

Cultivating entrepreneurship through TVET Curriculum

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SARChI
INDUSTRIAL
DEVELOPMENT

TIPS FORUM 2024: Small business, inclusive growth and industrial policy in South Africa

OUTLINE



BACKGROUND



RESEARCH APPROACH



FINDINGS



RECOMMENDATIONS FOR
POLICY CONSIDERATION

RESEARCH APPROACH

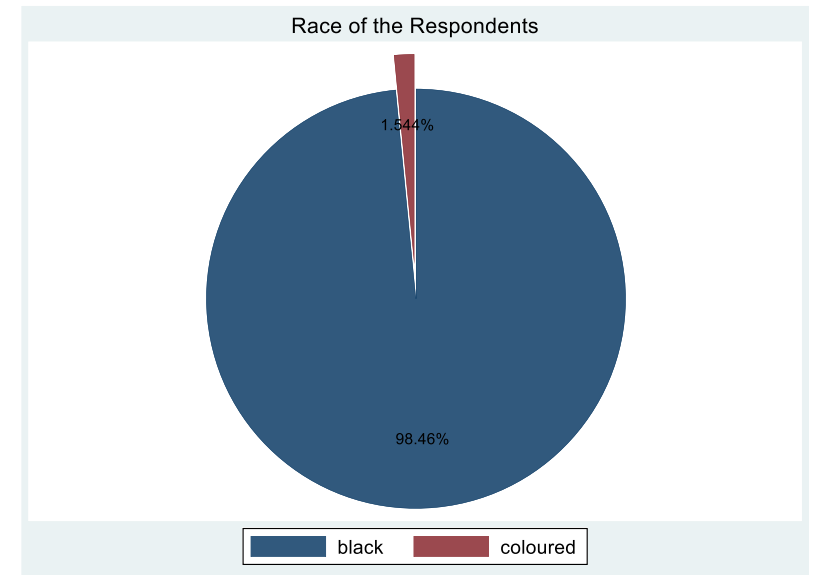
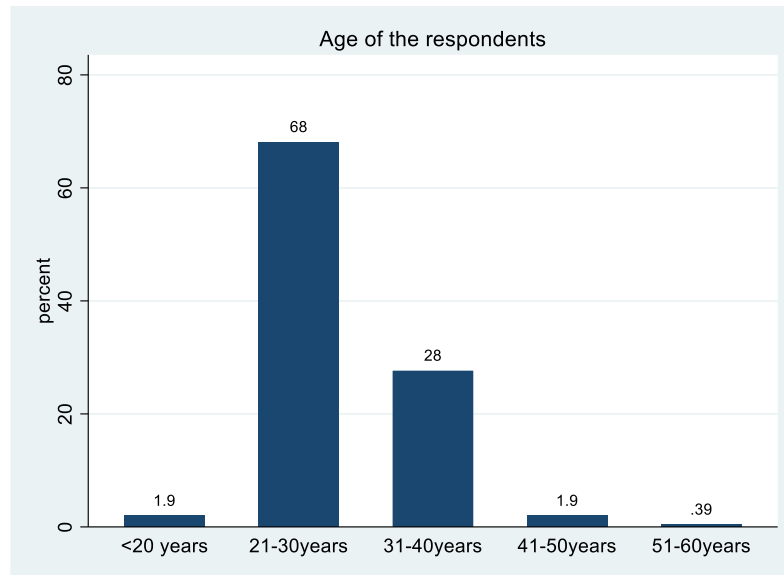
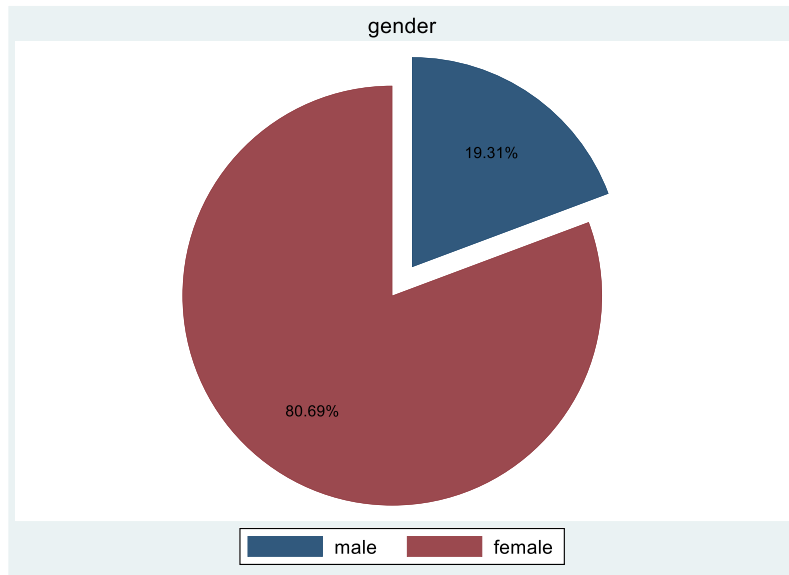


