued that in South Africa, the role of industry in entrepreneurship development is primarily initiated by industry associations like the Chamber of Commerce. The same authors go on to state that the associations would normally work with government through efforts such as commenting on draft legislation (Brundin et al., 2008) . Such associations are also present in the Western Cape in the form of the Clothing and Textile Association (CLOTEX) and the Western Cape Business Opportunities Forum (WECBOF) to mention a few. Industry/private enterprises also have a much more direct and practical role through different initiatives. These are normally linked to their corporate social responsibility strategies and can be financial or nonfinancial. Initiatives range from training, mentoring, coaching, space provision to start-up capital.

2.2.3 The role of government in entrepreneurship development

The democratic government of South Africa has come up with a variety of entrepreneurship development programmes over time. It is the mandate of government to create policies and strategies that facilitate entrepreneurship and economic development. As far back as the year 1995, the national government of South Africa through the DTI published the National Strategy that would develop and promote small business in the country (Brundin et al., 2008). Since then, there has been the creation of the Ministry of Small Business Development in 2014 and its main purpose is to facilitate entrepreneurship and small business development. To facilitate entrepreneurship and small business development in the Western Cape, the provincial

government has a number of services available to SMMEs. These according to Brundin et al. (2008) include training and mentorship as well as access to capital programmes. “The primary mandate of the Enterprise Development Unit is to create an enabling environment which minimises the hurdles to sustainable business growth, investment, and job creation. The unit’s objective is to facilitate engagements between relevant stakeholders in order to ensure demand-led support intervention and to develop and grow small businesses through enhanced access to financial and non-financial support” (Western Cape Government, 2016)

2.3 Importance of partnerships

A review of research indicates that in places such as New Zealand, United Kingdom and Canada there is commitment from government to establish sustainable partnerships for effective community development (Craig, Dashfield and Thomson 2003). In New Zealand, the government has recently committed to working together with the community sector, the government of the United Kingdom has equally committed to partnerships with community groups and in Canada the Community Access Program (CAP) recommends that partnerships should be active, stable and multiple-source funded (Craig, Dashfield and Thomson 2003).

According to Mullinix (2001) partnerships are also viewed as an essential transdisciplinary component of educational reform. The term holds a substantial inter-disciplinary history because it represents an important step beyond collaboration and cooperation (Mullinix, 2001). Supporting an integrated holistic approach to development, Mullinix (2001) suggests that long-term impact and successful reform necessitate the coordinated efforts of many people. Business, education, social services, and medicine as well as the public and private sectors are all contributing to the dialogue regarding the importance of partnerships for attaining goals and expanding impact (Mullinix, 2001).

It is suggested that meaningful partnerships should be equitable and sustainable (Bringle and Hatcher 1996; Craig, Dashfield and Thomson 2003; Warner and Sullivan 2004). Since there are inequalities in levels of development between higher education institutions and South African communities, there is a need to investigate how meaningful, equal, and sustainable partnerships could be established.

2.3.1 Social partnerships

Mullinix (2001) citing Waddock (1991) identifies social partnerships as an increasingly prevalent form of collaborative action in which organisations from multiple sectors (cross-sector) interact to achieve common goals. This would mean that social partnerships are normally spread across different disciplines. “Such partnerships undertake to share benefits and risks, review the relationship regularly and revise the partnership as necessary” (Higher Education Quality Committee, 2006: 92). Mullinix (2001: 77) stipulates that “the term partnership is frequently loosely used however once the term is clearly understood and ethically employed in its various forms and stages, it is a powerful tool with great potential” (Mullinix, 2001: 77). Therefore cross-sector partnerships should be developmental in nature.

2.3.2 Cross-sector development partnerships (CSDPs).

Extrapolating from the works of Googins and Rochlin (2000) and later that of Tamutzer and Schafer (2006), The North-South Institute (2014) states that social or cross-sector partnerships are commitments among and between public, private, and non-profit institutions (any combination), in which persons from partner organisations agree to work in a cooperative manner and commit different resources toward common developmental goals. According to the (Ibid), these types of partnerships have a clear pro-poor orientation. Given the background of most micro-enterprises, these forms of partnerships become crucial to their growth and development.

2.3.3 Understanding the Value of CSDPs

The increasing body of knowledge on the value of cross-sector partnerships tends to focus on partnerships between NGOs and the private sector in developed countries and includes assessments of organisational characteristics, motives, and the history of partner interaction that underpin the potential of collaborations for social change. Some studies have arisen which provide models for analysing and understanding partnership formation and processes in cross-sector partnerships (Austin 2000; Austin and Seitanidi 2012; Seitanidi et. al. 2010; Stadtler, 2012). Others have developed conceptual frameworks to analyse and discuss the relationship between a business’s economic interests and a NGO’s social interest as they relate to a partnership (Thomson and Perry 2006; Selsky and Parker 2010; Stadtler 2012). A number of studies have highlighted the potential of business and NGO collaboration to co-

create value for organisations and societies. These studies note that, while private sector actors and NGOs often enact contradictory value creation logics, it is possible to overcome these dissimilarities and create shared value (Mukherjee Reed and Reed 2009; Austin and Seitanidi 2012; Stadtler 2012; Le Ber and Branzei 2010). While this literature focuses largely on partnerships in developed countries and those between the private sector and NGOs, it provides a useful conceptual framework for understanding various types of multi-stakeholder partnerships, including those that involve governments, and can be applied to developing country contexts. This is because the basic structural components of cross-sector partnerships (in other words, different partners with varied interests and comparative advantages working together to achieve common outcomes) tend to be consistent across partnerships in different contexts, including CSDPs. The value of CSDPs is the short- and long-term benefits that are generated for organisations and societies from the complementarities that occur due to interaction between and among public, private, and non-profit partners (Austin and Seitanidi 2012). The table below discusses some of the types of value in cross-sector development partnerships.

Table 2.1 Value of cross-sector development partnerships

TYPE OF VALUE	DEFINITION
Associational value	Derived benefit accumulating to a partner from simply having a collaborative relationship with another organisation. Actors may gain projected credibility or good reputation as a result of their association.
Transferred resource value	Derived benefit by a partner from the receipt of a resource from another partner. The significance of the value will depend on the nature of the asset transferred as well as its use. Exchange can be unilateral, bilateral, or reciprocal and include in financial contributions or in kind.
Interaction value	Intangible benefits that derive from the process of partners working together, including, conflict resolution, joint problem solving and, increased knowledge etc. Due to their interaction, partners may increase trust, gain relational capital, share knowledge, and exercise joint problem solving.
Synergistic value	Derived benefit that arises from partnerships that combine partners' distinct resources and unique capabilities to accomplish more together than they could individually. Core competencies key to each organisation's success may complement those of others and support common partnership activities and organisational goals.

Source: (Kindornay, Tissot and Sheiban, 2014)

2.3.4 Western Cape Economic Development Partnership (WCEDP) Founding Goals and Objectives

In order to address some economic challenges including entrepreneurship development within the Western Cape, the Western Cape Economic Development Partnership (WCEDP) was formed. According to (Report (2017) WCEDP is defined as a cross-sector partnership that focuses on mobilising different socio-economic stakeholders towards an all-encompassing and resilient regional economy.

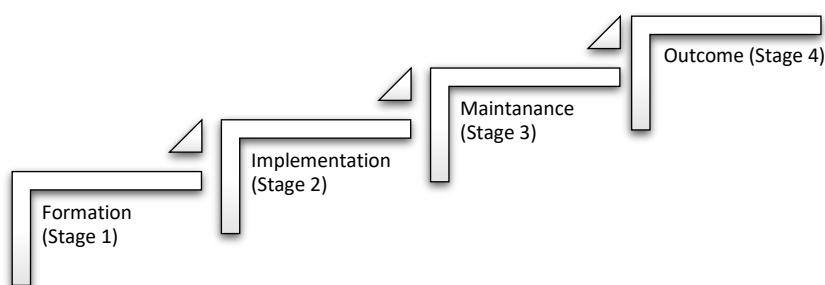
2.3.5 Challenges facing partnerships.

According to the National Development Plan (2014) citing the Commission's Diagnostic Report, released in June 2011, identifies the failure of policy implementation as well as the absence of broad partnerships as key reasons for slow progress.

2.3.6 Stages of partnership development

Butterfoss, Goodman and Wandersman (1993) as well as Warner and Sullivan (2004) highlight four stages of partnership development as formation, implementation, maintenance; and outcome. Seitanidi & Ryan (2007) concur by suggesting a process model that features formation and motivation, implementation and execution as well as outcomes and challenges. The above can be expressed graphically as follows:

Figure 2.2 Stages of partnership development



Source: Author

2.3.6.1 Formation

This stage of partnership development involves the initiation of funding as well as the formation of working groups and key individuals who will steer the partnership (HEQC, 2006). The HEQC (2006) explains that the formation stage should be characterised by a clear mission and vision of the partnership, an outline of resources that will lead to inter-organisational co-operation as well as an outline of the benefits for all partners.

2.3.6.2 Implementation

This stage of the partnership involves the execution of a needs assessment to understand the partnership's concerns and develop intervention strategies. The HEQC (2006) contends that the success of the implementation stage is heavily reliant on honest and continuous communication with regard to debating and sharing of ideas. The rules, roles and procedures of the partnership are established and enforced at this stage of partnership development.

2.3.6.3 Maintenance

The Advanced Learner's Dictionary, (2000) defines maintenance as an act of making a state of situation continue. This would mean that for partnerships to be maintained there needs to be monitoring and a continuance of all working groups of key individuals as well as the partnership activities. The HEQC (2006) quoting Sebastian, Skelton and West, (2000: 41) list clear communication mechanisms, adequate infrastructure to support the partnership processes as well as the establishment of feedback strategies that must be known to all the partners as critical components of the maintenance stage of partnership development.

2.3.6.4 Outcome

This stage comprises of the impact of the partnership. The process of assessing the success of a partnership is normally defined in the beginning of the collaboration by establishing specific goals and related measurements for its achievements. According to the HEQC, (2006), as far back as the early 1990's Butterfoss, Goodman and Wandersman (1993: 322) suggested material incentives (derived from physical resources), solidarity incentives (derived from group identification and status), and purposive incentives (derived from achieving the

goals of the partnerships) as outcomes to partnerships. These were further expanded on by Shannon Kindornay, Stephanie Tissot, and Nabeel Sheiban (2014) citing Austin and Seitanidi (2012) by listing transferred resource (derived from benefits that accrue as a result of resource transfers between partners), associational (derived from benefits that accumulated to partners by having a partnership, such as improved projected credibility), synergistic (derived from benefits generated as a result of a partnership that would otherwise not have occurred for participants, such as achieving specific outcomes) and interaction (linked to the benefits produced through working in partnership, such as improved trust between partners and shared knowledge) as types of value added by cross-sector partnerships. It is important to note that the types of value created are not mutually exclusive and can generate a combination of other value.

2.3.7 Building blocks of partnership development

The HEQC (2006:98) outlines three building blocks that successful partnerships are developed on. These building blocks are namely communication; decision making and institutional management of change.

2.3.7.1 Communication

Communication can be defined as a process of sharing information with people (Oxford – Advanced Learner’s Dictionary, 2000). According to the HEQC (2006:98) citing El Ansari and Philips (2001), “communication is identified as a very important component in the establishment of partnerships” (HEQC, 2006:98). Hence effective and efficient communication forms the foundation for creating a transparent, successful partnership (HEQC, 2006). One of the main challenges to communication can be attributed to language. This is particularly evident in the case of a small business development organisation that creates templates to suit the language of the entrepreneurs.

Hisrich (2010: 46) mentions that “language is sometimes considered as the mirror of culture which is composed of verbal and nonverbal components” (Hisrich, 2010: 46). According to the same source, these include ideas and messages that are conveyed by the words used, the tone of voice, as well as nonverbal actions such as body positioning, eye contact and other gestures (Hisrich, 2010). This then suggests that one of the partners in the partnership should have the command of the language that the micro-entrepreneur speaks or the micro-

entrepreneur should have the command of the language that his/her partners speak. Hisrich (2010) is of the view that this is not only important for information collection and evaluation, but advertising for campaigns as well as the overall business success.

2.3.7.2 Decision making

Decision making in partnerships should be a consultative and collaborative processes that necessitates all stakeholders to be aware of how decisions affect their roles and responsibilities. Furthermore, all stakeholders must commit to expectations that result from the decision making (HEQC, 2006)

2.3.7.3 Institutional management of change

The HEQC (2006) argues that sustainable partnerships should have a strategy that will enable partners to respond to future change or challenges without delay. Change management within partnerships should be based on transparency, consultation, feedback, as well as monitoring and evaluating the process (HEQC, 2006).

The service-learning concept is founded on the idea of providing students with a chance to implement their academic knowledge on an applied basis within communities. This has seen students of different vocations engaging in community outreach campaigns". (Economic development report 2012-2013)

2.4 Importance of Entrepreneurship

Entrepreneurship is often considered an important tool that contributes to the transformation of a country' s economy Cassim (2014). This consideration is largely owed to the popular belief that entrepreneurship gives impetus to the economy by creating employment and reducing poverty Nieman & Nieuwenhuizen (2009); DTI (1995); Kinunda-Rutashobya and Olomi 1999; Groenewald et al. 2006). It achieves this as pointed out by (Cassim, 2014) citing Van Praag and Versloot (2007) through innovation, employment generation, productivity, and growth; and by increasing individuals' effectiveness.

In South Africa, the common term used to describe all the levels of entrepreneurial sophistication in recent literature is SMMEs (Groenewald, et al.2006; GEM 2010; Nieman & Nieuwenhuizen 2009). These SMMEs are so important to the South African government and

its economy that it established a Ministry of Small Business Development in the year 2014. In lamenting the importance of entrepreneurship and the role played by SMMEs, the former Minister of the aforementioned ministry (in reference to research done by GEM) stated that small businesses are important contributors to employment creation, with more than 50 percent of all employment opportunities in the country created by them. The minister went on to say that SMMEs contribute around 45% of the country's gross domestic product (South African Government, 2014). Further to this contribution based on a Mail & Guardian article, the NDP that SMMEs will contribute about 60-80% to GDP and result in 90% of the 11-million new jobs by the year 2030 (Mail & Guardian, 2019).

2.5. Factors leading to entrepreneurship

A lot of interest and energy has been devoted to describing various factors that influence individuals or groups to undertake entrepreneurship. These factors have been identified as push and pull factors (Nieman, Hough, & Nieuwenhuizen 2003; Stokes & Wilson 2010; Groenewald et al. 2006) The push factors include redundancy, unemployment, and disagreement with a previous employer while pull factors include the desire to exploit an opportunity, desire for independence, turning a hobby or previous work experience into a business as well as financial incentives. From these studies, a conclusion can be drawn that an entrepreneur is either attracted or forced to initiate and start a business venture.

2.6 Levels of entrepreneurial sophistication

As indicated earlier, the common term used to describe all the levels of entrepreneurial sophistication in recent literature is SMMEs (Groenewald, et al.2006; GEM 2010; Nieman & Nieuwenhuizen 2009). SMMEs possess the potential to create and expand employment opportunities, enhance market opportunities and develop entrepreneurial skills. The table below provides a comprehensive breakdown of SMMEs in the South African context.

Table 2.2 Levels of entrepreneurial sophistication

Sector or sub-sectors in accordance with the Standard Industrial Classification	Size or class	Total full-time equivalent of paid employees <i>Less than:</i>	Total annual turnover <i>Less than:</i>	Total gross asset value (fixed property excluded) <i>Less than:</i>
Agriculture	Medium	100	R 4.00 m	R 4.00 m
	Small	50	R 2.00 m	R 2.00 m
	Very small	10	R 0.40 m	R 0.40 m
	Very small	5	R 0.15 m	R 0.10 m
	Micro			
Mining and Quarrying	Medium	200	R30.00	R18.00
	Small	50	m R	m R
	Very small	20	7.50 m	4.50 m
	Very small	5	R 3.00 m	R 1.80 m
	Micro		R 0.15 m	R 0.10 m
Manufacturing	Medium	200	R40.00	R15.00
	Small	50	m	m R
	Very small	20	R10.00	3.75 m
	Very small	5	m R	R 1.50 m
	Micro		4.00 m R 0.15 m	R 0.10 m
Electricity, Gas and Water	Medium	200	R40.00	R15.00
	Small	50	m	m R
	Very small	20	R10.00	3.75 m
	Very small	5	m R	R 1.50 m
	Micro		4.00 m R 0.15 m	R 0.10 m
Construction	Medium	200	R20.00	R 4.00 m
	Small	50	m R	R 1.00 m
	Very small	20	5.00 m	R 0.40 m
	Very small	5	R 2.00 m	R 0.10 m
	Micro		R 0.15 m	
Retail and Motor Trade and Repair Services	Medium	100	R30.00	R 5.00 m
	Small	50	m	R 2.50 m
	Very small	10	R15.00	R 0.50 m
	Very small	5	m R	R 0.10 m
	Micro		3.00 m R 0.15 m	
Wholesale Trade,	Medium	100	R50.00 m	R 8.00 m
Commercial Agents and Allied Services	Small	50	R25.00	R 4.00 m
	Very small	10	m R	R 0.50 m
	Very small	5	5.00 m	R 0.10 m
	Micro		R 0.15 m	
Catering, Accommodation and other Trade	Medium	100	R10.00	R 2.00 m
	Small	50	m R	R 1.00 m
	Very small	10	5.00 m	R 0.20 m
	Very small	5	R 1.00 m	R 0.10 m
	Micro		R 0.15 m	

Transport, Storage and Communications	Medium	100	R20.00 m	R 5.00 m
	Small	50	R10.00	R 2.50 m
	Very small	10	m R	R 0.50 m
	Micro	5	2.00 m	R 0.10 m
			R 0.15 m	
Finance and Business Services	Medium	100	R20.00 m	R 4.00 m
	Small	50	R10.00	R 2.00 m
	Very small	10	m R	R 0.40 m
	Micro	5	2.00 m	R 0.10 m
			R 0.15 m	
Community, Social and Personal Services	Medium	100	R10.00	R 5.00 m
	Small	50	m R	R 2.50 m
	Very small	10	5.00 m	R 0.50 m
	Micro	5	R 1.00 m	R 0.10 m
			R 0.15 m	

Source: National Small Business Act, 1996

The classification by class or size as tabulated above can be elaborated as follows:

2.6.1 Small enterprises

The National Small Business Act defines small enterprises as enterprises that normally employ about 5 to 50 employees, and they are usually managed by the owner or directly controlled by owner communities. These enterprises make up the bulk of the established businesses in South Africa, (Government of South Africa, 1996).

