

Lessons Learnt and Best Practices from project partnerships with FET Colleges



First Pan African TVET & FET Conference
Cape Town, 2008

Presentation Content

- **Facilitated (Focus Group) Discussion**
 - Implementing the NCV
- **SHINTSHA Experience**
 - Project Overview and Best Practice
- **NCV Observations**
 - Engagement with Colleges
- **Comparisons**
- **Student Support Model (suggested)**
- **Comments on Exit Strategy**
- **Discussion**

Facilitated (Focus Group) Discussion

- **Greatest Challenges in implementing the NCV**
- **How have you begun to fix these challenges**
- **Key lessons learnt about implementing the NCV**
- **What are your expected challenges for 2009**
- **What Exit Strategies have you begun to develop**



SHINTSHA

new venture creation skills and handholding for young entrepreneurs

The SHINTSHA Project Concept

- FET College Graduate learners with technical skills
- Entrepreneurial ability / Own Business
- “new venture creation” skills training
- Hand Holding to start and grow their business
- Best Practice shared and copied (in FET College)

SHINTSHA means CHANGE

“Changing your life”

SHINTSHA Partnership



Small Enterprise Development Agency

a DTI agency responsible for the support of small business enterprise development in South Africa

seda's business is business development not certification

SHINTSHA Projects

- **The SHINTSHA Furniture Project (2002-5)**
 - ❑ Furniture skills training for over 1000 youth followed by new business start up in incubators for over 300
- **seda SHINTSHA Project 2007**
 - ❑ 100 learners at 5 different FET Colleges
 - ❑ NVC Level 2 Skills Programme
- **MQA Project 2007**
 - ❑ 123 learners 3 private providers, 1 FET College
 - ❑ NVC Level 4 Learnership

SHINTSHA Projects 2008

- **W&RSETA Project 2008 based on Best Practice**
 - ❑ 5 FET Colleges, 100 Graduate learners
 - ❑ NVC Level 2 Skills Programme from May 2008
- **MQA Project 2008 based on Best Practice**
 - ❑ 3 Private Providers, 140 learners
 - ❑ NVC Level 4 Skills Programme from September 2008
- **HWSETA Project 2008 based on Best Practice**
 - ❑ 10 FET Colleges, 400 Graduate learners
 - ❑ NVC Level 2 Skills Programme from October 2008

SHINTSHA Methodology

- **Learner Recruitment**
- **Carefully Structured Curriculum**
- **Delivery Methodology**
- **Enabling Business Start Up from the Classroom**
- **Hand Holding Support**
- **Focus Group Methodology**
- **Growing My Own Business**
- **Partnerships**
- **Project Management**
- **Post Project Hand Holding Support**
- **Best Practices**



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SHINTSHA Methodology

- **Learner Recruitment**
 - Appropriate Learner Selection
 - Head Hunted Entrepreneurs
 - Existing Skills and (Business) Experience
- **Carefully Structured Curriculum**
 - Comprehensive Focused Induction
 - New Venture Creation NQF Level 2 Skills Programme
 - Life Skills
 - 4 Day Business Simulation in induction
 - Learner and Driver training
 - Computer training



SHINTSHA Methodology

- **Delivery Methodology**

- Creative and Practical approach
- Real Situations, Real Customers
- Two and a half days a week, allowing time for business practice
- All assignments based on real situations
- Classroom simulations and projects that take learners out of the classroom

A light blue arrow pointing to the right with a dark blue outline. The text "Facilitator Energy" is written inside the arrow in a dark blue font.

Facilitator Energy



SHINTSHA

SHINTSHA Methodology

- **Enabling Business Start Up**

Have you made money today

- Proactive focus on starting the new business from the commencement of the programme
- (or an existing informal business on entry)
- Practical experiential activities that allow the learner to experience business principles
- Learners visit existing businesses
- Find a “customer” regularly
- Business Start Up is suggested to be informal
- Try business ideas; change their business idea



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SHINTSHA Methodology

- **Hand Holding**

- Proactive Supportive process
- Relationship building
- Is part of the delivery methodology by the classroom facilitators
- a **seda** business advisor actively engaging with the learners on a weekly basis through a **seda** Focus Group
- Encouraging Business initiation and growth



SHINTSHA Methodology

- **Focus Group Methodology**

- Weekly 90 minute facilitated group support to guide the group members
- Group Members provide the answers to the weekly needs affecting their businesses
- Group members are the resource
- Uses Visual Mapping cards
- Cost Effective, Time Effective, Interactive, Fun
- Based on Empreender Project in Brazil
- Allows one to do normal business support work more effectively by working with groups
- Capacity Building and training for facilitators



SHINTSHA Methodology

- **Growing My Own Business**

- If we want our youth to start businesses, we should encourage them to grow their track record through their own businesses that they start on their own.
- A practical engagement with customers, a focus on earning own start up resource
- Allowance and savings