- Mixed: Quantitative and Qualitative

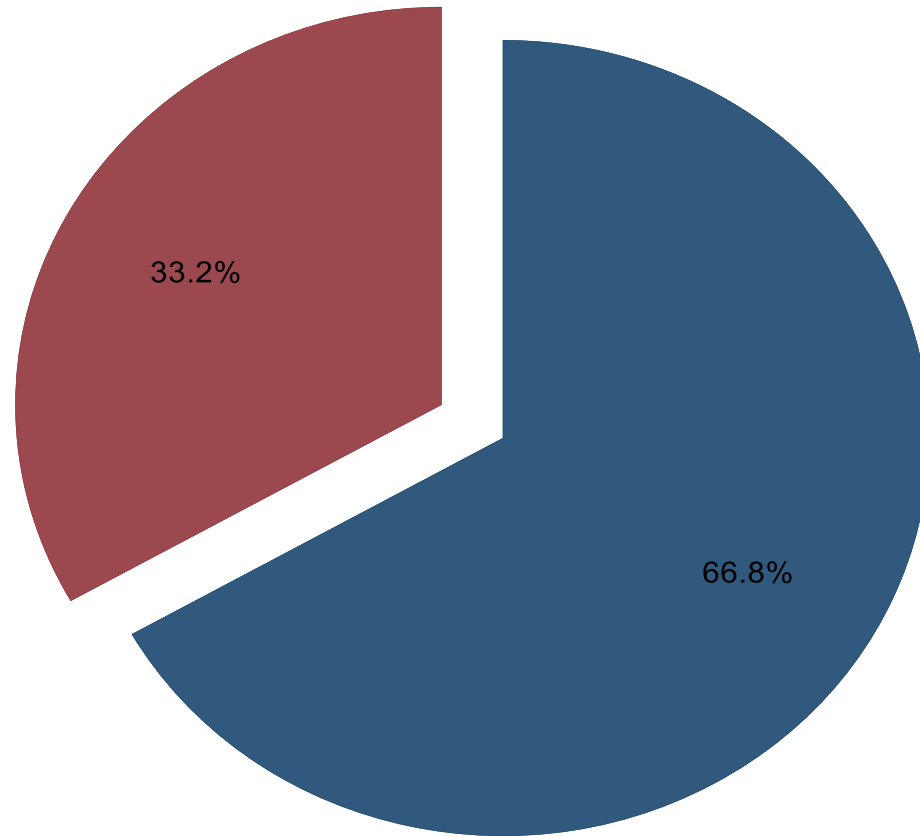
SAMPLING PROCEDURES

- Total population obtained from the 8 TVET Colleges in the EC = 9 343
- Sample :
 - 95% level of confidence with a margin of error at 5%
 - The total sample size is equal to 370
- Of the 370 a number of completed and usable questionnaires = 257 which constitutes 69% response rate