2.6.2 Medium enterprises

Medium enterprises are described as formal businesses that have more complex management structures, divisions of labour and employ up to a hundred employees (National Small Business Act, 1996).

2.6.3 Very small enterprises

A review of literature from Cupido (2003) citing the White Paper (1995) identifies very small enterprises as those that are unique to South Africa and employ less than ten people, except for in the manufacturing, electricity, mining, and construction sectors where the very small enterprise employment limit is twenty. These businesses form part of the formal economy, are value added tax (VAT) registered and have access to partial technology in business operations.

2.6.4 Survivalist Enterprises

Survivalist enterprises are businesses that generally generate income that is beneath the poverty line (White Paper,1995). According to Nieman & Nieuwenhuizen (2009) survivalist

enterprises are operated in isolation from markets and their owners are illiterate and unaware of their own potential.

2.6.5 Micro enterprises

According to some literature (Hisrich, Peters & Shepherd 2005; White Paper 1995; StreetNet 2003; Nieman & Nieuwenhuizen, 2009 and (Welsh et al., no date) micro-enterprises are classified as very small businesses which often involve the owner, family and or at most nine employees. Chao, L., Pauly, M., Szrek, H., Pereira, N.S., Bundred, F., Cross, C. and Gow, J. (2007) as well as (Peters and Naicker (2013) argue that micro-enterprises are important to a country's economic segment. These enterprises however are characterised by diverse entrepreneurial activities, underdeveloped or non-existing education, lack of capital, lack of skills and training and often constitute a significant part of the informal sector (Welsh et al., no date). In agreement with the aforementioned literature, (Addo, 2017) states that micro-enterprises are businesses that employ about six people and are characterised by low profits, small amounts of financial capital amongst others.

(Khosa, 2014) citing Co, Groenewald, Mitchell, Nayager, Van Zyl, & Visser (2006) mentions that even though survivalist enterprises and micro-enterprises are considered two separate categories, they are mostly discussed together for convenience using the term informal sector. A large number of these enterprises are often not registered (Peters and Naicker, 2013). However, in the Cape Metropole, hawking and informal trading is regulated through municipal by-laws. Consequently, traders are required to obtain trading permits and may do business in specified areas. Traders trading in food related products are also obliged to get a business licence and adhere to local health standards (Wester Cape Government, 2019).

2.7 The role of SMMEs in socio-economic development

The national development plan argues that in order to achieve unity and equality, the country needs fertile conditions for entrepreneurship (National Planning Commission, 2010). This view is also supported by (Hgg, 2011) with an accession that for entrepreneurship flourish, the environment must be supportive of new businesses and improve the growth and sustainability of existing once. Current research has outlined that South Africa still possesses one of the highest socio-economic inequalities in the world with its population unemployment rate ranging between 24 and 28% from the years 2010 to 2018 (Labour Force Survey 2010; Trading Economics 2018). This notion is supported by Bruwer and Van Den Berg (2017) citing Business Tech (2016) by urging that South Africa is understood to have one of the worst

unemployment rates in the world. Literature reviewed from GEM (2009) suggests that one of the ways to curb this high unemployment rate is through rapid entrepreneurial activity. In support of this, Kinunda-Rutashobya and Olomi (1999: 57) state that “since development and poverty alleviation depend on how well resources are organised, and since efficient organisation and direction of resources depend on governance, entrepreneurship is without doubt a key ingredient in the process of development”. Bruwer and Van Den Berg (2017) lament this statement by stating that SMMEs play a fundamental role in the stimulation of the South African economy by reducing unemployment and lessening poverty. It is for this reason that the government established a Ministry of Small Business Development whose aim is to facilitate, promote and develop small businesses (Bureau for Economic Research, 2016).

Cape Town remains the economic hub of the Western Cape Province. According to (City of Cape Town, 2017) , The City of Cape Town’s economy contributed 72% to the provincial gross domestic product (GDP) in 2016. According to (Year and Produce (2011) up to 75% of businesses in Cape Metropolis are classified as SMMEs and they contribute as much as up to 50% of the city’s economic productivity. This high contribution is similar on a national scale as stipulated in yester years by Nieman and Nieuwenhuizen (2009) that SMMEs constitute 97.5% of all business and generate 35% of the gross domestic product in South Africa. This is further supported by and in recent years by Bureau for Economic Research (2016) through the assertion that SMMEs contribute significantly to the national GDP (Bureau for Economic Research, 2016). SMMEs in South Africa have low growth prospects as compared to those in China, Chile, and Peru while Cape Town in particular has the highest rate of early-stage entrepreneurship in the country, only about 15% of start-ups are expected to grow and create employment for at least ten people within five years (CoCT, 2016). The position of Cape Town on SMMEs is clearly articulated by its Director for Economic Development by stating:

"We are positioning Cape Town as a competitive city that facilitates the establishment and growth of SMMEs and industries to accelerate job creation and the earning potential of our residents" (Western Cape Government, 2012).

According to the socio-economic profile of the City of Cape Town working paper (2014), Education and training advances access to employment opportunities and assists in accelerating and sustaining overall development. This can be viewed in light of entrepreneurship (micro-enterprise development).

For the purpose of this study the researcher focused on micro-enterprises which according to Nieman & Nieuwenhuizen (2009) largely form part of the informal economy. The White Paper (1995) states that micro enterprises remain largely in the informal sector because they are not registered and are run from home. Even though that is the case, The City of Cape Town

through its Department of Economic Development possesses an Informal Trading function. Its focus (as mentioned on the City's website) is on creating an environment that assists informal traders to run their enterprises in ways that ensure a positive relationship with the formal sector. According to StreetNet (2003), the (Western Cape Provincial Government, 2007) as well as (Ilboudo et al., 2016), the development of micro-enterprises is regularly under-mined by a number of challenges.

2.8 SMME support in South Africa

Dating back to pre-1994, the SMME sector in South Africa was largely neglected by policy makers and went as far as discouraging previously disadvantaged individuals from owning and running enterprises (Berry et al. 2002; Tlhomola, 2010; and Peters and Naicker, 2013) . This has changed as like other nations, South Africa feels the urge to promote the SMME sector (Tengeh, 2013). Following the dawn of democracy in 1994, the South African government implemented a number of programmes designed to support SMMEs (GEM, 2014). The objective according to the aforementioned literature, was to stimulate economic growth in an effort to shrink the high poverty as well as rising unemployment levels of the majority of the population.

In South Africa one can argue that there are two kinds of policies in terms of SMME development. These can be classified as the 'traditional' policy approach and the 'growth-oriented' policy approach to enterprise development. Mazzarol (2014) states that the 'traditional' policy approach to enterprise development tends to focus on growing the number of enterprises through business start-up programs, venture capital financing and investment in research and development or technology transfer. The 'growth-oriented' policy approach on the other hand is more relational in nature and focuses on the entrepreneurial leadership of growth businesses through the development of their networks and the expansion of such at the local, national, and international level (Mazzarol, 2014). As part of the latter approach the same author argues that businesses that want to grow require assistance in linking up with customers, suppliers and other stakeholders who can provide resources (Mazzarol, 2014).

It is with noticing that over the last two decades a number of these initiatives have either been merged or shutdown in an attempt to yield more constructive results. As a result of the merges and or shutdowns, the country has seen the birth of the National Empowerment Fund (NEF) in 1998, Small Enterprise Development Agency (SEDA) in 2004, Technology and Innovation Agency (TIA) in 2008, National Youth Development Agency (NYDA) in 2009 as well as the Small Enterprise Finance Agency (SEFA) in the year 2012 (GEM, 2014). These initiatives offer financial and non-financial support to SMMEs and the introduction of the recent small business

development ministry in 2014 was also another government initiative that seeks to prioritise SMMEs within South Africa. The table below provides a summarised look at key national government institutions that offer support to SMMEs in the country.

Table 2.3 Key government SMME support institutions

Agency	Support type	Description
SEDA	Non-financial	Small Enterprise Development Agency was established as part of the DTI in December 2004. The agency was established by amalgamating three agencies, namely: Ntsika Enterprise Promotion Agency, National Manufacturing Advisory Centre, and the Community Public Private Partnership Programme. In April 2006, the GODIDA Trust and the Technology Programmes were integrated into SEDA becoming SEDA Technology Program. This agency provides business development and related support services for small enterprises through its nationwide network in partnership with different role players within the small enterprise support sector.
SEFA	Financial	Small Enterprise Finance Agency was established on the 1 st of April in 2012 amid the amalgamation of the South African Apex Fund, Khula Enterprise Finance, and the small business activities of the IDC. The agency operates as a development finance institution and reports to the DSBID. Coherent with its mandate, SEFA provides financial products and services to qualifying SMMEs and Co-operatives as defined in the National Small Business Act of 1996 amended in 2003. SEFA achieves this through a variety of wholesale and direct lending channels.
IDC	Financial	Established in 1940, IDC is a national development finance institution. Their role is to enhance the industrial capacity of South Africa, and the rest of the continent, thus boosting economic growth and industrial development. IDC achieves this by funding entrepreneurs starting new enterprises or supporting companies that want to extend operation. Start-up and existing businesses are funded up to a maximum of R1 billion and considers debt of R1 million. Funding can be structured in a number of ways, such as: debt; equity and quasi-equity; guarantees; trade finance; venture capital.

According to *Destiny Connect* (2017), the DTI has announced that the NEF is to become a wholly-owned subsidiary of the IDC in order to fund more black entrepreneurs.

NYDA	Non-financial and financial	NYDA is a South African-based agency established primarily to address challenges faced by the nation's youth. The agency was established to a sole, unitary structure, established to address youth development issues at National, Provincial and Local government level. NYDA has shifted its core business primarily from Enterprise Finance towards Education and Skills Development. The fundamental change in this area of development is the change from the loan provision to the grant provision for young entrepreneur. As a result, the NYDA no longer offers loan finance to young entrepreneurs, but instead grant finance in a form of micro-finance grants for survivalist youth entrepreneurship and co-operatives grants for greater participation of youth in the co-operatives sector.
Land Bank	Financial	Established as a development finance institution in 1912, Land Bank is a statutory body with a mandate from Government to support the development of the agricultural sector. The Bank's main strategic intent is to achieve financial sustainability focused on social and development impact. The Bank provides a comprehensive range of retail and wholesale financial products and services designed to meet the needs of commercial and developing farmers and agriculture-related businesses.
<p><i>Source:</i> Text adapted from www.seda.org.za (2017); www.sefa.org.za (2017); www.idc.co.za (2017); www.nyda.gov.za (2017); www.landbank.co.za (2017)</p>		

2.9 Challenges facing micro-enterprises.

There is an extensive literature that captures challenges faced by SMMEs throughout the world (Welsh et al., no date). The GEM reports from 2009 to 2018 suggest that South Africa has one of the highest business start-up failure rates in the world (Global Entrepreneurship Monitor, 2016). To this effect, the Ministry of Trade and Industry confirms that there is over 70% failure rate in less than two years of new business operations (Mail & Guardian, 2019). The high failure rate can be contributed but not limited to:

- Lack of access to financial services;
- Limited access to training in areas such as business skills, technical training, and other basic education and training;
- Limited access to business related infrastructure such as manufacturing space, closeness to others involved in similar activities, as well as trading and storage space.
- Red Tape.

2.9.1 Access to finance

A large number of microenterprises operate in the informal sector and are in need of capital to survive (Welsh et al., no date). Nieman, Hough & Nieuwenhuizen, (2003: 32) regard access to finance as a key challenge for the effective development of SMMEs in South Africa. According to Claessens (2006) as referred to in (Tengeh, Ballard & Slabbert, 2011), most sectors of SMMEs lack access to finance, which probably inhibits their growth and decreases their welfare. Meanwhile, Mugobo & Ukpere (2012) reported that 59% of the respondents in their study on rural entrepreneurship: opportunities and challenges, indicated that “access to finance is a challenge” (Mugobo & Ukpere, 2012). Several studies indicate that in support of this argue that access to finance is problematic to many entrepreneurs as funding institutions require collateral and a borrowing track record (Gem, 2014; Mugobo & Ukpere, 2012). In many SMME forum settings, access to funding is constantly referred to as an important aspect of SMME growth but also one of the biggest challenges that needs urgent attention. (Mail & Guardian, 2019)

According to Ventureburn (2016), as much as 85% of small businesses are underfunded because they do not have viable business plans. This view is supported by (Report, 2017) that suggests the lack of finance readiness, combined with lack of knowledge and information are an impediment to SMMEs accessing financial as well as non-financial support. As a result,

thereof, there is a reluctance to fund from banks (Ventureburn, 2016). A possible solution could be the attainment of formal business management training by small business owners to assist them in part with the development of viable business plans (Ventureburn, 2016). Due to their substantial economic presence as well as financial instability, enterprises of this nature require the attention of government and private sector companies (Welsh et al., no date) .

2.9.2 Limited access to training

Even though mentoring, coaching, and training have formed part of the strategies of the South African SMME ecosystem for upskilling, the skills shortages within SMMEs is still prevalent (Mail & Guardian, 2019). According to the same source, the inability, time constraints and lack of skills are causes for lack of implementation of training on aspects of the business received (Mail & Guardian, 2019).

2.9.3 Limited access to business related infrastructure

Physical infrastructure is rated as a positive condition of any entrepreneurship ecosystem across the globe (Global Entrepreneurship Monitor, 2016) . The (Western Cape Provincial Government, 2007) posit that all businesses require access to infrastructural and other services in order to flourish. Yet, Mugobo & Ukpere (2012) argue that most SMMEs are still struggling with access to business premises such as including warehouses factories and offices. This is supported by (Welsh et al., no date) citing Eversole (2003); Duncombe and Heeks (2002) in their indication that poor infrastructure, poor location, and inadequate access to transportation disadvantages many micro-enterprises. Although prior studies seemed to create a bleak picture, the GEM (2016) rated South Africa at a scale of 5.8 out of 9 with 1 being highly insufficient and 9 being highly sufficient. Perhaps the challenge here may be limited to micro-enterprises as earlier alluded to by (Welsh et al., no date) .

2.9.4 Red Tape

Government bureaucracy (referred to as red tape) can constrain micro-enterprises (Welsh et al., no date) . This constrain is often regarded as time-consuming, highly complex and difficult to execute (Mail & Guardian, 2019)

In South Africa bureaucracy was evaluated by the Global Entrepreneurship Monitor (2016) to be at a scale of 2.7 out of 9 with 1 being highly insufficient and 9 being highly sufficient. A conclusion can therefore be drawn that the red tape is seriously inhibiting micro-enterprise growth and development. It is worth noting that government departments are looking at solutions towards addressing red tape, however until there are concrete plans and strategies to deal with this issue, small, medium and micro-enterprises will continue to suffer. (Mail & Guardian 2019)

2.10 Conclusion

Based on the characteristics and the challenges of the informal sector it is clear that serious limiting factors are embedded in micro-enterprises (White Paper 1995). These factors could have a unfavourable impact on the growth and development of micro-enterprises which according to (Ibid) can only be addressed through partnerships with government, private sector, public Organisations, and higher education (White Paper 1995; The Inter-American Development Bank 2001). The rationale for partnerships is that they can capacitate micro-enterprises through education and skills development as well as other resources.

According to Kindornay, Tissot and Sheiban (2014) “policy-makers and partnership practitioners should define from the outset the objectives and purposes of a partnership and outline the roles of different actors, the level of engagement between partners should depend on the objectives and purposes of the partnership and in addition to partnership objectives, the comparative advantages of different partners should determine the types of value derived from the partnership” (Kindornay, Tissot and Sheiban, 2014).

The next chapter explores the research methodology that was followed in carrying out the study. It captures the tools and techniques used to collect and analyse data with the aim of answering the research questions asked as well as understand the research phenomenon.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The primary research question that guided this study attempted to find out how partnerships between an institution of higher learning, government, and private enterprises were established and managed to advance micro-enterprises in the Cape Metropolitan area and the main objective was to map out an effective framework that will guide the planning, implementation, and control (management) of partnerships between various stakeholders for the growth and development of micro-enterprises. The secondary objectives of this study were to:

- To investigate the processes employed in initiation and maintenance stages of the partnerships.
- To solicit information regarding the benefits and challenges of these partnerships.
- To explore the effectiveness and sustainability of such partnerships.
- To investigate how these partnerships can be improved.