- **Partnerships**

- Local seda Branch / Client relationship
- Project Partnerships bring funding
- Local and National



SHINTSHA Methodology

- **Project Management**
 - ❑ Hands On project management
 - ❑ Project Team at FET College (link with other units)
 - ❑ Regular monitoring and site visits
- **Post Project Hand Holding Support**
 - ❑ New emerging businesses become **seda** clients
 - ❑ Active support to Sustainability
- **Best Practices**
 - ❑ Well documented Best Practices



SHINTSHA Methodology

- **Learner Recruitment**
- **Carefully Structured Curriculum**
- **Delivery Methodology**
- **Enabling Business Start Up from the Classroom**
- **Hand Holding Support**
- **Focus Group Methodology**
- **Growing My Own Business**
- **Partnerships**
- **Project Management**
- **Post Project Hand Holding Support**
- **Best Practices**



NCV Issues

- **Learner Selection**
- **Vocational Guidance**
- **Facilitator Capacity**
- **Delivery Methodology**
- **Practically Related to Industry**
- **Working with Young Students**
- **Resources**
- **(Student Exit)**
- **(Tracking)**
- **(Links to Artisan and NSDS Programmes)**
- **Partnerships**
- **Project Management**

Issues Comparison

SHINTSHA Projects	NCV Issues
Learner Recruitment	Learner Selection
Carefully Structured Curriculum	
Careful Induction	Vocational Guidance
	Facilitator Capacity
Delivery Methodology	Delivery Methodology
Business Start Up in the Classroom	Practically Related to Industry
Hand Holding Support	Academic Support
	Working with Young Students
Focus Group Methodology	Resources
Growing My Own Business	(Student Exit) (Practical to NCV NVC)
Partnerships	Partnerships
Project Management / Project Team	Project Management
Post Project Hand Holding	(Tracking / Access)
Best Practices / Sustainability	

NCV notes

- **Student Selection**

- Appropriate Screening
- Set Level upfront
- Take in extra students

- **Career Guidance**

- Career Guidance and Briefing at the beginning
- Career / Vocational Guidance needs to be educational
- Practical Support
- Easily Accessible

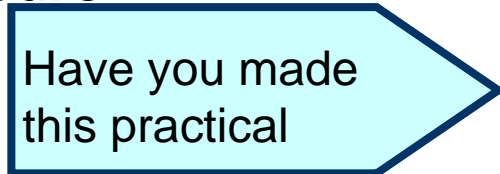
NCV notes

- **Facilitator Capacity**

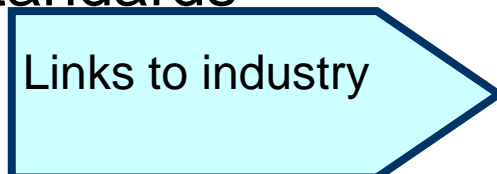
- Needed assistance in new areas such as POE
- Increased administrative load
- Learning to cope with younger students
- New subject matter
- Limited Practical experience and exposure

- **Delivery Methodology**

- Need to adapt methodology to younger student
- Include Practical components
- Perfection in practical as per industrial standards
- Integrated approach / includes life skills



Have you made
this practical




Links to industry

NCV notes

- **Academic Support**

- Mathematics, Literacy, Vocational Subjects
- Writing Skills
- Remedial staff needed
- Time table challenge



Student Support
Hand Holding

- **Young Students**

- Need to include Parents in College life
- Induction to College
- Stricter Controls on Campus
- More Social Activities / Life Skills