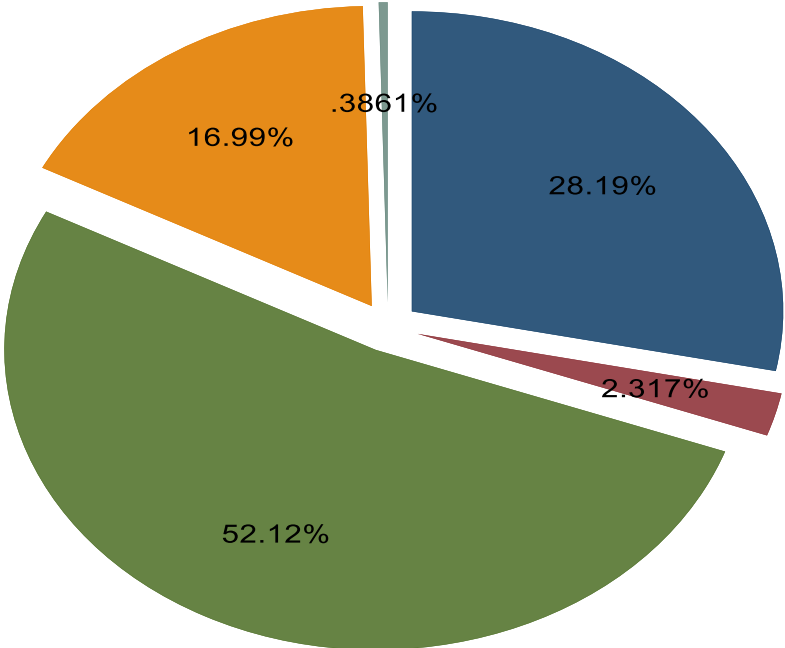
DEMOGRAPHICS



Programmes



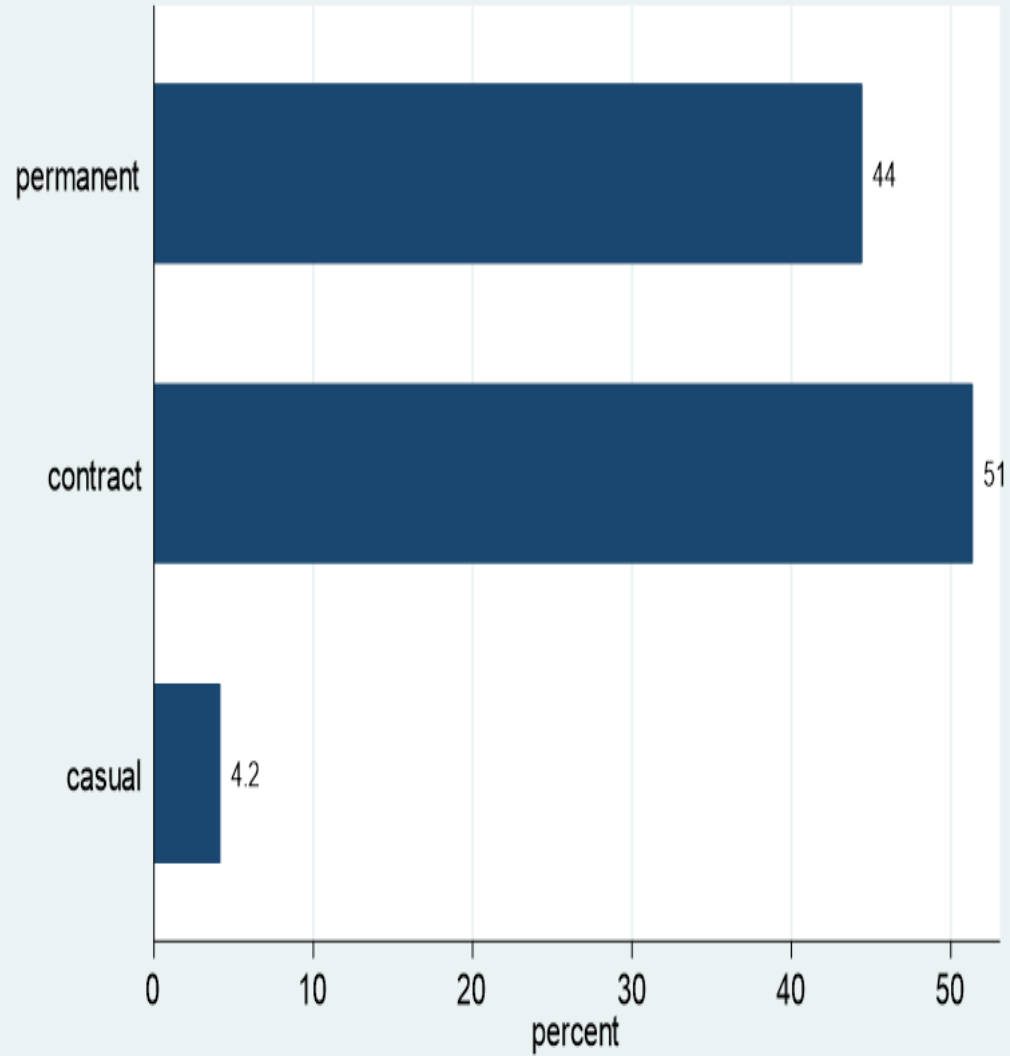
Economic Status