This section represents the research design that was followed by the researcher. A Research design is defined as a plan or blueprint of how one intends to conduct the research (Babbie and Mouton 2002).

3.2 Research Paradigm

The study is foregrounded in the interpretivism paradigm. In order to address the research problem and answer the research questions, an in-depth analysis of the research phenomena was required. The depth of analysis therefore required a more qualitative approach including an element of descriptive statistics which were then triangulated to enhance the validity as well as reliability of the study (Crowther and Lancaster 2009, Bowen, 2017). The data analysis approach was inductive in nature thus enabling the researcher to discover themes which also contributed to understanding the research phenomenon (Abdul Rehman and Alharthi, 2016). This paradigm is more relevant to this study based on the methodology and the methods used in the study.

3.3 The Research Design

In this study the research design had characteristics of both quantitative and qualitative approaches which attempted to find out how partnerships are established and maintained or managed, and how they advance micro-enterprises. The above-mentioned design is reflected in Table 3.1 and the research phases are represented diagrammatically in Figure 3.1 below:

Research Design, Phases and Methods

Table 3.3.1 below shows the research design that guided the research activities of the study and data gathering methods that were used.

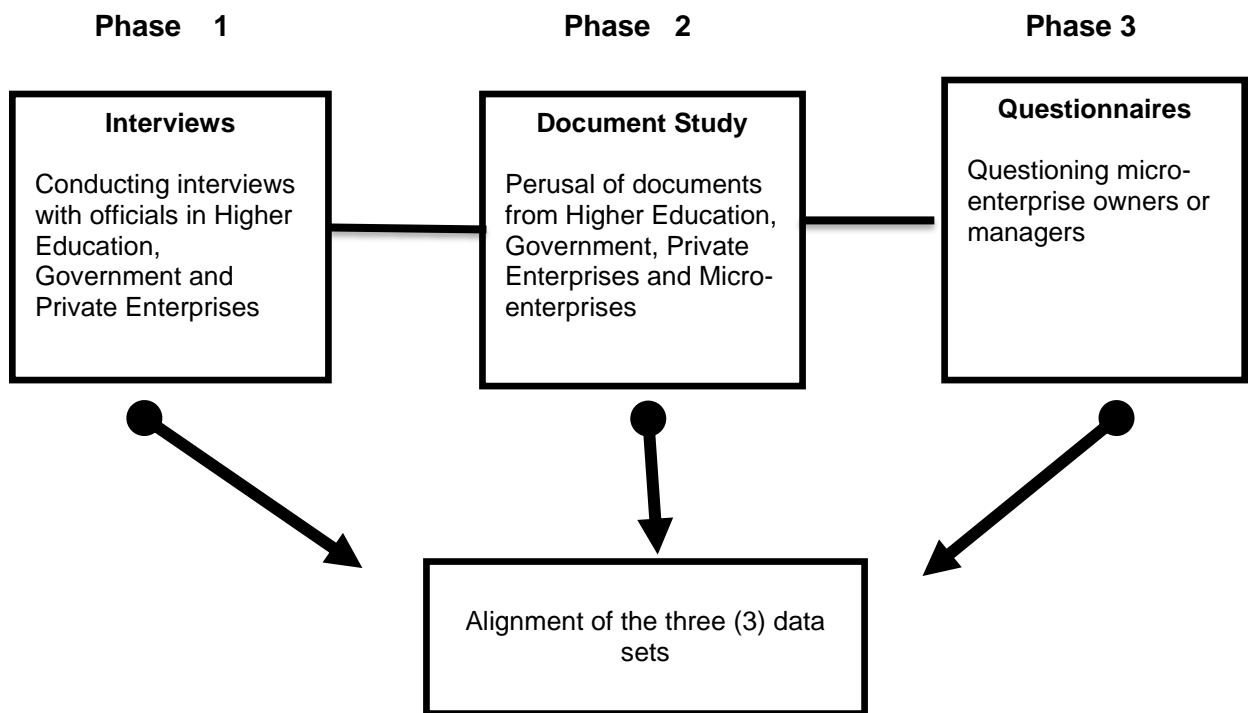
Table 3.31: Research Design and Methods

Research Questions	Research Sites	Research Participants	Data Collection Methods	Data Analysis
1. Which processes are utilized to initiate and maintain partnerships? 2. What are the benefits/outcomes/outputs and challenges of such partnerships for all stakeholders? 3. How are these partnerships described by the stakeholders in terms of effectiveness and sustainability? 4. How can these partnerships be improved?	A Higher Education Institution	3 officials responsible for community-based projects	Individual interviews and document study	Thematic analysis
	2 Government sites	2 government officials responsible for socio-economic development		
	2 Private Enterprises	2 private sector officials responsible for the corporate social responsibility (CSR) units of their respective organisations		
	15 Micro-enterprises.	15 managers or owners of the selected micro-enterprises.	Questionnaire	Statistical analysis

Source: Author

Figure 3.3.1 Research Phases

The study was conducted in three phases as reflected in Figure 3.1 below.



Source: Author

From the research design it is clear that the researcher subscribed to the idea of triangulation which is defined as a multi method approach that exercises both the quantitative and the qualitative research methodologies (Lapan and Quartaroli 2009). Triangulation is normally considered to be an effective way to enhance validity and reliability in business research projects (Crowther and Lancaster 2009, Bowen, 2017). By using triangulation, the strengths of one data source compensated for the weaknesses of the other (De Vos, Strydom, Fouche, and Delport, 2005).

3.4 Data production methods and the research procedure

Data production methods that were employed in the study were in line with both qualitative and quantitative approaches.

3.4.1 Qualitative research

For the qualitative research approach, the researcher used interviews and a document study as data collection tools. The interviews served as primary data whereas the document study served as secondary data in the study.

3.4.2 Interviews

Interviewing is regarded as the most predominant instrument of information collection in qualitative research (De Vos et al. 2005). Babbie& Mouton (2001) also confirm that qualitative methods of collecting data include focus groups, individual interviews, and in-depth interviews. Based on this statement and the nature of the research, the researcher made use of interviews as a primary data collection instrument. Another reason for the employment of interviews as a data collection tool is that interviews are viewed as a useful tool for retrieving great amounts of information efficiently and are an effective way of obtaining depth in data (De Vos et.al, 2005).

Welman and Kruger (2004) mention three kinds of interviews. These include unstructured interviews, structured interviews, and semi-structured interviews. For the purpose of this research, the researcher made use of structured interviews to collect data. The interview schedule was administered to officials in Higher Education, Government and Private Enterprises. Accordingly, 3 officials from a higher education institution, 2 government officials (from 2 different departments) and 2 private enterprises officials (from 2 different enterprises) were interviewed. The purpose of the interviews was to investigate existing partnerships between an institution of higher education, government, and private sector organisations for the development of micro-enterprises in the Cape metropolitan area. In this regard, the aim was to investigate the nature and establishment of such partnerships and their role in advancing micro-enterprises. The interview schedule consisted of five sections and thirteen questions. The study identified thirteen themes that arose from the questions as presented in the interview schedule and the responses of the interviewees. The reason for employing such a method is due to the fact that in structured interviews the interviewer is restricted to the questions, their wording and their order as they appear on the schedule (Welman et al., 2004).

This allowed the interviewer to get consistent responses regarding the investigated phenomena from the participants.

3.4.3 Document study

The second dataset in this study was a document study. Document analysis is a process for studying or evaluating documents that are both electronic and printed (Bowen, 2017) . According to the same author, this form of analysis is often used in combination with other qualitative research methods as a means of triangulation (Bowen, 2017) . For this study, the document study was designed to seek responses to the primary question and to address the secondary objectives. The responses were then analysed thematically using thematic analysis.

The reason for conducting a document study as part of the qualitative research methodology is due to the submission made by Lapan and Quartaroli, (2009: 104) that qualitative data are words or images that are obtained from interviews, photographs, observations, artefacts, or written documents. Documents that the researcher was able to peruse from the different organisations included Memorandums of Understanding, Minutes, Policies as well as Annual reports. In some instances, the researcher was directed by certain participants to access their websites as other documents that were useful for this study were available there.

The researcher conducted an extensive document study in a bid to tackle the challenge of the small population and sample presented by the nature of this research. Some authors such as De Vos et al. (2005: 318) and (Bowen (2017) suggest a few advantages for using document study as a data collection tool.

They are among others inclusive of the following:

- Document studies are relatively of low cost.
- They offer a platform for a confession from the respondent.
- They are non-reactive thus the contents of the documents are not affected by the activities of the researcher.
- They are inaccessible subjects in that they do not require the researcher to make personal contact with the respondents.

3.5 Quantitative research

Quantitative methodology is associated with scores, values, counts or ratings that are gathered in, or can be transformed into numbers (Lapan and Quartaroli, 2009). Brynard and Hanekom (2006) state that by using the quantitative research methodology, the researcher assigns numbers to units of analysis and that the methods could include techniques such as observation, preliminary investigations, quantitative analysis and questionnaires. For the purpose of this research, the researcher used questionnaires as a data collection tool for micro enterprises.

3.5.1 Questionnaires

According to Curran and Blackburn (2001) questionnaires are the most frequently used of all research instruments. The aforementioned is supported by Crowther & Lancaster, (2009) with the reiteration that questionnaires are amongst one of the most extensively utilized and valuable ways of collecting data.

The researcher employed questionnaires to survey micro-enterprise owners and or managers based on the ideology shared by Sekaran (2003) which affirms that questionnaires are an efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variables of interest. To this effect databases from the university, government departments as well as private sector companies were accessed to invite micro-entrepreneurs to participate in the study. 50 micro-enterprises were invited. 30 micro-enterprises signalled interest to partake in the study and the researcher distributed 30 questionnaires and 24 were returned. 15 of these were fully completed and used in the study. The purpose of using the questionnaire as a data collection tool was not to generalize the findings but rather to validate information gathered by means of interviews and document study.

All the research instruments were divided into sections as listed below. It is important to note that Section A only provides description and or background but does not provide answers to the research questions and objectives.

- Section A: Description of the research participants or perused documents
- Section B: Processes for initiating and maintaining partnerships.
- Section C: Benefits and challenges of partnerships (benefits for all stakeholders)
- Section D: Effectiveness and sustainability of partnerships
- Section E: Suggestions for improving partnerships.

3.6 The Research Population

The goal of the researcher was to create the sample that best represents the characteristics of the research population in which the researcher is interested. The process of creating this sample involved “the method of selection and sample size” (Lapan&Quartaroli 2009: 88).

3.6.1 Method of selection

The researcher made use of purposive sampling method to identify the research population for the study. Lapan & Quartaroli (2009) describe this sampling method as a method that is directed at a particular effort with the intention of serving the purpose of the study. As the purpose of the study is to investigate partnerships for micro-enterprise development between higher education, government, private sector companies and micro-enterprises, the research population for this study consisted of the following units of analysis:

3.6.1.1 One university that has socio-economic development partnerships which contribute to micro-enterprise development with either a government department, a private enterprise or a micro-enterprise. This university was selected due to the fact that it is the only South African university documented in an international book as one of the engaged universities in the World in terms of Civic Engagement (Watson, Hollister, Stroud and Babcock, 2011).

3.6.1.2 Two private sector companies that have a micro-enterprise development element as part of their corporate social responsibility.

3.6.1.3 Micro-enterprises that have partnerships for their development with either: The selected university, a government department, or a private sector company. The researcher used the databases from the university, government departments as well as private sector

companies to invite the micro-entrepreneurs to participate in the study. This resulted in a combined number of 50 micro-enterprises invited to participate. 30 micro-enterprises signalled interest to partake in the study and the researcher distributed 30 questionnaires and 24 were returned. 15 of these were fully completed and used in the study.

Participating micro-enterprises were selected based on the completion of the table below. To be eligible for participation in the research study, micro-entrepreneurs and or micro-enterprise managers were required to circle at least 1 answer in each options block.

Table 3.2 Micro-enterprise participant checklist

Micro-enterprise participant checklist	
REQUIREMENT	OPTIONS
Number of years in existence	A. 0-5 years B. 6-10 years C. More than 10 years
Number of employees	A. 1-5 employees B. More than 5 employees
Type of partner	A. University B. Government C. Private enterprise
Type of business	A. Food business B. Clothing business C. Hair business D. Art business E. Car-wash business F. Other: (please specify
Annual turnover	A. Less than R150 000

Source: Author

The units of analysis described above are in line with Welman et al. (2005) suggestion that a research population must include the total compilation of all units of analysis about which the researcher wishes to make specific conclusions and with Cohen and Manion (1989) description of the population as a sample upon which the study focuses attention.

3.5.2 Sample size

The research population in this study consisted of three university officials responsible for community-based projects, two government officials responsible for socio-economic development, two private sector officials responsible for the corporate social responsibility (CSR) units of their respective organisations. The study further entails fifteen managers or owners of the affected micro-enterprises. This sample size was appropriate for the purpose of the study (purposive sample) as it targeted only the stakeholders involved in micro-enterprise development.

The total sample was n=22 which was made up of the following subgroups:

3.5.2.1 Three (3) officials from a Higher Educational Institution

Officials from the Higher Education included individuals responsible for facilitating community engagement and work integrated learning activities. Some of their activities are conducted together with the different faculties.

3.5.2.2 Two (2) officials from Government Departments

The composition of officials from government departments comprised of one official a government department that is focused on economic development within the enterprise development unit whose sole purpose is to create an enabling environment for businesses to thrive through financial and non-financial support. The other official came from an agency that deals with youth development whose purpose is to design and implement programmes that are aimed at improving the lives and business opportunities available to youth.

3.5.2.3 Two (2) officials from Private Enterprises

The two officials from private enterprises were comprised of one official from A retail-based organisation and the other one a small-scale farming development organisation whose purpose is to assist up and coming or small-scale farmers in different aspects of their businesses.

3.5.2.4 Fifteen (15) owners and or managers from Micro Enterprises.

These included individuals who are owners of the businesses or have been allocated a manager role within the organisation and are running the business on behalf of the owner.

The researcher conducted a survey using questionnaires that covered fifteen (15) micro-enterprise owners or managers, and also used structured face-to-face interviews to interview three (3) university officials, two (2) government officials and two (2) private enterprise representatives.

3.6 Data analysis

Data collected through the use of questionnaires was analysed quantitatively using the IBM SPSS Statistics program. The responses from the questionnaires were coded and presented in the form of tables and graphs (descriptive analysis). According to Web Center for Social Research Methods, descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries regarding the sample and its measures.

Data gathered through interviews and document study was analysed qualitatively and their responses were put into different categories and summarised following which emerging themes were identified (Strauss and Corbin 1990, (Bowen, 2017) According to Bryman & Bell (2001) thematic analysis is considered a popular method for analysing qualitative data.

3.7 Data verification

Data from the interviews with university staff, government officials and private enterprise representatives was compared with data from the micro-enterprise owners or managers' questionnaires in order to identify similarities and differences. Data from the document study was also compared with the responses of university staff, government officials, private enterprise representatives and micro-enterprise owners or managers. This constituted the validation process.

3.8 Ethical Considerations

Permission was sought from the selected Institution of Higher Education, Government Departments, Private Enterprises and Micro-enterprises to conduct the study on their premises, interview and question their staff and to access their documents as well as databases. This process was done through an invitation letter which the researcher had developed for the purpose of seeking participation from the participants.

3.9 Data collection and findings

Because of the sensitivity of some of the information the research participants were assured that:

- All information will be treated as confidential;
- Participation is voluntary and the participants may pull out of the study at any time and for any reason;
- Participants may avoid questions that they do not want to answer; and the research findings will be made available to the participants.

The next chapter presents the findings that were, after the collected data was captured analysed and interpreted.

CHAPTER FOUR: DATA COLLECTION, AND ANALYSIS

4.1 Introduction

A mixed method approach was used to collect data for this study. The researcher employed both qualitative and quantitative approaches in a form of interviews, a document study and questionnaires. The interviews and the questionnaires formed part of the primary data while the document study forms part of secondary data.

This chapter captures the responses of participants through the interview schedule, it also covers the documentation that was available for scrutiny and captures the responses from the questionnaires as part of the validation process. The findings are presented in narrative, tabular and graphical formats. It is important to note that the first section of the interview schedule, the questionnaire and the document study was designed to provide background information (a description) of the participants and perused documents, and not to provide responses to the research questions. An explanation of various components of the instruments used for data collection is provided in order to clearly outline the results. Caution should be applied as the results may not necessarily be transferable nor used for generalisation purposes due to the small sample size that formed part of the study.

4.2 Interviews

The interview schedule was administered to officials in Higher Education, Government and Private Enterprises. Accordingly, 3 officials from a higher education institution, 2 government officials (from 2 different departments) and 2 private enterprises officials (from 2 different enterprises) were interviewed. The purpose of the interviews was to investigate existing partnerships between an institution of higher education, government, and private sector organisations for the development of micro-enterprises in the Cape metropolitan area. The interview schedule consisted of five sections and thirteen questions. The study identified thirteen themes that arose from the questions as presented as presented below.