NCV notes

- **Resources**

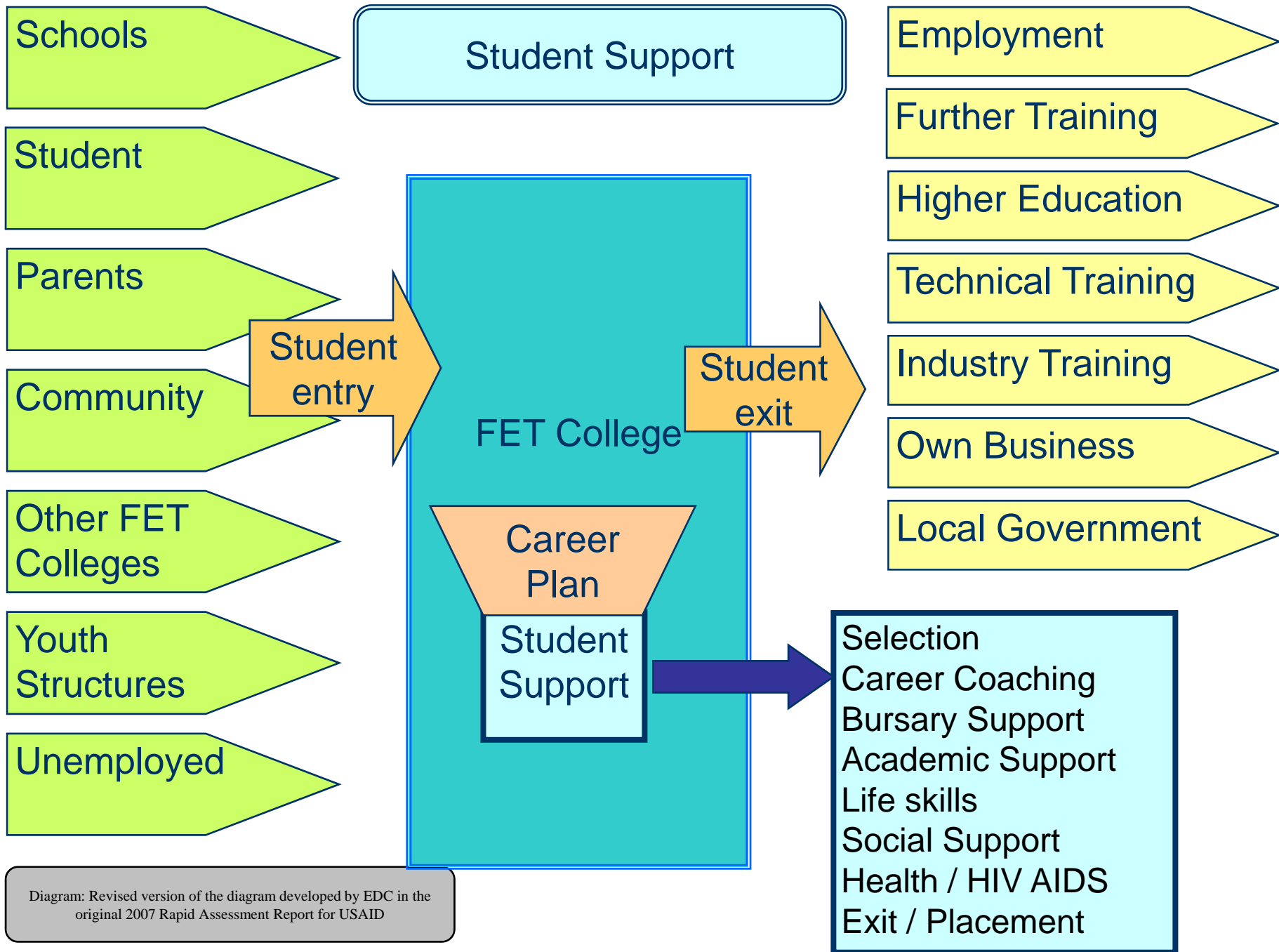
- Space challenges
- Need more visual and practical materials
- Need to find more effective ways to use available resources

- **Exit Strategy**

- Need to work on this

- **Student Tracking**

- Will be needed



Schools

Student

Parents

Community

Other FET Colleges

Youth Structures

Unemployed

Student Support

FET College

Career Plan

Student Support

Student entry

Student exit

Employment

Further Training

Higher Education

Technical Training

Industry Training

Own Business

Local Government

Selection
 Career Coaching
 Bursary Support
 Academic Support
 Life skills
 Social Support
 Health / HIV AIDS
 Exit / Placement

Diagram: Revised version of the diagram developed by EDC in the original 2007 Rapid Assessment Report for USAID