Section A: Description of the respondents to the interviews

4.2.1 Theme 1: Purpose of the organisations

When organisations were asked to explain their purpose, the higher education institution mentioned that its purpose is to facilitate community engagement and work integrated learning activities in higher education and to establish partnerships with relevant stakeholders. This response was slightly different from that of a government department that is focused on economic development which stated that its purpose is to create an enabling environment for businesses to thrive through financial and non-financial support and for jobs to be created through the enterprise development unit. Also, in responding to the same question, an agency that deals with youth development stipulated that its purpose is to design and implement programmes that are aimed at improving the lives and business opportunities available to youth. A small business development organisation indicated that it concentrates on helping people to start their own businesses. “Instead of people going out to look for jobs, we would assist them to create work for themselves”. A retail-based organisation in responding to the question mentioned that its purpose is to continue to supply reliable retail products to its customers timeously while a small-scale farming development organisation stated its purpose is to assist up and coming or small-scale farmers in different aspects of their businesses. It also mentioned that it connects micro-farmers to customers and also ensure food security for impoverished families and communities. In looking closer at the response to the theme purpose of the organisation two points are consistent with the responses. These are partnerships as well as business support. The points are consistent with the objective of the study and are in line with responding to the research questions.

4.2.2 Theme 2: Contributions of organisations to microenterprise development.

When responding to the question regarding contributions towards micro-enterprise development, the higher education institution responded by saying that its contribution in this regard is at a faculty level were through service-learning projects led by academics, micro-entrepreneurs can be assisted in various aspects of their businesses. In responding to the same question, a government department that is focused on economic development mentioned that it offers financial and non-financial support to various business types while an agency that deals with youth development noted that it offers different programmes at different levels. It indicated the different levels as micro, meso and macro. For the purpose of the micro level, it seeks to provide direct services to youth in the form of information, mentorship, skills development and training, entrepreneurial development, and support. A small business development organisation responded by saying “*we had the department of economic (the*

office that does tenders) we invite the micro-enterprises for workshops regarding tenders and the tender process and these would be facilitated by economic development.

We get guys from a bank to explain the kinds of things they would need to get a loan from that bank for their business. We offer and co-facilitate workshops that develop micro-enterprises.

We also do co-operative training and registration. Business plan workshops were in that period we go through a customized template in terms of language. The client has an option to complete the business plan in English, Xhosa, or Afrikaans". A retail-based organisation went on to respond by indicating that it offers micro-entrepreneurs an opportunity to trade at its doorstep thus exposing them to a large number its clientele. A small-scale farming development organisation answered the question by mentioning that it mainly assists farmers with agricultural skills and business knowledge. It further contributes through offering access to finance, providing seeds, and vegetable transportation etcetera.

The common contributions from the various organisations included:

- Information, training, and skills development
- Support with tender processes
- Availing trading space
- Business plan development

4.2.3 Theme 3: Partners of organisations in micro-enterprise development

When organisations were asked who their partners in microenterprise development are, the higher education institution mentioned that they have various partners as they work on a triad model that involves the university, the community and government/service sector. It also differs from faculty to faculty in terms of the kinds of partners they would choose. A government department focused on economic development answered the same question by indicating that they are in partnership with various organisations including a famous entrepreneurship academy situated at one of the leading universities in the country. An agency that deals with youth development was adamant that they have different partners, and their partner entrepreneurs are from different sectors of the economy. In responding to the same question, a small business development organisation responded by saying "*we are in partnerships with banks, department of economic development and many other different organisations. We even had Red door. We have partnerships with the private sector as well as government because at the end it is beneficial to all of them. E.g., the bank wants to do the presentations so that our clients can go to them for business loans, the tender office does their workshops so that forms can be filled in correctly*". A retail-based organisation stated that they mainly support individual

entrepreneurs that are particularly in food business. In most cases they have entrepreneurs that sell hotdogs, boerewors rolls and or burgers to their customers on the go. A small-scale farming development organisation responded to the question by indicating that it has partnered with micro-farmers, schools and many other offices and businesses across the city.

The common responses suggest that partnerships mainly exist between the following:

- University
- Government
- Service sector
- Banks
- Enterprise development agencies
- Partner entrepreneurs

Section B: Processes for initiating and maintaining partnerships

4.2.5 Theme 5: Initiation of partnerships

A question was asked regarding how the partnerships were initiated and the higher education institution responded by mentioning that the initiation would be done differently in different faculties and departments. The institution also mentioned that it has long standing partnerships with government departments and in most cases, it would approach them. In terms of the micro-enterprises, it mentioned that the potential partners would mostly be identified by the various departments within the university and the initiation would happen from there. In responding to the same question, a government department focused on economic development stated that it invited them to participate in helping them to achieve its socio-economic mandate (this suggests that the initiation was done by the government department). In responding to the same question, an agency that deals with youth development stated that through its national reach it is able to advertise what it offers and on the basis of that, entrepreneurs would mainly approach it for different kinds of assistance. A small business development organisation mentioned that *“Our organisation is led by a director and there are consultants who communicate with micro-entrepreneurs. The director goes out to the different organisations and presents our business model to them to see how they can fit in and that is how the partnerships are established. We advertise our services in public areas like police stations and informal business centres in townships like gugulethu, khayelitsha through posters. We also advertise through local newspapers. Most of our clients come knocking on our door, they probably heard out this somewhere and they just knock on our door and say that we need help”*. A retail-based organisation responded to the question by uttering that it normally advertises space as part of its corporate social responsibility and interested individuals would then approach it for the space. When asked the same question, a small-

scale farming development organisation outlined that in many cases, it identifies potential farmers and reaches out to them.

The responses as captured above can be summarised as follows:

- Partnerships are initiated mainly by organisations that support the micro-entrepreneurs and then advertised through various means. However, the micro-entrepreneur would in most cases approach the partner.

4.2.6 Theme 6: Processes followed for the establishment of partnerships

The responses to the question regarding which processes were followed to establish partnerships indicated that the higher education institution mostly invited partners to an orientation regarding service learning and then from there the project would go through the planning phase, implementation phase as well as the evaluation and review phase. A government department that is focused on economic development stipulated that it has different agreements with different partners but most of those are formalized in one way or another. Meanwhile an agency that deals with youth development in responding to the question stipulated that it has a variety of meetings to evaluate the potential of the partnership and then it normally signs agreements once the support programme is agreed upon. A small business development organisation mentioned that there is only a walk-in form that the entrepreneurs complete which has all the information of the entrepreneur and the assistance that the entrepreneurs would need while a retail-based organisation indicated that it sends out a call for individual entrepreneurs to approach it upon which it would then use a criterion to select a suitable partner. Once the partner is chosen then it proceeds to establish the rules of engagement. A small-scale farming development organisation indicated that farmers form part of its network through the larger organisation.

The responses to the question suggest the following as common processes to the establishment of partnerships.

- Micro-entrepreneurs are invited for orientation.
- Formalization of partnerships.
- Call for application is sent out.

Section C:

4.2.7 Theme 7: Measures in place for maintaining partnerships

In responding to the question what measures you have put in place to ensure that your partnerships are well maintained, the higher education institution mentioned that it uses various consultative methods to maintain our partnerships. It has pre and post reflection meetings, it also uses other events like certificate ceremonies, and site visits. It has a generic MoU that facilitates the partnerships. A government department that is focused on economic development in response to the same question detailed that they meet and conduct workshops regularly to discuss the progress, challenges, and prospects. Similarly, an agency that deals with youth development indicated it has agreements in place and conducts site visits where necessary. A small business development organisation mentioned that it paid the micro-entrepreneurs but not the bank and not the government department. It also mentioned that it has another partner that runs a business support business, and it approached the owner and asked for assistance with business plan workshops over a period of time and that business would be paid for services rendered. The services would be directly linked to the assistance needed by the micro-entrepreneurs. A retail-based organisation responded by mentioning that it has a set of rules that govern the relationship, and all the partners operate within those rules. A Small-scale farming development organisation categorically stated that all its affiliated farmers are part of its database and it conduct meetings with them regularly. Furthermore, it mentioned that it also conducts regular visits to farms to monitor the work done. Below is an outline of the common measures that are in place to maintain the various partnerships.

- Meetings
- Workshops
- Site visits
- Formal agreements
- Payment made to entrepreneurs

Section D: Benefits of partnerships for all stakeholders

4.2.9 Theme 9: Organisation benefits from partnerships

Organisations were asked how they benefit from these partnerships and the higher education institution responded by saying that there are multiple benefits for both academic staff as well as the student population that is involved in service-learning. It mentioned examples relating to students practical learning as well as access to research opportunities for academics. To this effect, a government department that is focused on economic development stated that it benefits seeing businesses and entrepreneurs grow to become socio-economic role players thus delivering on its mandate of economic and social development. An agency that deals with youth development responded similarly by mentioning that the partnerships assist in delivering its mandate of youth development. A small business development organisation in response to the question indicated that it benefits from meeting its objective of assisting the entrepreneurs in growing their enterprises. I also stated that the benefits are not monetary. The respondent was not sure whether the output would result in more funding for the organisation. A retail-based organisation indicated that it is not about benefiting. It is more about contributing to micro-enterprise development through corporate social responsibility. In response to the question, a small-scale farming development organisation stated that it benefits from contributing to food security and enterprise development within communities. In this regard, the following is a summary of the benefits as stated in the responses.

- Research opportunities
- Theory and practice integration
- Achieving corporate social responsibility targets
- Contribution towards micro-enterprise development

4.2.10 Theme 10: Business types advanced by partnerships

Organisations were asked which types of business were advanced by the partnership and the higher education institution indicated that it has projects in construction, in fashion, food gardens, town planning etcetera. This meant that there many different types of businesses that benefit from the partnerships. Similarly, a government department that is focused on economic development mentioned that the partnerships included many sectors and business types. An agency that deals with youth development mentioned that business types such as entertainment to motor mechanics have been advanced. It also highlighted that their partnerships advanced may type of businesses. In responding to the questions, a small business development organisation gave examples of that toy makers, recycling, hairdressers, spaza shops, butcheries, car washes, mechanical workshops, and driving schools. A retail-based organisation mentioned it advanced those that are in the fast-food

business. A small-scale farming development organisation mentioned the agricultural sector and micro-farmers in particular. The data indicated that the most common business types to be advanced by the partnerships are:

- Construction
- Mechanics
- Food gardens
- Spaza shops
- Butcheries
- Car wash
- Entertainment

4.2.11 Theme 11: Type of advancement

When organisations were asked about the type of advancement the higher education institution mentioned access to technology, education, and training as well as financial advancements. A government department that is focused on economic development responded by mentioning financial and non-financial advancements. In responding to the same question, an agency that deals with youth development indicated financial advancement, mentorship, and skills development. A small business development organisation mentioned start-up finance, educational training, business plan development and completing tender documents as well as working space. In a similar response, a retail-based organisation cited access to clientele as well as the trading space as types of advancement. A Small-scale farming development organisation listed soil setup support, planning production, planning harvests, assisting with financial services, assisting with transportation of vegetables, and access to seedlings. In summary the advancement was through the following:

- Financial support
- Skills development
- Knowledge transfer
- Provision of trading space
- Access to technology

4.2.12 Theme 12: Partnership challenges

In responding to the question regarding the challenges presented by the partnerships, the higher education institution mentioned time constraints, lack of proper planning from the students, micro-entrepreneurs not feeling part of the partnership and no signed MoUs. A government department that is focused on economic development indicated that there was not

a lot of challenges nonparticipation of lack of participation in some of the events of the partnerships. An agency that deals with youth development responded by mentioning lack of understanding of processes and procedures to follow as the main challenge while a small business development organisation indicated that *“challenges with the micro enterprises is that some people are hungry and once they are hungry and do not have money to put food on the table they then leave this business idea and go to look for employment somewhere else so that they can get money asap. This leads to a high dropout rate. Some loose interest and do not show-up during workshops, some have multiple business ideas, and they think that they are the best ideas ever and that they can be pursued at the same time. The other partners were professional, and all went smooth”*. In responding to the same question, a retail-based organisation hygiene and sometimes lack of proper implementation of all the rules by the micro-entrepreneur as challenges. A Small-scale farming development organisation mentioned general breakdown in communication as a challenge The responses to this question indicated the following as challenges experienced by the partnerships.

- Time constraints.
- Lack of understanding of processes and procedures.
- Communication breakdown.
- No signing of MoUs.
- Closure of businesses to seek employment.
- Lack of participation at partnership events.

Section D: Effectiveness and sustainability of partnerships

4.2.8 Theme 8: Measures in terms of success (Effectiveness)

When asked to respond to the measures in terms of success, the higher education institution mentioned that they worked quite well in that they allowed it to get direct feedback from its partners. A government department that is focused on economic development in responding to the measures in terms of success indicated that the meetings and workshops were successful in that they allowed partners to detect what was working and what was not. Similarly, an agency that deals with youth development stated that the measures worked. A small business development organisation responded by mentioning that the measures worked well, and both the entrepreneurs and the partners were satisfied. A retail-based organisation outlined that the measures are working because the entrepreneur knows what is expected including food hygiene and customer service. Affirming the previous responses, a small-scale farming development organisation also indicated that the measures worked well and further indicated that as a result, the micro-farmers are generally happy, and they produce quality produce. Common to all the responses to the question is:

- Measures are working and they allow and facilitate feedback.
- Expectations are made explicit.

4.2.4 Theme 4: Duration of partnerships (Sustainability)

In responding to the question regarding the duration of the partnerships, the higher education institution revealed that the duration of the partnerships differ based on the kind of partnership but they range from a couple of months to more than three years. This was not in contrast to that of a government department focused on economic development which cited that the partnerships stretch a long way but most of them about 2 to 3 years old. In responding to the same question, an agency that deals with youth development indicated that some partnerships have been there since the beginning of its existence but for the entrepreneur partners it would depend on the kind of programme they are on. A small business development organisation in this regard argues that this particular partnership stretches over three years but for entrepreneurs you find that they are with them on average for one year. A retail-based organisation mentioned that the even though they try to support as many as possible, they normally have the entrepreneurs operate on their doorstep for about a year. While a small-scale farming development organisation said that some partnerships are long standing but the current ones were about two years.

The responses to this question can be summarised as the following:

- Duration differs based on the kind of partnership.
- On average most partnerships are between a few months and three years.

Section E: Suggestions for improving partnerships.

4.2.13 Theme 13: Suggestions for effective micro-enterprise development partnerships

When asked to provide suggestions to ensure effective micro-enterprise development partnerships, the higher education institution mentioned that the MoUs should be explained, and signed, students should be more prepared and have a plan in place when they go for site visits, micro-entrepreneurs are made to feel that they are part of the process and there should be better communication strategies in place. A government department that is focused on economic development indicated that there should be the required participation from partners in partnership initiatives. In response to the same question, an agency that deals with youth development indicate clearer understanding of processes and procedures to follow as a suggestion while a small business development organisation mentioned *“The entrepreneurs need to commit. You can’t say I want to find a job and I want to start a business. They need to decide which one they want to pursue”*. A retail-based organisation cited clear understanding and implementation of the rules. The suggestion from a small-scale farming development organisation was to maintain communication and remain focused on achieving the goals that are set. A summary of the suggestions are as follows:

- Thorough explanation and signing of MoUs.
- Clearer understanding of processes and procedures including rules to follow.
- Commitment from entrepreneurs to the business
- Improvement in communication

4.3 Document Study

The second dataset in this study was a document study. The document study was designed to seek responses to the primary question and to address the secondary objectives. Accordingly, the researcher made an attempt to access documents from the university, two government departments and two private enterprises. This attempt was hampered by limitations of a document study as listed by Bowen (see (Bowen, 2017) . To this this effect, some documents were deemed private and confidential, not available and in some cases had insufficient detail. Notwithstanding, the researcher was encouraged by certain organisations to access their websites as other documents that were useful for this study were available there. Similar to interviews, thematic analysis was used to analyse the documents as listed above. This was done in an attempt to identify emerging themes within the data which are deliberated on below and arranged into the following sections:

- Section A: Description of the perused documents.
- Section B: Processes for initiating and maintaining partnerships.
- Section C: Benefits and challenges of partnerships (benefits for all stakeholders).
- Section D: Effectiveness and sustainability of partnerships.
- Section E: Suggestions for improving partnerships.

Section A: Description of the perused documents

Documents that the researcher was able to peruse from the different organisations included Memorandums of Understanding, Minutes, Policies, Annual reports, Strategic as well as Operational Plans. Some of the documents and or websites were also able to provide the researcher with insight into their commitment to partnerships as reflected below.

4.3.1.1 Memorandum of Understanding (MoU)

Investopedia defines an MOU as an agreement entered into by two or more parties .compiled into a formal document Investopedia (2022). According to the same source, a memorandum of understanding is not legally binding but signals that all parties are willing to move forward with a contract thus becoming the basis for negotiations. Perused memorandums of understanding stipulate the goals and objectives of the partnership.

The signing of MOUs came out in the interviews as one of the partnership challenges. It is the researcher's view that in most cases these documents did not exist. This notion is also

validated through the questionnaire data which indicate that 67% of the partnerships had not signed MOUs.

4.3.1.2 Minutes

CFI (2022) defines meeting minutes as notes recorded during a meeting which highlight key issues that were discussed, proposals as well as resolutions. The perused minutes indicated that there are partnerships that seek to contribute to micro-enterprise development. The minutes indicated the intentions of the partnerships and the roles and responsibilities of partners. Interestingly, the minutes were dated far apart which could mean that meetings were far and few in between or not all meetings were minuted. Consequently, the researcher was only able to access six sets of minutes which collectively constituted about forty-two pages. Given that most partnerships according to the interviews and the questionnaires existed for between a year and three years, the researcher therefore used minutes in line with that period. There was no standard format to the minutes as different partners used different formats. An important observation is that the minutes noted a challenge in the language as meetings were conducted in English but the micro-entrepreneurs in some cases do not speak or fully understand English.

4.3.1.3 Policies

A policy can be defined by as ideas or plan of what to do in a particular situation that has been agreed upon officially by a group of people, business organisation, government, or political party (Cambridge Dictionary, no date). A perusal of policies related to economic development established that some of the economic development initiatives were directly linked to micro-enterprise development. They articulated amongst others, intended outcomes and or benefits of such endeavours and to this end, some of the initiatives adopted a partnership approach.

4.3.1.4 Annual reports

An annual report is a comprehensive document that is designed to provide its readers with information about performance of an organisation in a particular year (CFI, 2022). Annual reports that were perused spoke to issues around performance, challenges, and recommendations for the partnerships. Interestingly, some of the recommendations included the premature termination of partnerships.

4.3.1.5 Strategic plans

According to TechTarget (no date) a strategic plan is a document or other media within which organisations define their vision for the future as well as identify their goals and objectives.

A perusal of the government department that is focused on economic development showed that there is commitment for the department to collaborate with higher education institutions within the province and the city in particular. This includes the higher education institution that formed part of this study. Some commitment to developmental partnerships were also found in the vision and mission statements of the different partners. In the case of the higher education institution, its vision 2020 emphasis on partnerships.

4.3.1.6 Operational Plans

According to The Alternative Board (2020) An operational plan is an extensively detailed plan that clearly sets out how a team or department will contribute to reaching organisational goals. In the case of the institution of higher learning, partnerships also find expression in the operational structure where there is a Deputy Vice Chancellor Partnerships.

4.4.2 Processes for initiating and maintaining partnerships

- Documentation perused indicated that it was mainly the institution of higher education and or private enterprises that initiated the partnerships.
- As part of maintaining some partnerships, monitoring and evaluation also took place through monthly reports. Reports are submitted to relevant individuals within the respective organisations.

4.4.3 Benefits and challenges of partnerships (benefits for all stakeholders)

- Documents set out the rules and regulations in terms of the nature of the partnership. These included what organisations planned to achieve through their various partnerships.
- Language was identified as one of the challenges in an annual report as well as meeting minutes.
- In some instances, there was no proper planning and coordination of events as well as poor time management particularly on the side of students. Micro entrepreneurs were also guilty of poor time management which was mostly related to the running of their businesses instead of attending meetings and or events.

4.4.4 Effectiveness and sustainability of partnerships

- Perusal of websites found that other partner organisations have enterprise development enshrined in their mission and vision statements. This clearly confirms commitment to enterprise development and provided insight into potential effectiveness and sustainability of partnerships. Duration of partnerships is also a key factor in effectiveness and sustainability of partnerships.
- The duration of the partnerships as stipulated in the agreements (MoUs) were mainly between a minimum of one year and a maximum of three years. This kind of duration might be triggered by the course design and student turnover in a case of the higher education students whilst by budget allocations in terms government and private sector enterprises. It is always advisable not to keep supporting the same business for too long and it needs to be self-sustainable.
- Performance/progress was indicated to be measured through the setting of milestones.
- Performance of obligations was expected to be carried out in good faith by partners.

4.4.6 Suggestions for improving partnerships

- Agreements to include breach, cancelation, and termination clause as well as dispute resolution to manage expectations effectively and efficiently.
- In some instances, it was recorded that meetings should be conducted in a different language to accommodate non-English speakers.
- Perused annual plans also recommended inclusion of other languages to partnership performance.

4.5 Questionnaires

As indicated in Chapter 1, the third data set was captured quantitatively through a questionnaire. The questionnaire was intended for micro-enterprise owners or managers and its purpose was to validate information provided by the selected HEI, selected government departments, and selected private enterprises gathered through interviews and document study. The questionnaire is divided into five sections namely Sections A, B, C, D and E. Section A describes the micro-enterprises that participated in the study. This description entails the biographical information, the type of business and the support/assistance each business receives from its partner.

Section A: Description of the respondents to the questionnaire

4.5.1 Biographical Information of micro-entrepreneurs

The aforementioned heading depicts the gender, age group as well as highest level of education obtained. Its role is to determine which gender the participants are, what their age groups are and what level of education do they have.

Figure 4.1 Gender of micro-entrepreneurs

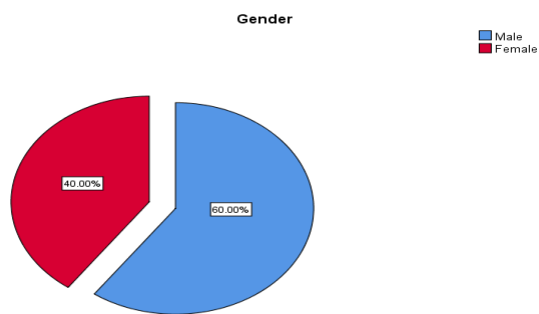


Table 4.1 Age group of micro-entrepreneurs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 30	2	13.3	13.3	13.3
	31 - 40	4	26.7	26.7	40.0
	41 - 50	7	46.7	46.7	86.7
	51 - 60	1	6.7	6.7	93.3
	60 or more	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Table 4.2 Education of micro-entrepreneurs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No formal education	6	40.0	40.0
	Primary education	4	26.7	66.7
	High school education	3	20.0	86.7
	Tertiary education	2	13.3	100.0
	Total	15	100.0	100.0

The two tables and a chart above show that participants in this study were mostly male (60%) and compared to the 40% that are female. This could be due to the notion that “*In the African culture, males are expected to provide shelter, food, clothing and security to their families; thus, the great number of males involved in entrepreneurial activities*” (Khosa, 2014) .

Age groups varied from 18 to over 60 years of age with 46% being between 41 and 50 (highest) and 51 to 60 and those over 60 constituting the lowest at just 6.7% respectively. It is interesting to note that those that would be regarded as youth (18 to 30) were a bit on the low side thus suggesting that the youth is not participating in entrepreneurship despite the high unemployment. In addition, out of the 15 respondents, only 2 had tertiary education. Furthermore, only 4 had primary education, 3 had secondary education and 6 had no education.

4.5.2 Types of businesses and the support/assistance each business receives from its partner.

Type of business and support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Food	3	20.0	37.5	37.5
	Clothing	2	13.3	25.0	62.5
	Hair	1	6.7	12.5	75.0
	Art	2	13.3	25.0	100.0
	Total	8	53.3	100.0	
Missing	System	7	46.7		
Total		15	100.0		

The majority of the respondents were in the food business classification with 20%. They were followed by the clothing businesses as well as art businesses at 13% respectively. Hair businesses were representative of 6% of the respondents. The rest of the respondents fell into the “other” category with 12% of them as mechanics, 7 % of them as food gardeners and 7% as glass cutters and recyclers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	53.3	53.3	53.3
	Food Garden	1	6.7	6.7	60.0
	Gardening	1	6.7	6.7	66.7
	Glass cutting	1	6.7	6.7	73.3
	Mechanic	2	13.3	13.3	86.7
	Recycling	1	6.7	6.7	93.3
	Spares	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Over and above the available options, those that fell into the ‘other’ category included 7% of glass cutting, recycling, and spares while the gardening, and the mechanics constituted 13%.

My business receives assistance/support from:

In response to the statement above and as tabled below (Tables 4.5 to 4.7), 13% of the participants have partnerships with the higher education institution, 53 % with government and or government agencies and 40% with private sector companies. It is crucial to note that some of the participants have more than one partner.

Table 4.5 Assistance/support received from Higher Education Institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	13.3	100.0	100.0
Missing	System	13	86.7		
Total		15	100.0		

Table 4.6 Assistance/support received from Government					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	53.3	100.0	100.0
Missing	System	7	46.7		
Total		15	100.0		

Table 4.7 Assistance/support received from Private Sector					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	40.0	100.0	100.0
Missing	System	9	60.0		
Total		15	100.0		

None					
		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	System	15	100.0		

Section B: Processes for initiating and maintaining partnerships

In this section, the processes for initiating and maintaining partnerships are presented.

4.5.3 Processes for initiating partnerships

80% of the respondents indicated that the partnerships were initiated by them through the approaching of the various partners. It is of interest to note that some partners would advertise their enterprise development initiatives and micro-entrepreneurs would on the basis of the advertisement, make the approach. Furthermore, 7% of the partnerships were initiated by the private sector companies and the same percentage by the higher education institution. This is captured below. A large number of these partnerships were initiated by the micro-entrepreneurs themselves. This is both comforting and worrying in that it suggests that even though the entrepreneurs are taking charge and looking for assistance, organisations that are capable of assisting them are sitting back and not necessarily being proactive.

Table 4.8 HE: Partnership Initiator					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My business	1	6.7	100.0	100.0
Missing	System	14	93.3		
Total		15	100.0		

Table 4.9 Gov: Partnership Initiator			
		Frequency	Percent
Missing	System	15	100.0

Table 4.10 Priv: Partnership Initiator					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private Enterprise	1	6.7	100.0	100.0
Missing	System	14	93.3		
Total		15	100.0		

Table 4.11 Own: Partnership Initiator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My business	12	80.0	85.7	85.7
	Higher Education Institutions	1	6.7	7.1	92.9
	Private Enterprise	1	6.7	7.1	100.0
	Total	14	93.3	100.0	
Missing	System	1	6.7		
Total		15	100.0		

The initiation of partnerships as represented above in four tables respectively indicates that the overwhelming majority at 80% of the partnerships were initiated by the micro-entrepreneurs 7% by the higher education institution and 7% by the private enterprises. The government was not indicated as an initiator and one respondent did not choose an option in this regard.

Table 4.12 Vision and Mission discussed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	86.7	86.7	86.7
	No	2	13.3	13.3	100.0
Total		15	100.0	100.0	

During the establishment of the partnerships, it is clear that the vision and mission of the partnerships were discussed in most cases at 86.7%; rules defined at 100%; roles and responsibilities set out at 100% and 93% respectively; in 86.7% of the cases there was a signed memorandum of agreement.

Table 4.13 Rules defined

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	100.0	100.0	100.0

All respondents indicated that the rules of the partnership were defined.

Table 4.14 Roles set out					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	100.0	100.0	100.0

All respondents indicated that the roles of each partner within the partnership were set out.

Table 4.15 Responsibilities set out					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	93.3	93.3	93.3
	No	1	6.7	6.7	100.0
Total		15	100.0	100.0	

93% of the respondents indicated that the responsibilities of each partner were set out while 7% indicated that they were not set out.

Table 4.16 Signed memorandum of agreement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	66.7	66.7	66.7
	No	5	33.3	33.3	100.0
Total		15	100.0	100.0	

67% of the respondents indicated that they had signed a memorandum of agreement.

4.5.4 Processes for implementing partnerships.

Table 4.17 Activities implemented as partners					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	80.0	80.0	80.0
	No	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

80% of the respondents indicated that activities were implemented as partners.

Table 4.18 Progress monitored through communication					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	100.0	100.0	100.0

Table 4.19 Progress monitored through feedback					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	100.0	100.0	100.0

Table 4.20 Results evaluated					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	100.0	100.0	100.0

The three tables (4.18 to 4.20) above show that all the respondents affirmed that progress was monitored through communication, feedback and that results were evaluated.

4.5.5 Processes for maintaining partnerships.

Table 4.21 Meetings worked					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellently	5	33.3	33.3	33.3
	Satisfactorily	9	60.0	60.0	93.3
	Poor	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

33% of the respondents indicated that the meetings worked excellently, while 60% of them said they worked satisfactorily and a further 7% said they worked poorly.

Table 4.22 Workshops worked					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellently	3	20.0	25.0	25.0
	Satisfactorily	6	40.0	50.0	75.0
	Poorly	3	20.0	25.0	100.0
	Total	12	80.0	100.0	
Missing	System	3	20.0		
Total		15	100.0		

In relation to the workshops working, 20% said they worked excellently, 40% said satisfactorily and 20% said the workshops worked poorly. A further 20% of the participants did not respond.

Table 4.23 Special Events worked					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactorily	2	13.3	40.0	40.0
	Poorly	3	20.0	60.0	100.0
	Total	5	33.3	100.0	
Missing	System	10	66.7		
Total		15	100.0		

In terms of special events, none of the participants mentioned that they worked excellently. In fact, only 13% said they worked satisfactorily while 20% indicated that they have worked poorly. It is also with noting that 10 of the 15 respondents did not respond to this section. This may be because there were no such events.

Table 4.24 Q6Other					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	100.0	100.0	100.0

Table 4.25 Measures above worked					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellently	4	26.7	26.7	26.7
	Satisfactorily	9	60.0	60.0	86.7
	Poorly	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

The measures (Meetings, Workshops and Special Events) implemented (by the businesses) to maintain the partnerships were found to have worked excellently by 27% of the respondents, satisfactorily by 60% of the respondents while 13% found them to have worked poorly.

Table 4.26 Motivation for 7						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid		4	26.7	26.7	26.7	
	I did not understand most of the time	1	6.7	6.7	33.3	
	I was able to grow my business	1	6.7	6.7	40.0	
	Meetings give us a chance to provide feedback and way forward	1	6.7	6.7	46.7	
	More support	1	6.7	6.7	53.3	
	My business is growing	1	6.7	6.7	60.0	
	My business is ok	1	6.7	6.7	66.7	
	My clothing is selling commercially	1	6.7	6.7	73.3	
	The department we had a partnership with had an interest for our business to succeed. They did not only want us to come to them but knew where we were operating from.	1	6.7	6.7	80.0	
	The meetings we had were fruitless as well as workshops	1	6.7	6.7	86.7	
	The meetings were good, but the workshops were not organised well	1	6.7	6.7	93.3	
	Workshops were not effective	1	6.7	6.7	100.0	
	Total		15	100.0	100.0	

Section C: Benefits and challenges of partnerships

Section C outlines the growth and development (benefits) of the micro-enterprises through the partnerships as well as the challenges.

Table 4.27 Business benefits through finance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	53.3	61.5	61.5
	Agree	1	6.7	7.7	69.2
	Strongly disagree	4	26.7	30.8	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

Table 4.28 Business benefits through skills development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	20.0	20.0	20.0
	Agree	7	46.7	46.7	66.7
	Strongly disagree	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

Table 4.29 Business benefits through education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	20.0	20.0	20.0
	Agree	3	20.0	20.0	40.0
	Disagree	2	13.3	13.3	53.3
	Strongly disagree	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

Table 4.30 Business benefits through workspace					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	33.3	33.3	33.3
	Disagree	1	6.7	6.7	40.0
	Strongly disagree	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

Table 4.31 Business benefits through technology					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	6.7	6.7	6.7
	Agree	1	6.7	6.7	13.3
	Strongly disagree	13	86.7	86.7	100.0
	Total	15	100.0	100.0	

Tables 4.27 to 4.31 indicate that the biggest benefit for the entrepreneurs from the partnerships was finance at 61% followed by workspace provision at 33% education and skills development at 20% and technology transfer at a mere 7%.

Table 4.32 Challenge of lack of communication					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	13.3	100.0	100.0
Missing	System	13	86.7		
Total		15	100.0		

Table 4.33 Challenge of no documented procedures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	13.3	100.0	100.0
Missing	System	13	86.7		
Total		15	100.0		

Table 4.34 Challenge of limited stakeholder participation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	13.3	100.0	100.0
Missing	System	13	86.7		
Total		15	100.0		

Table 4.35 Challenge of unclear roles and responsibilities of partners			
		Frequency	Percent
Missing	System	15	100.0

Table 4.36 Challenge of unclear benefits					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6.7	100.0	100.0
Missing	System	14	93.3		
Total		15	100.0		

In tables (4.32 to 4.36) the micro entrepreneurs indicated that the partnerships faced challenges in relation to lack of communication (13%), no documented procedures (13%), limited stakeholder participation (13%), unclear benefits (13%). It was interesting to note that none of the respondents experienced the challenge of unclear roles and responsibilities (0%). This would suggest that all partners understood what was expected from them to achieve the objectives of the partnerships. Other challenges that were experienced in the partnerships communication not being clear, government always being busy, initiation of most meetings by the respondent and finding it difficult to get appointments, meetings being far and few in between as well as students being late. These are tabulated below.

Table 4.37 Other challenges					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	66.7	66.7	66.7
	Communication was not clear	1	6.7	6.7	73.3
	Government is always busy	1	6.7	6.7	80.0
	I initiated most of the meetings and it was difficult to get appointments	1	6.7	6.7	86.7

Meetings are far and few in between	1	6.7	6.7	93.3
Students were sometimes late	1	6.7	6.7	100.0
Total	15	100.0	100.0	

6.7% of the participants did not understand most of what was said or happening during meetings, workshops, and special events while another 6.7% stated that meetings were good, but the workshops were not well organised and another 6.7% said workshops were not effective.