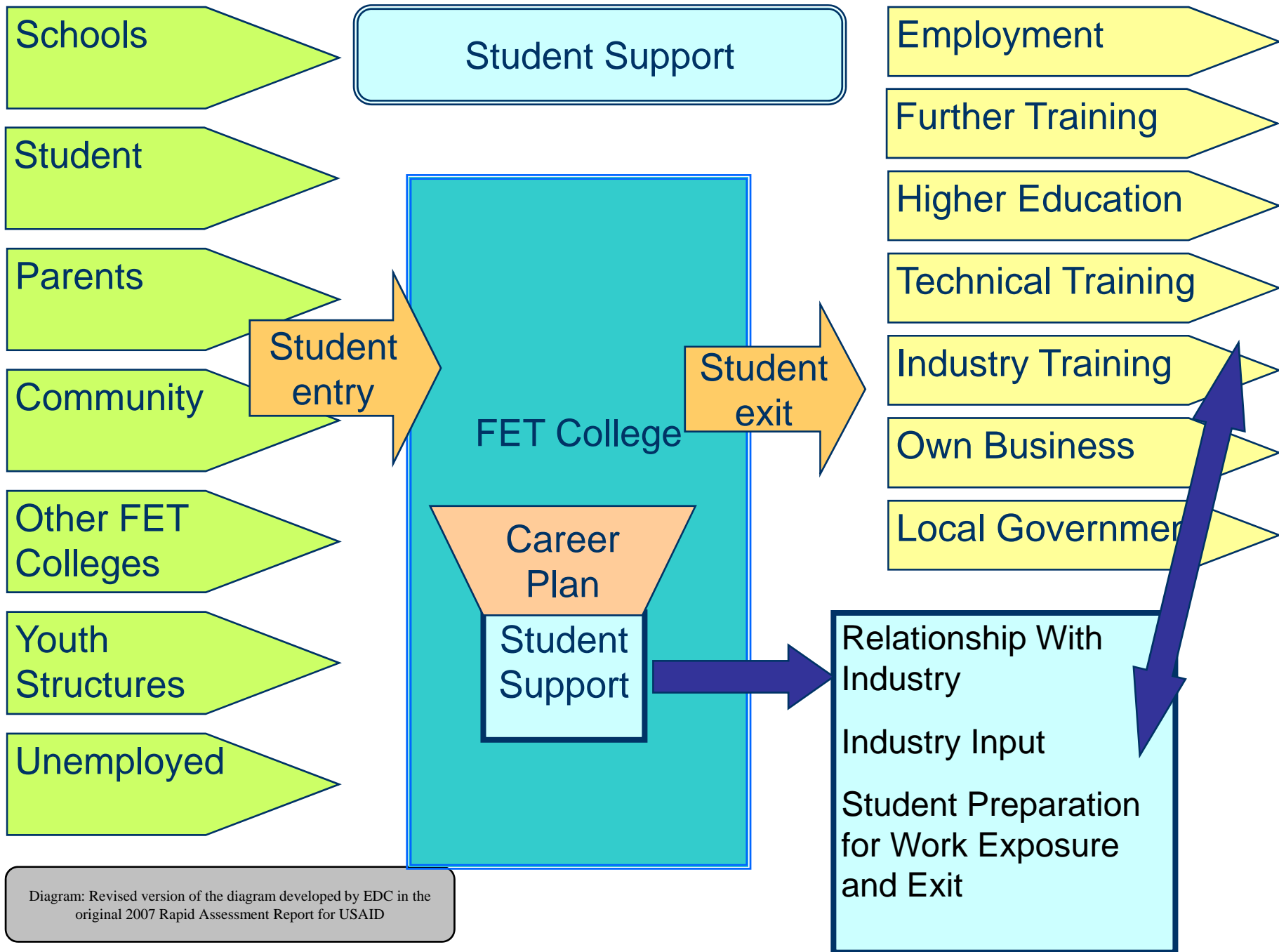


Diagram: Revised version of the diagram developed by EDC in the original 2007 Rapid Assessment Report for USAID

Exit Strategy

- **Requires attention sooner than later**
- **Requires additional resources at Student Support**
- **As the quality of and volume of our skills training improves there will need to be increased exited routes**
- **Industry links will be critical**
- **Articulation should consider Artisan routes**
- **Partnerships will be needed**



Entrepreneurship as an Exit Strategy

- **NCV students might be too young**
- **Certain Sectors lend themselves better**
- **Creativity lends itself to Entrepreneurship**
- **Certain “Local Economies” might dictate need**
- **The challenge of an integrated methodology**
- **Projects and Partnerships might be useful**
- **The Entrepreneur must “want” own business**
 - ❑ **Have they tried themselves**
 - ❑ **It is a MINDSET issue**
 - ❑ ***“Listen to the Inner Voice”***
 - ❑ ***Create the freedom...***



Entrepreneurship is Practical

- **Delivery Methodology is creative and speaks to my business**
- **Grow my business through doing**
- **Classroom work, Assignments and Assessments must be on real customers**
- **It is a business if there are customers and payments**
- **“do business” using simple means as a start**



Exit Strategy

- **Must be integrated into the full Curriculum**
- **Classroom work, Assignments and Assessments must relate to reality**
- **Learner Responsibility initiated early (MINDSET)**
- **Student must experience the Practical**
- **“Practical” is simple as a start**



Partnerships

- **Some thoughts**
 - We all need to work of managing these
 - We need to Best Practice these, and Profile them
 - If we can go to scale on some of our successful partnership activities, they will take on their own life



SHINTSHA FET Colleges

- Northern Cape Urban FET College, Kimberley
- Umgungundlovu FET College, Pietermaritzburg
- Boland College, Paarl
- Orbit FET College, Rustenburg
- College of Cape Town
- Motheo FET College, Bloemfontein
- Buffalo City FET College, East London
- Port Elizabeth FET College



SHINTSHA



CHANGING THE LIFE OF YOUTH



03/19/2008 00:36

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SHINTSHA

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Creative Transformations

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SHINTSHA