Section D: Effectiveness and sustainability of partnerships

Growth and development of the business

Table 4.38 Business advanced by higher education institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	13.3	66.7	66.7
	Agree	1	6.7	33.3	100.0
	Total	3	20.0	100.0	
Missing	System	12	80.0		
Total		15	100.0		

Table 4.39 Business advanced by government					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	40.0	85.7	85.7
	Agree	1	6.7	14.3	100.0
	Total	7	46.7	100.0	
Missing	System	8	53.3		
Total		15	100.0		

Table 4.40 Business advanced by Private sector					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	40.0	85.7	85.7
	Disagree	1	6.7	14.3	100.0

	Total	7	46.7	100.0
Missing	System	8	53.3	
Total		15	100.0	

In response to which sector as tabulated in tables (4.38 to 4.40) advanced the participants businesses, 40% indicated that their businesses were advanced by government and private sector respectively while the higher education institution only contributed to 20% of the participants' advancement. It is the view of the author that higher education institutions can contribute more towards micro-enterprise development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	60.0	60.0	60.0
	Agree	1	6.7	6.7	66.7
	Disagree	1	6.7	6.7	73.3
	Strongly disagree	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

The majority of respondents (60%) strongly agreed that their businesses were advanced financially through the partnerships, 7% agreed and 7% disagreed while 26% strongly disagreed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	20.0	20.0	20.0
	Agree	3	20.0	20.0	40.0
	Disagree	2	13.3	13.3	53.3
	Strongly disagree	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

20% of the respondents in responding to whether their businesses had been advanced educationally by the partnerships stated that they strongly agreed while another 20% just agreed. However, 13% disagreed with this form of advancement while the majority (47%) strongly disagreed.

Table 4.43 Business advanced with skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	20.0	20.0	20.0
	Agree	6	40.0	40.0	60.0
	Strongly disagree	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

In response to business being advanced with skills 20% strongly agreed, 40% agreed and a further 40% strongly disagreed.

Table 4.44 Business advanced with working space					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	33.3	33.3	33.3
	Disagree	1	6.7	6.7	40.0
	Strongly disagree	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

Working space as a form of advancement for the respondents was strongly agreed to by 33% thereof, with 7% disagreeing and 60% strongly disagreeing.

Table 4.45 Business advanced technologically					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	6.7	6.7	6.7
	Agree	2	13.3	13.3	20.0
	Strongly disagree	12	80.0	80.0	100.0
	Total	15	100.0	100.0	

7% of participants strongly agreed that their businesses were advanced technologically and 13% agreed. These were in contrast with the majority at 80% that strongly disagreed.

The duration of the partnerships was largely between a few months and a year old. Very few exceeded 3 years. This is indicated in tables (4.46 to 4.48)

Table 4.46 Higher Education Duration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	1	6.7	50.0	50.0
	More than 3 years	1	6.7	50.0	100.0
	Total	2	13.3	100.0	
Missing	System	13	86.7		
Total		15	100.0		

Table 4.47 Government Duration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	4	26.7	57.1	57.1
	1 - 3 years	3	20.0	42.9	100.0
	Total	7	46.7	100.0	
Missing	System	8	53.3		
Total		15	100.0		

Table 4.48 Private Enterprise Duration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	4	26.7	66.7	66.7
	1 - 3 years	2	13.3	33.3	100.0
	Total	6	40.0	100.0	
Missing	System	9	60.0		
Total		15	100.0		

Section E: Suggestions for improving partnerships.

Table 4.49 Partnership can be improved through better communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	20.0	100.0	100.0
Missing	System	12	80.0		
Total		15	100.0		

Table 4.50 Partnership can be improved through formalisation of a partnership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	13.3	100.0	100.0
Missing	System	13	86.7		
Total		15	100.0		

Table 4.51 Partnership can be improved through increased stakeholder participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6.7	100.0	100.0
Missing	System	14	93.3		
Total		15	100.0		

Table 4.52 Partnership can be improved through clear roles and responsibilities of partners

		Frequency	Percent
Missing	System	15	100.0

Table 4.53 Partnership can be improved through clear and mutual beneficial partnerships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	13.3	100.0	100.0
Missing	System	13	86.7		
Total		15	100.0		

In responding to how partnerships can be improved, tables (4.49 to 4.53) indicate that 20% of the respondents mentioned through better communication, 13% said through formalisation of the partnership, 7% improved through increased stakeholder participation, 0% through clear roles and responsibilities of partners while 13% stated that they can be improved through clear and mutual beneficial partnerships. Other improvement suggestions as tabled below included the need for more meetings for feedback purposes, punctuality from students, as well as more time needed.

Table 4.54 Other suggestions on improving partnerships

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	73.3	73.3	73.3
More meetings for feedback	1	6.7	6.7	80.0
Punctuality from students	1	6.7	6.7	86.7
They must make time for entrepreneurs	1	6.7	6.7	93.3
They should make more time	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Chapter 5: Summary of the findings, recommendations, and conclusion

5.1 Introduction

This chapter summarizes the responses to the interviews and the questionnaire as well as data gathered through the analysis of documents and compares the data from these three data sets in order to find similarities and differences. The aim of the comparison is to deduce whether the responses from the questionnaires validate or contradict those provided in the interviews as well as the document study. The chapter also puts forward some recommendations that could lead to the development of effective partnerships for micro-enterprise development. The conclusion that stresses the purpose of the study, the importance of the findings in relation to its primary question as well as its objectives is also set out as a subject of this chapter. Implications and recommendations for future research are also put forward.

5.2 Summary of the findings

The Interview schedule (qualitative) provided the lead questions as it was the main instrument for data collection and was divided into five sections namely, purpose of the organisations, processes for initiating and maintaining partnerships, Benefits and challenges of partnerships, effectiveness and sustainability of partnerships, and suggestions for improving partnerships. These sections (excluding purpose of the organisations) are selected for this comparison because they are not only deemed relevant to achieve triangulation but are also regarded as suitable for providing answers to the research questions/objectives of the study. These sections could also throw some light on how HEIs could play an active and leading role in initiating, maintaining, and improving partnerships for micro-enterprise development for the benefit of existing micro-enterprises as well as students in HE who aspire to be entrepreneurs in the future.

5.2.1. Processes for initiating and maintaining partnerships.

Data from the interviews indicated processes for initiating and maintaining partnerships exist. These are mainly found in chapter 4 of this study and can be summarized to include:

- Micro-entrepreneurs are invited for orientation.
- Formalisation of partnerships through some form of agreement/understanding.
- Call for applications is sent out.

A perusal of the relevant documents indicated that it was mainly the institution of higher education and or private enterprises that initiated the partnerships and as part of maintaining some partnerships, monitoring and evaluation also took place culminating into reports which would then be submitted to relevant individuals within the respective organisations.

The qualitative data gathered by means of interviews and document analysis were validated by the findings of the questionnaire in the sense that the responses to the questionnaire indicate that partnerships are formalised in one way or another and in certain instances memorandums of understanding were signed. This can be confirmed because during the establishment of the partnerships, it is clear that the vision and mission of the partnerships were discussed in most cases at 80%; rules defined at 100%; roles and responsibilities set out at 100% and 93% respectively; in 67% of the cases there was a signed memorandum of agreement.

5.2.2 Benefits and challenges of partnerships

Findings in relation to benefits of partnerships based on the interviews indicate that there is mutual benefit within the various partnerships. These can be summarised as per table below.

Table 5.2.1 Benefits and challenges of partnerships

Benefits of partnerships	Challenges of partnerships
<ul style="list-style-type: none"> • Research opportunities • Theory and practice integration • Achieving corporate social responsibility targets • Contribution towards micro-enterprise development • Financial support • Skills development • Knowledge transfer • Provision of trading space • Access to technology 	<ul style="list-style-type: none"> • Time constraints • Lack of understanding of processes and procedures • Communication breakdown • No signing of MoUs • Closure of businesses to seek employment • Lack of participation at partnership events

Source: Author

Similarly, data obtained through document analysis also confirmed some of the benefits as well as challenges by noting achievement of organisational mandate as the main benefit and language, poor planning, poor coordination of events, meetings, and workshops as well as poor time management as some of the challenges.

When comparing the data (relating to benefits of partnerships) from the interviews as well as the document study to the questionnaire there seems to be validation even though to a lesser extent in some instances. Notwithstanding, 61 % of micro entrepreneurs confirmed that they benefited financially, 33% from workspace provision, 20% from education and skills development and 7% from technology transfer from the partnerships. The researcher views the levels of education and skills development as well as technology transfer as extremely inadequate given their importance in micro-enterprise development.

When comparing the data (relating to challenges of partnerships) from the interviews as well as the document study to the questionnaire there also seems to be validation with 13% indicating a challenge of lack of communication, 13% indicating a challenge of no documented procedures, 13% indicating a challenge of limited stakeholder participation and 13% indicating a challenge of unclear benefits. Other challenges that were experienced in the partnerships related to communication not being clear, government always being busy, initiation of most meetings by the respondent and finding it difficult to get appointments, meetings being far and few in between as well as students being late. To this effect 6.7% of the participants did not understand most of what was said or happening during meetings, workshops, and special events while another 6.7% indicated meetings were good but workshops were not organised well, and the last 6.7% concluded that workshops were not effective. This is a further validation of the two preceding datasets.

5.2.3 Effectiveness and sustainability of partnerships

Effectiveness of partnerships is articulated through measures in terms of success while sustainability is articulated through duration of partnerships. A more explicit explanation of both (regarding interviews) is found in chapter 4 of this study and a summary thereof is tabulated below.

Table 5.2.2 Effectiveness and sustainability of partnerships

Effectiveness of partnerships	Sustainability of partnerships
<ul style="list-style-type: none"> • Measures are working and they allow and facilitate feedback. • Expectations are made explicit. 	<ul style="list-style-type: none"> • Duration differs based on the kind of partnership. • On average most partnerships are between a few months and three years.

Source: Author

The document study also provided insight into the effectiveness and sustainability of the partnerships. While perusing certain websites (as advised by participants), it was found that partnership effectiveness and sustainability was at the core of mission and vision statements of certain organisations thus confirming commitment. The duration of partnerships was also identified as a key factor in effectiveness and sustainability of partnerships as stipulated in the agreements (MoUs). These also suggested that partnership durations ranged mainly between a minimum of one year and a maximum of three years. It is the view of the researcher that these kinds of durations might be triggered by course design and student turnover in a case of the higher education students whilst by budget allocations in terms government and private sector enterprises. Notwithstanding, it is also not advisable to keep supporting the same business for too long as they need to be self-sustainable. In further insuring effectiveness, milestones were key in measuring progress and expectations were made explicit and carried out in good faith.

As part of validating the effectiveness and sustainability of partnerships as submitted above, responses from questionnaires largely contradict (with some exceptions) that partnerships were effective and sustainable. In validation, the effectiveness and sustainability seem to differ in terms of how micro enterprises were advanced as captured below.

- 60% of the micro entrepreneurs strongly agreed that their businesses were advanced financially through the partnerships, 7% agreed and 7% disagreed while 26% strongly disagreed. This is a clear indication that financial support was offered to micro enterprises.
- On the contrary, only 20% of the respondents strongly agreed while another 20% just agreed that their businesses were advanced educationally. 13% disagreed with this form of advancement while the majority (47%) strongly disagreed. As earlier submitted, this is particularly worrying given the importance of education in entrepreneurial development.
- In response to business being advanced with skills 20% strongly agreed, 40% agreed and a further 40% strongly disagreed. This also implies that partnerships were not effective in terms of skills transfer. Another worrying sign as lack of knowledge and skills are a significant contributor to business failure.
- Working space as a form of advancement for the respondents was strongly agreed to by 33% thereof, with 7% disagreeing and 60% strongly disagreeing. The provision of trading space is important in entrepreneurial growth. Lack thereof may limit business growth and

sustainability. It is the view of the researcher that this provision could also lead to access to markets for entrepreneurs.

- 7% of participants strongly agreed that their businesses were advanced technologically and 13% agreed. These were in contrast with the majority at 80% that strongly disagreed. Access to technology as well as technology transfer are critical components of competitiveness in an increasingly globalised and digitalised entrepreneurship environment. The suggestion that this kind of advancement was largely absent indicates a shortfall in terms of these kinds of partnerships.
- The duration of partnerships was largely between a few months and a year old. Very few exceeded 3 years. This confirmed what was gathered through interviews as well as the document study.

5.2.4 Suggestions for improving partnerships

Interviews mainly put forward explanation and signing of MoUs, clearer understanding of processes and procedures including rules to follow, as well as commitment from entrepreneurs to the business as suggestions for improving partnerships.

On the other hand, the document analysis indicated that:

- Agreements should include breach, cancellation, and termination clauses as well as dispute resolution to manage expectations effectively and efficiently. This would ensure conflict is managed amicably and in part remedy the perceived lack of commitment from entrepreneurs towards the partnerships.
- That meetings should be conducted in a different language to accommodate non-English speakers. It is the view of the researcher that this inclusion will contribute extensively to meaningful participation within partnerships.

Data from the questionnaires in relation to how partnerships can be improved also validate the preceding datasets with 20% of the micro entrepreneurs indicating that better communication can improve partnerships, 13% confirming there should be formalisation of partnerships, and 7% suggesting increased stakeholder participation can improve partnerships. There were also other suggestions in this regard relating to the need for more meetings for feedback purposes, punctuality from students, as well as more time needed.

5.3 Alignment of the three datasets

In order for to achieve triangulation, an alignment of the three datasets was performed.

5.3.1 Findings per research question

5.3.1.1 Primary question

Are partnerships between institutions of higher learning, government, and private enterprises existing and able to advance micro-enterprises in the Cape Metropolitan area?

- In respect of the primary research question, the results of this study indicate that there are partnerships between institutions of higher learning, government, and private enterprises existing and these are able to advance micro-enterprises in the Cape Metropolitan area. Interestingly, the partnerships seem to be mostly between one organisation and the micro-enterprise. However, there are instances where more than one organisation is part of the partnership such as the case with the government department that is concerned with economic development as well as that of the higher education institution.

5.9.1.2 Secondary questions

1) Do the partnerships exist?
In answering the question above and as alluded to above, the partnerships exist and are able to advance micro-entrepreneurs in the Cape Metropolitan area.

2) Who are the role players in these partnerships?
On the question of role-players in the partnerships, the study found that there are seven role players. These were in a form of, a higher education institution, a government department that is focused on economic development, an agency that deals with youth development, a small business development organisation, a retail-based organisation (family store), as well as a small-scale farming development organisation.

3) Which models and processes are utilised to initiate partnerships?

In this study, it was established that the models and processes that were utilised to establish the partnerships included meetings to discuss the vision and mission of the partnership, defining the rules for the partnership, setting out the roles of each partner, setting out the responsibilities of all partners, signing a memorandum of agreement, implementing planned activities together as partners, monitoring the progress through communication, monitoring progress through feedback and evaluating the results of the partnership.

In support of the aforementioned processes, the study noted that during the establishment of the partnerships, it is clear that the vision and mission of the partnerships were discussed in most cases at 80%; rules defined at 100%; roles and responsibilities set out at 100% and 93% respectively; in 67% of the cases there was a signed memorandum of agreement. 80% of the respondents indicated that activities were implemented as partners while all the respondents affirmed that progress was monitored through communication, feedback and that results were evaluated.

4) How are the partnerships maintained?

The findings related to how partnerships are maintained suggest that there were three approaches to maintaining the partnerships. The approaches as suggested by the seven organisations were meetings, workshops, and special Events. 33% of the respondents indicated that the meetings worked excellently, while 60% of them said they worked satisfactorily and a further 7% said they worked poorly. In relation to the workshops working, 20% said they worked excellently, 40% said satisfactorily and 20% said the workshops worked poorly. A further 20% of the participants did not respond. In terms of special events, none of the participants mentioned that they worked excellently. In fact, only 13% said they worked satisfactorily while 20% indicated that they have worked poorly. It is also with noting that 10 of the 15 respondents did not respond to this section.

5) What is the output of the partnerships?

This stage comprises of the impact of the partnership. According to the HEQC, (2006), as far back as the early 1990's Butterfoss, Goodman and Wandersman (1993: 322) suggested material incentives (linked to physical resources), solidarity incentives (linked

to group identification and status), and purposive incentives (linked to achieving the goals of the partnerships) as outcomes to partnerships.

In this study, the results show that there was material as well as purposive incentives. The output was linked to benefits regarding financial assistance, educational advancement, skills development, working space provisions as well as technological assistance.

Most respondents (60%) strongly agreed that their businesses were advanced financially through the partnerships, 7% agreed and 7% disagreed while 26% strongly disagreed. 20% of the respondents in responding to whether their businesses had been advanced educationally by the partnerships stated that they strongly agreed while another 20% just agreed. However, 13% disagreed with this form of advancement while the majority (47%) strongly disagreed. In response to business being advanced with skills 20% strongly agreed, 40% agreed and a further 40% strongly disagreed. Working space as a form of advancement for the respondents was strongly agreed to by 33% thereof, with 7% disagreeing and 60% strongly disagreeing. 7% of participants strongly agreed that their businesses were advanced technologically and 13% agreed. These were in construct with the majority at 80% that strongly disagreed. These output numbers seem to suggest that the partnerships contributed in some shape or form towards the development of micro-enterprises.

6) What are the benefits of such partnerships for all stakeholders?

According to the results of this study, the biggest benefit for the entrepreneurs from the partnerships was finance at 53% followed by workspace provision at 33%, education and skills development at 20% and technology transfer at a mere 7%.

7) Are these partnerships sustainable?

According to the findings of this study, the duration of the partnerships was largely between a few months and a year old. Very few exceeded 3 years. This might be an indication that there is lack of sustainability within the partnerships.

8) What are the challenges that relate to the partnerships?

The micro entrepreneurs indicated that the partnerships faced challenges in relation to lack of communication (13%), no documented procedures (13%), limited stakeholder participation (13%), and unclear benefits (13%). It was interesting to note that none of the respondents experienced the challenge of unclear roles and responsibilities (0%). Other challenges that were experienced in the partnerships included communication not being clear, government always being busy, initiation of most meetings by the respondent and finding it difficult to get appointments, meetings being far and few in between as well as students being late.

5.3 Conclusion and implications

Although the South African Government has initiated programmes that encourage entrepreneurship as a means of economic participation for previously disadvantaged individuals (PDI) after 1994, these programmes often only reach small and medium enterprises (SMEs) but not very small and micro-enterprises (VSMEs) (Co et al. 2006). Iwu et al., (2016) agree by stating that “research reveals that large amount of business support services are directed towards growing small, macro enterprises (SMEs), excluding the micro and informal survivalist enterprises”.

The purpose of this research was to investigate the existence, nature and establishment processes of such partnerships and their role in advancing micro-enterprises using both qualitative and quantitative approaches.

In respect of the primary research question, the results of this study indicate that there are partnerships between institutions of higher learning, government, and private enterprises existing and these are able to advance micro-enterprises in the Cape Metropolitan area. Interestingly, the partnerships seem to be mostly between one organisation and the micro-enterprise. However, there are instances where more than one organisation is part of the partnerships such as the case with the government department that is concerned with economic development as well as that of the higher education institution.

The study addressed its secondary objectives by:

- Identifying processes that are used in initiating maintaining the partnerships,
- Identifying the various benefits and challenges of the partnerships,
- Checking the effectiveness and sustainability of such partnerships and
- Identifying how these partnerships can be improved.

The responses to the research questions as well as the meeting of the secondary objectives may assist in the in mapping out an effective framework that may guide the planning, implementation, and control (management) of partnerships between higher education institution institutions, government as well as private enterprises for growth and development of micro-enterprises (primary objective). The development of such a framework may assist universities, policy makers, government, and business in embarking on programmes that are not only limited to (SMEs) but cater considerably to very small and micro-enterprises (VSMEs) (Co et al. 2006). The study could also address partnership issues that are related to Work Integrated Learning (WIL) in HEIs and assist students to be successful entrepreneurs upon graduation.

5.4 Recommendations

Based on the findings of the study, the following serve as recommendations. The recommendations are in the main, linked to the main objective of the study which is to Map out an effective framework that will guide the planning, implementation, and control (management) of partnerships between higher education institution institutions, government as well as private enterprises for the growth and development of micro-enterprises.

1. Partnerships should be extended to the triple-helix format. This would enable the institution of higher education to coordinate its activities to cover a wide range of businesses.
2. Students should be well prepared before any interaction with micro-entrepreneurs and be punctual at all times when dealing with external stakeholders.
3. Training on communication should be provided to all stakeholders in order to avoid the potential collapse of partnerships.
4. There should be a formalisation of the partnerships in cases where there is none. The institution of higher education, government departments and private enterprises should lead this process. A move from the current MOU approach to an MOA approach should be prioritised so that there can be clarification of rules and regulations governing the partnership, the roles and responsibilities of each partner can be clearly articulated and

committed to, as well as the duration of the partnership, the desired output, monitoring, and evaluation.

5. Support for micro-entrepreneurs in general and micro-enterprises in particular should move beyond the workshop format to a more comprehensive approach including financing, technology transfer, and access to new markets.
6. The establishment of Centres for Entrepreneurship in institutions of higher education will assist in fostering partnerships through incubation and research related approaches. These centres should not only be research based or focused but have a strong practical element.
7. Partnerships should be longer to ensure full implementation of interventions into the micro-enterprises.
8. There should be much more contribution from universities and government in order to balance the triple helix.

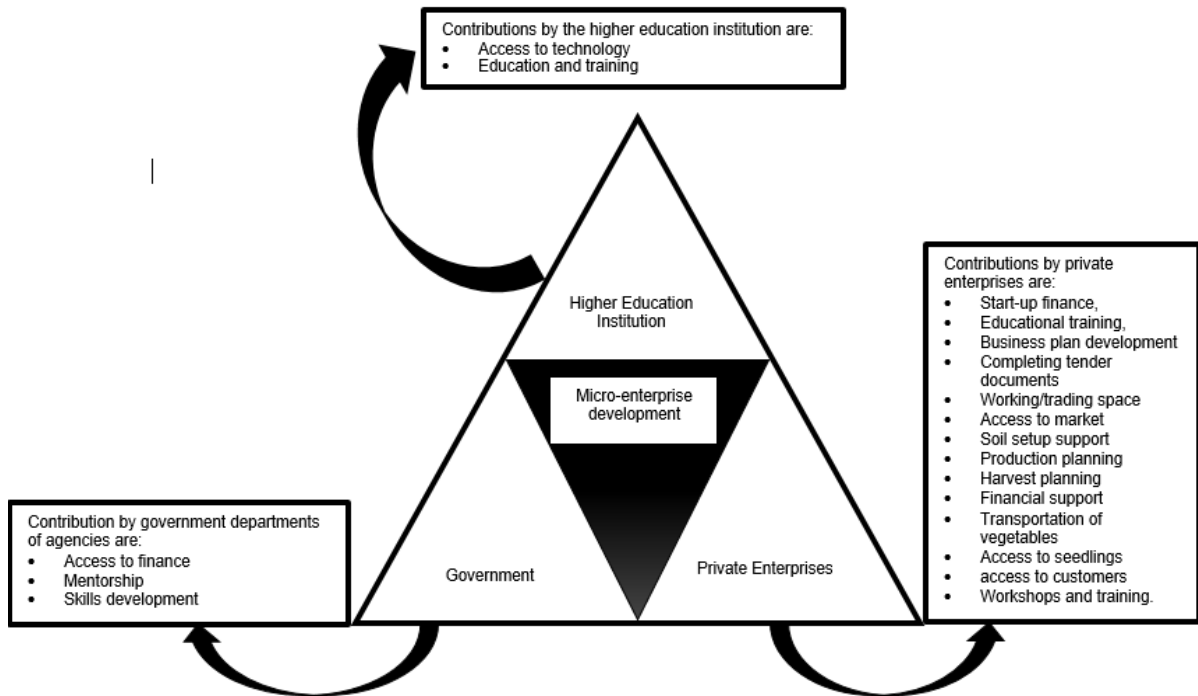
5.5 Limitations of the research and recommendations for future research

The study was limited by access to documents in some cases due to their sensitive nature (see chapter 1 of this study). The study was also limited by its sample size due to its sampling technique (purposive sampling).

The study recommends that given the nature of its sample size, a similar study with a bigger sample should be explored which may further enrich the study phenomena. Further research can be also pursued using other helices such as the quadruple helix and the quintuple helix. The usage of other helices may enrich the study phenomena from a multistakeholder, multidisciplinary and interdisciplinary perspective.

The contributions of partners are graphically summarised below.

Figure 5.1 Contribution per partner to micro-enterprise development



Source: Author

5.2 Summary of previous chapters

Chapter 1

Chapter 1 provided an introduction and background to the study. It continued to outline the statement of the research problem, research questions, and research objectives demarcation of the study as well as the significance of the study.

Chapter 2

This chapter discussed the theoretical framework central to the study. It provided clarification of theories as well as concepts that underpin the study. Furthermore, chapter 2 discussed partnerships and the various stages they go through from initiation to outcome.

Chapter 3

Chapter 3 explored the research methodology that was followed in carrying out the study. It captured the tools and techniques used to collect and analyse data in order to answer the research questions asked as well as understand the research phenomenon.

Chapter 4

Chapter 4 displayed the research findings. It began by displaying the “raw data” and then continued to provide meaning to the findings. The chapter further compared responses from the three datasets used in the study. The aim of the comparison was to deduce whether the responses from the questionnaires validate or are contrary to those provided in the interviews as well as the document study.

Chapter 5

This is the final chapter of the study, and it provided a summary of the findings, recommendations, and conclusion of the study.

BIBLIOGRAPHY

- Benade, M., Henning, J., du Plessis, Jean, Delpont, P., De Koker, Louis and Pretorius, J. 2008. *Entrepreneurial law*, 4th ed., LexisNexis, Durban, South Africa. Benade, M. L.,
- Bjerke, B. 2007. *Understanding Entrepreneurship*, Edward Elgar Publishing Limited, Cheltenham, UK.
- Bowen, G. (2017) Document Analysis as a Qualitative Research Method, (August 2009). Available at: <https://doi.org/10.3316/QRJ0902027>. (Accessed: 23 December 2013).
- Bringle, R. and Hatcher, A.1996. *Implementing Service Learning in Higher Education*. Journal of Higher Education, 67 (2) 221-239.
- Bringle, R.G. & Hatcher, J.A. 2002. *Campus-Community Partnerships: The Terms of Engagement*. Journal of Social Issues, 58 (3) 503-516.
- Brundin, E. et al. 2008. 'Context : *Triggers and Barriers for Fostering*', Journal of Developmental Entrepreneurship, 13(1), pp. 77–98.
- Bruwer, J.-P. and Van Den Berg, A. 2017. '*The conduciveness of the South African economic environment and Small, Medium and Micro Enterprise sustainability: A literature review*', Expert Journal of Business and Management, 5(1), pp. 1–12.
- Bryman, A. & Bell E. 2001. *Business Research Methods*. 3rd ed. New York: Oxford University Press Inc.
- Bureau for Economic Research.2016. '*The Small Medium Micro Enterprise sector of South Africa: Commissioned by The Small Enterprise Development Agency - Executive summary*',
- Bureau for Economic Research, (1), p. 34. Available at: <https://doi.org/10.1145/2647908.2655974>. (Accessed: 19 August 2014).
- Cambridge Dictionary (no date) meaning of policy in English. Available at: <https://dictionary.cambridge.org/dictionary/english/policy> (Accessed: 15 June 2014).
- Cambridge dictionary (no date). Available at: <https://dictionary.cambridge.org/dictionary/english/minutes> (Accessed: 23 October 2012)

Cassim, S. 2014. 'The Importance of Entrepreneurship', 3(9), pp. 29–43.

CFI (2022) Annual Report. Available at:

<https://corporatefinanceinstitute.com/resources/knowledge/finance/annual-report/> (Accessed: 16 March 2022).

CFI.2022. Meeting Minutes. Available at:

<https://corporatefinanceinstitute.com/resources/knowledge/other/meeting-minutes/>
(Accessed 03 September 2022).

Chao, L., Pauly, M., Szrek, H., Pereira, N.S., Bundred, F., Cross, C. and Gow, J. 2007. "Poor health kills small business: illness and microenterprises in South Africa", Health Affairs, Vol. 26 No. 2, pp. 474-82.

City of Cape Town. 2017. Available at:

https://www.westerncape.gov.za/assets/departments/treasury/Documents/Socio-economic-profiles/2017/city_of_cape_town_2017_socio-economic_profile_sep-lg_-_26_january_2018.pdf. (Accessed: 16 May 2020).

Co, M, Groenewald, J, Mitchell, B, Nayager, T, van Zyl, J, Visser, K, Train, W, Emanuel, B. (2006) *Entrepreneurship: fresh perspective*, Lynn Koch: Cape Town

CoCT, 2016. 'State of Cape Town Report 2016', pp. 1–26.

Crowther, D, Lancaster, G, 2009. *Research Methods – A concise introduction to research in management and business consultancy*, Elsevier Butterworth-Heinemann: UK

Cupido, C. 2002. *Barriers to entrepreneurship in the Western Cape*. Unpublished

Curran, J, Blackburn, R. 2001. *Researching the Small Enterprise*, SAGE Publications Ltd: United Kingdom

De Vos, AS, Strydom, H, Fouche, CB and Delport, CSL. 2005. *Research at Grass roots – For the Social Sciences and Human Service Professions*, Van Schaik Publishers, Hatfield, Pretoria.

Deakings, A, Freel, M. 2009. *Entrepreneurship and Small Firms*, McGraw-Hill Education: UK

Denscombe, M. 2007. *The good research guide for small scale social research projects*, McGraw hill: England

Department of Education and Training, 1997. *White Paper on Education and Training 3*. Pretoria: Government Printer.

Department of Education. 2001: *National Plan for Higher Education*. Pretoria: Government Printer.

Devlin, J. F. a. W. S., n.d.

Devlin, J. F., n.d.

Duncombe, R.A. and Heeks, R.B. 2002. "*Enterprise across the digital divide: information systems and rural micro-enterprise in Botswana*", *Journal of International Development*, Vol. 14 No. 1, pp. 61-74.

Entrepreneurship in Higher Education (no date). Available at: <https://edhe.co.za/> (Accessed: 18 June 2022)

Erasmus M, Fourie M, van der Westhuizen, L. 2003. *Proposed Audit Criteria for Service-Learning*. Higher Education Quality Committee Draft Discussion Document.

Etzkowitz, H. and Leydesdorff, L. 2000. '*The dynamics of innovation: from National Systems and "Mode 2" to a Triple Helix of university – industry – government relations*', pp. 109–123.

Eversole, R. 2003. "*My business pays me: laborers and entrepreneurs among the self-employed in Latin America*", *Bulletin of Latin American Research*, Vol. 22 No. 1, pp. 102-16.

Eversole, R. 2004. "*Change makers? Women's microenterprises in a Bolivian city*", *Gender, Work and Organization*, Vol. 11 No. 2, pp. 123-42.

Exner, J. 2009. *An Entrepreneurial Framework for Starting a Small Tourism Business in Cape Town*. Unpublished Masters Thesis, Cape Peninsula University of Technology, Cape Town.

Foster, E. and Stephenson, J. (1998) *Work-based learning and universities in the U.K: A review of current practices and trends*. *Higher Education Research and Development*, 17 (2),

155-170.

Garrick, J and Kirkpatrick, D. 1998. Workplace-based learning degrees: A new business venture or a new critical business? *Higher Education Research and Development*. 17(2): 5-7.

Global Economic Monitor (no date) How GEM defines Entrepreneurship. Available at: <https://www.gemconsortium.org/wiki/1149> (Accessed: 23 September 2020)

Global Entrepreneurship Monitor. 2016. 'GEM Global Report 2016-2017'.

HEQC (2006) Service-Learning in the Curriculum A Resource for Higher Education Institutions. Available at <https://www.che.ac.za/file/5376/download?token=MSBK-vXN> (Accessed: 16 April 219).

Hgg (2011) 'Annual Report 201 1'.

Hisrich, R.D. & Peters. 1998. *Entrepreneurship*. 4th ed. New York: McGraw-Hill

Hisrich, R.D. 2010. *International entrepreneurship: Starting, developing, and managing a global venture*. London: SAGE Publication Pty. Ltd.

Ilboudo, S.D.O. et al. 2016. 'Global Entrepreneurship Monitor - rapport 2016/17', *Sante Publique*, 28(3), pp. 391–397. Available at: <https://doi.org/10.1017/CBO9781107415324.004>. (Accessed: 23 June 2017).

International Perspectives on Civic Engagement, Routledge: New York

Investopedia (2022) Memorandum of Understanding (MOU) Defined, What's In It, Pros/Cons, MOU vs MOA. Available at: <https://www.investopedia.com/terms/m/mou.asp> (Accessed: 23 August 2022).

Iwu, C. G., Gwija, S., Tengeh, R., Cupido, C. and Mason, R. B. 2016. '*The Unique Role of the Survivalist Retail Entrepreneur in Job Creation and Poverty Reduction. Implications for Active Stakeholder Participation.*', *Acta Universitatis Danubius: Oeconomica*, 12(4), pp. 16–37.

Jones, O and Tilley, F. (2003) *Competitive Advantage in SMEs – Organising for Innovation and Change*,

Khosa, R. M. 2014. 'AN ANALYSIS OF CHALLENGES IN RUNNING MICRO-ENTERPRISES : A CASE OF AFRICAN FOREIGN ENTREPRENEURS IN CAPE TOWN , WESTERN CAPE By', (September), pp. 1–128. doi: 10.1016/j.ymeth.2006.12.005.

Kindornay, S., Tissot, S. and Sheiban, N. 2014. 'The value of cross-sector development partnerships', The North-South Institute Research Report, (January), pp. 413–429. Available at: <https://doi.org/10.1177/089976400773746346>.

Lapan, S, Quartaroli, M. 2009. *Research Essentials – An introduction to Designs and Practices*, Jossey-Bass: 989 Market Street, San Francisco

Leydesdorff, L. 2012. 'The Triple Helix of University-Industry-Government Relations (February 2012)', pp. 1–17. Available at: <https://doi.org/10.2139/ssrn.1996760>. (Accessed: 07 August 2019).

Mail&Guardian 2019. *The missed opportunity: SMMEs in the South African economy*. Available at: <https://mg.co.za/article/2019-04-12-00-the-missed-opportunity-smmes-in-the-south-african-economy> (Accessed 10 November 2020)

Masutha, M. and Rogerson, C.M., 2014: *Small enterprise development in South Africa: The role of business incubators*. In: Rogerson, C.M. and Szymańska, D. editors, *Bulletin of Geography. Socio-economic Series*, No. 26, Toruń: Nicolaus Copernicus University, pp. 141–155. DOI: <http://dx.doi.org/10.2478/bog-2014-0050>

Mellahi, K, Frynas, G and Finlay, P. 2005. *Global Strategic Management*, Oxford University Press Inc., New York.

MTEch dissertation, Cape Peninsula University of Technology, Cape Town.

Mugobo, V.V. & Ukpere, W.I. 2012. *Rural entrepreneurship in the Western Cape: Challenges and opportunities*. *African Journal of Business Management* Vol. 6(3):

Mullinix, B,B. 2001: *Nurturing Partnerships: a Southern African continuum of flexible stages in partnership development*, *Current Issues in Comparative Education*, 3(2)

Murray Thomas, R. 2003. *Blending Qualitative & Quantitative Research Methods in Theses and Dissertations*, SAGE Publications Ltd: United Kingdom

National Planning Commission.2010. 'National Development Plan - 2030 - Executive Summary', Department: The Presidency Republic of South Africa, p. 70. Available at: <https://doi.org/ISBN: 978-0-621-41180-5>. (Accessed: 07 September 2013).

National Small Business Act. 1996. Act 102. Cape Town: Government Printer.

National Small Business Amendment Bill. (2003) Government Gazette No. 24628, Republic of South Africa

Nieman, G, Hough, J and Niewenhuizen, C. 2003. *Entrepreneurship – A South African Perspective*, Van Schaik publishers, Hatfield, Pretoria

Nieman, G. & Niewenhuizen, C. 2009. *Entrepreneurship: A South African Perspective*. 2nd ed. Pretoria: Van Schaik Publishers.

Nieman, G., Hough, H. & Niewenhuizen, C (eds). 2003. *Entrepreneurship: A South African Perspective*. 2nd ed. Pretoria: Van Schaik Publishers.

Nieuwenhuizen, C, Erasmus, B.J, De Beer A.A, Mpofo, R.T, Cant, M.C, Steenkamp, R.J, Badenhorst-Weiss, J.A, Ferreira, E.J and Groenewald, D.2007. *Business management for entrepreneurs*, Juta and company: Mercury Crescent, Wetton 7780, Cape Town.

NSI (2014) The-Value-of-Cross-Sector-Development-Partnerships. Available at <http://www.nsi-ins.ca/wp-content/uploads/2014/01/The-Value-of-Cross-Sector-Development-Partnerships.pdf> (Accessed: 28 May 2015).

Oxford – Advanced Learner's Dictionary. 6th ed.2000.Oxford: Oxford University Press.

Parker,A. 2010. *Survey aims to grow SME sector*. Big news: 2, September

Peters, R. and Naicker, V. 2013. '*Small medium micro enterprise business goals and government support: A South African case study*', 44(4), pp. 13–25.

Ranga, M. and Etzkowitz, H. 2013. *Triple Helix Systems: An Analytical Framework for Innovation Policy and Practice in the Knowledge Society*.

Research Methods Knowledge Base (no date). Descriptive Statistics. Available at: <https://socialresearchmethods.net/kb/statdesc.php> (Accessed: August 2019)

Reuvid, J. 2000. *Managing Business Partnerships*,

Richards, AD. 2006. *Sustainable Micro-Entrepreneurship to ensure Positive Economic Growth in the Western Cape*.

Roumboutsos, A. and Chiara, N. 2010. '*A strategic partnering framework analysis methodology for public-private partnerships*', *Journal of Financial Management of Property and Construction*, 15(3), pp. 235–246. Available at: <https://doi.org/10.1108/13664381011087498>.

Seitanidi, M.M. and Ryan, A. 2007. "*A critical review of forms of corporate involvement: from philanthropy to partnerships*", *International Journal of Non-Profit and Voluntary Sector Marketing*, Vol. 12 No. 3, pp. 247-66.

Sekaran, U. 2003. *Research Methods for Business – A Skill Building Approach*, Hermitage Publishing Services

South Africa. 1996. *National Small Business Act No. 102 of 1996*. Pretoria: Government Printer.

South Africa. 2003. *National Small Business Amendment Act No. 26 of 2003*. Pretoria: Government Printer.

South African Government. 2014. *National Development Plan*. Available at https://www.gov.za/sites/default/files/gcis_document/201409/ndp-2030-our-future-make-it-workr.pdf (Accessed: 11 October 2015).

South African Government. 2014. *Launch of Start-up South Africa*. Available at <https://www.gov.za/minister-lindiwe-zulu-launch-start-nations-south-africa> (Accessed 03 September 2015).

Stanford Social Innovation Review (2015). *Accepting the challenges of partnerships*. Available at: https://ssir.org/articles/entry/accepting_the_challenges_of_partnership

(Accessed: 25 October 2019)

Statistics South Africa. <http://www.statssa.gov.za/keyindicators/qlfs.asp> [23 February 2011]

Stokes, D, Wilson, N. 2010. *Small Business Management and Entrepreneurship*, Cengage Learning EMEA: United Kingdom.

StreetNet News (2010) Available at <http://www.streetnet.org.za/wpcontent/uploads/2010/06/Streetnetnews1.pdf> (Accessed 11 April 2011)

TechTarget (no date) Memorandum of Understanding. Available at: <https://whatis.techtarget.com/definition/memorandum-of-understanding-MOU-or-MoU> (Accessed: 1 May 2016)

TechTarget (no date) strategic planning. Available at: <https://www.techtarget.com/searchcio/definition/strategic-planning> (Accessed: 12 August 2022).

Teichler, U. 1999. *The requirements of the workplace*. Thematic Debate. ILO Conference, Paris.

Teichler, U. 2000. *The relationship between higher education and the world of work*. South African Journal of Higher Education.14 (2).19-22.

Tengeh, R.K. 2013. *Advancing the case for the support and promotion of African immigrant-owned businesses in South Africa*. Mediterranean Journal of Social Sciences, 4(2): 347-359.

The Alternative Board (2020) What an Operating Plan Is and Why You Absolutely Need One. Available at: <https://www.thealternativeboard.com/blog/operating-plan> (Accessed 02 May 2022).

The Triple Helix_ University–Industry–Government Innovation and Entrepreneurship - Henry Etzkowitz, Chunyan Zhou - Google Books

Trading Economics South Africa (2018) South African Unemployment Rate. Available at <https://tradingeconomics.com/south-africa/unemployment-rate> (Accessed 23 June 2019)

Venter, R., Urban, B. & Rwigema, H. 2008. *Entrepreneurship: theory in practice*. 2nd ed. Southern Africa: Oxford.

Ventureburn (2013) Biggest obstacles startups face in Africa. Available at: <http://ventureburn.com/2016/03/6-biggest-obstacles-startups-face-africa/> (Accessed: 03 July 2016)

Watson, D., Hollister, R.M., Stroud, S.E. and Babcock, E. (2011) *The Engage University*:

Welman, C, Kruger, F, Mitchell, B. 2005. *Research Methodology*, Oxford University Press: N1 City 7463, Cape Town

Welman, J, Kruger S. 2001. *Research Methodology*, Oxford University Press: N1 City 7463, Cape Town

Welsh, D.H.B. et al. (2013) 'Microenterprise performance and microenterprise zones (MEZOs) in China', 51(1), pp. 25–40. Available at: <https://doi.org/10.1108/00251741311291292>.

Wessel, S.J., Mosime, P. and Seitheisho, D. 2000: *Holistic integrated development: A proposal to CHESP*, Bloemfontein: Mucpp.

Western Cape Government (2012) CITY OF CAPE TOWN FIVE-YEAR PLAN FOR CAPE TOWN 2012 – 2017. Available at <https://www.westerncape.gov.za/text/2012/11/city-of-cape-town-idp-2012-2017.pdf> (Accessed: 03 November 2012)

Western Cape Government (2016) Enterprise Development. Available at: https://www.westerncape.gov.za/dept/edat/documents/public_info/l/20446?toc_page=1 (Accessed: 15 March 2016).

Western Cape Government (2017) Economic Development and Tourism Annual Report. Available at: https://www.westerncape.gov.za/assets/departments/economic-development-tourism/dedat_ar_2017-18_eng_electronic.pdf (Accessed: 16 August 2020).

Western Cape Government (2019) City of Cape Town Informal Trading. Available at: <https://www.westerncape.gov.za/service/city-cape-town-informal-trading> (Accessed: 08 February 2020).

Western Cape Government (no date) Enterprise Development. Available at:
https://www.westerncape.gov.za/dept/edat/documents/public_info/l/20446?toc_page=1
(Accessed: 16 August 2020).

Western Cape Provincial Government (2007) 'Chapter 6: Small, medium and micro enterprises and the informal sector', Western Cape Provincial Economic Review & Outlook 2007, pp. 151–174.

Year, N. and Produce, P. (2011) 'Annual Report: 2011'. Available at:
<https://doi.org/10.1039/C1DT90165F>. (Accessed: 01 March 2018).

APPENDICES

APPENDIX A: Ethical Clearance Certificate



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 6803938 • Email: saliefa@cput.ac.za
Symphony Road Bellville 7535


Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS
--	--------------------------

At a meeting of the Research Ethics Committee on 28 September 2011, ethics approval was granted to RANGONGA, Fattinald Phaka (206218931) for research activities related to the MTech/DTech: MTech: Business Administration (Entrepreneurship) at the Cape Peninsula University of Technology.

Title of dissertation/thesis:	Partnerships between Higher Education Institutions, Government and Private Enterprises for the Development of Micro Enterprises in the Cape Metropolis Supervisor: Dr J Nduna
-------------------------------	--

Comments (Add any further comments deemed necessary)
Research activities are restricted to those detailed in the research proposal.

Decision: APPROVED

 Signed: Chairperson: Research Ethics Committee	28 September 2011 Date
Signed: Chairperson: Faculty Research Committee	Date

Clearance Certificate No: FBREC0022

APPENDIX B: Request for Participation Letter



REQUEST FOR PARTICIPATION IN A RESEARCH STUDY

My name is Fattinald Phaka Rangongo (student no: 206218931). I have registered for an MTech degree in Business Administration (Entrepreneurship) at the Cape Peninsula University of Technology. I am conducting research with relevant stakeholders as part of my thesis. This research will take place from 25 March 2013 to 25 April 2013.

I am supervised by Dr. J Nduna who can be contacted at Ndunaj@cput.ac.za or 021 959 6810 as well as Mr. C Cupido who can be contacted at cupidoc@cput.ac.za or 0214603574 for confirmation. My research topic is Partnerships between Higher Education Institutions, Government and Private Enterprises for the Development of Micro Enterprises in the Cape Metropolis.

Your Organisation has been identified as one of the stakeholders that play a crucial role in socio-economic development therefore you are kindly requested to participate in the research study by completing a questionnaire. You are also requested to avail relevant documentation with regards to your participation the researcher pledges the following:

- Participation will be voluntary.
- Participants are assured that all information received will be treated as strictly confidential.
- Responses to the questionnaire will be anonymous as no references will be made to specific individuals.
- Participants will be allowed to withdraw at any time and for any reason.
- All responses will be used for academic purposes and none of your details will be provided to any other individual, group or organisation.

The questionnaire is expected to take less than 20 minutes of your time and you may leave out the questions you do not want to answer. Your participation in this survey will be greatly appreciated.

Please sign your consent with full knowledge of the nature and purpose of the research study. A copy of this consent form will be given to you for safe keeping.

I _____ have had the opportunity to read this letter, asked questions about the research project and am prepared to participate in this project.

.....

Signature of Participant

.....

Date

.....

Signature of Researcher

.....

Date

Mr. FP Rangongo
MTech Student
Faculty of Business
206218931@cput.ac.za
073 231 8514
Cape Peninsula University of Technology

APPENDIX C: Interview Schedule

INTERVIEW SCHEDULE

Section A: Organisation background.

1. What is the purpose of your Organisation?
2. What is the contribution of your Organisation to micro-enterprise development?
3. Who are your partners in micro-enterprise development?

Section B: Processes for initiating and maintaining partnerships.

4. How did you initiate partnerships with your partners?
5. Which processes did you follow to establish partnerships?
6. What measures have you put in place to ensure that your partnerships are well maintained?

Section C: Benefits and challenges of partnerships.

7. How does your partnership benefit micro-enterprises?
8. What are challenges presented by these partnerships?

Section D: Effectiveness and sustainability of partnerships.

9. Which sector (type of business) has been advanced by your partnerships?
10. How has that sector (type of business) been advanced?
11. How can you describe these partnerships in terms of success?
12. How long have you been in partnership with your partners?

Section E: Suggestions for improving partnerships.

13. What suggestions do you have to ensure effective partnerships for micro-enterprise development?

APPENDIX D: Questionnaire

QUESTIONNAIRE

This questionnaire seeks to investigate partnerships between Institutions of Higher Education, Government and Private Enterprises for the development of Micro enterprises in the Cape Metropolis. The questionnaire will take less than 20 minutes of your time.

Instructions

Please answer all the questions by **circling** the appropriate letter(s)

Section A: Description of the respondents to the questionnaire

1. Biographical information

Gender	Age	Highest level of education obtained.
A. Male	A. 18 - 30	A. No formal education
B. Female	B. 31 - 40	B. Primary education
	C. 41 - 50	C. High school education
	D. 51-60	D. Tertiary education
	E. Over 60	

2. Type of business and support

2.1 My business can be classified as a:

Circle only one (1) answer

- A. Food business
- B. Clothing business
- C. Hair business
- D. Artbusiness
- E. Car-wash business
- F. Other: (please specify)

.....
.....

2.2 My business receives assistance/support from:

You can circle more than one (1) answer.

- A. Higher Education Institution(s). B. Government
C. Private Sector D. None

If you have a partnership with government, institution of higher education, or private enterprise please complete SECTION B and C, otherwise only complete SECTION C

SECTION B: Processes for initiating and maintaining partnerships.

3 Please indicate with who you are in partnership with and by whom was the partnership initiated.

Partner	Initiated By whom (who started the partnership)
Institution of Higher Education	1. My business 2. Institution of Higher Education
Government	1. My business 2. Government
Private Enterprise	1. My business 2. Private Enterprise

4 The partnership was initiated by:

Please circle only one (1) answer

- A. My business Institution(s)? B. Higher Education
C. Government D. Private Enterprise

5 The partnership went through the following processes:

5.1 We held meetings to discuss the vision and mission of the partnership.

A. Yes	B. No
--------	-------

5.2 We defined the rules for the partnership.

A. Yes	B. No
--------	-------

5.3 We set out the roles of each partner.

A. Yes	B. No
--------	-------

5.4 We set out the responsibilities of all partners.

A. Yes	B. No
--------	-------

5.5 We signed a memorandum of agreement.

A. Yes	B. No
--------	-------

5.6 We implemented our planned activities together as partners.

A. Yes	B. No
--------	-------

5.7 We monitored the progress through communication.

A. Yes	B. No
--------	-------

5.8 We monitored progress through feedback.

A. Yes	B. No
--------	-------

5.9 We evaluated the results of the partnership.

A. Yes	B. No
--------	-------

6 My business maintained the partnership through: choose from A-D and mention how they have worked.

You can circle more than one (1) answer.

A. Meetings

1. Excellently	2. Satisfactorily	3. Poorly
----------------	-------------------	-----------

B. Workshops

1. Excellently	2. Satisfactorily	3. Poorly
----------------	-------------------	-----------

C. Special Events

1. Excellently	2. Satisfactorily	3. Poorly
----------------	-------------------	-----------

D. Other (Please specify).....

7 The measures mentioned in 6 have worked:

A. Excellently	B. Satisfactorily	C. Poorly
-----------------------	--------------------------	------------------

7.1 Please motivate your response in number 7.

.....

SECTION C: Benefits and challenges of partnerships

8 My business benefits from the partnership(s) through:

Finance	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
Skills Development	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
Education	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
Working Space	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
Technology	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree

9 The challenges presented by the partnership(s) are related to:

You can circle more than one (1) answer.

- A. Lack of communication
- B. No documented procedures and processes
- C. Limited stakeholder participation
- D. Unclear roles and responsibilities of partners
- E. Unclear benefits
- F. Other: (please specify)

Section D: Effectiveness and sustainability of partnerships

Growth and development of the business

10 My business is advanced by:

Higher Education Institution(s)	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
--	--------------------------	-----------------	--------------------	-----------------------------

Government	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
Private Sector	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree

11 My business has been advanced:

Financially	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
Educationally	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
With Skills	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
With Working Space	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree
Technologically	A. Strongly Agree	B. Agree	C. Disagree	D. Strongly Disagree

12. The duration of my partnership is

Duration (how long)
1. Less than 1 year 2. 1-3 years 3. More than 3 years
1. Less than 1 year 2. 1-3 years 3. More than 3 years
1. Less than 1 year 2. 1-3 years 3. More than 3 years

Section E: Suggestions for improving partnerships.

2 My suggestion(s) for improving the partnership(s) relate to:

You can circle more than one (1) answer.

- A. Better communication
- B. Formalisation of a partnership
- C. Increased stakeholder participation
- D. Clear roles and responsibilities of partners
- E. Clear and mutual beneficial partnerships
- F. Other: (please specify.....)