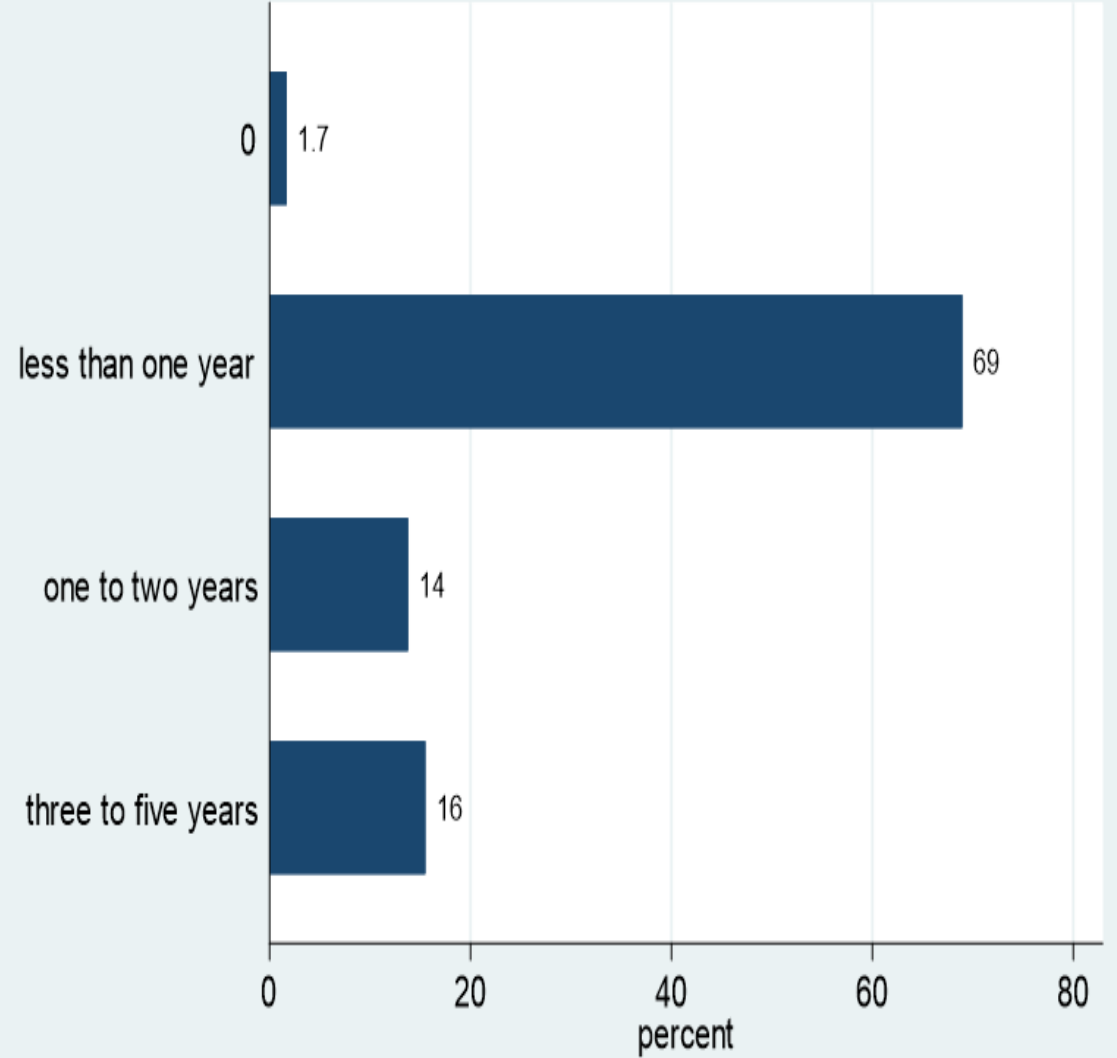
- employed
- unemployed
- employed and business owner
- self-employed or business owner
- furthering studies

Employed graduates

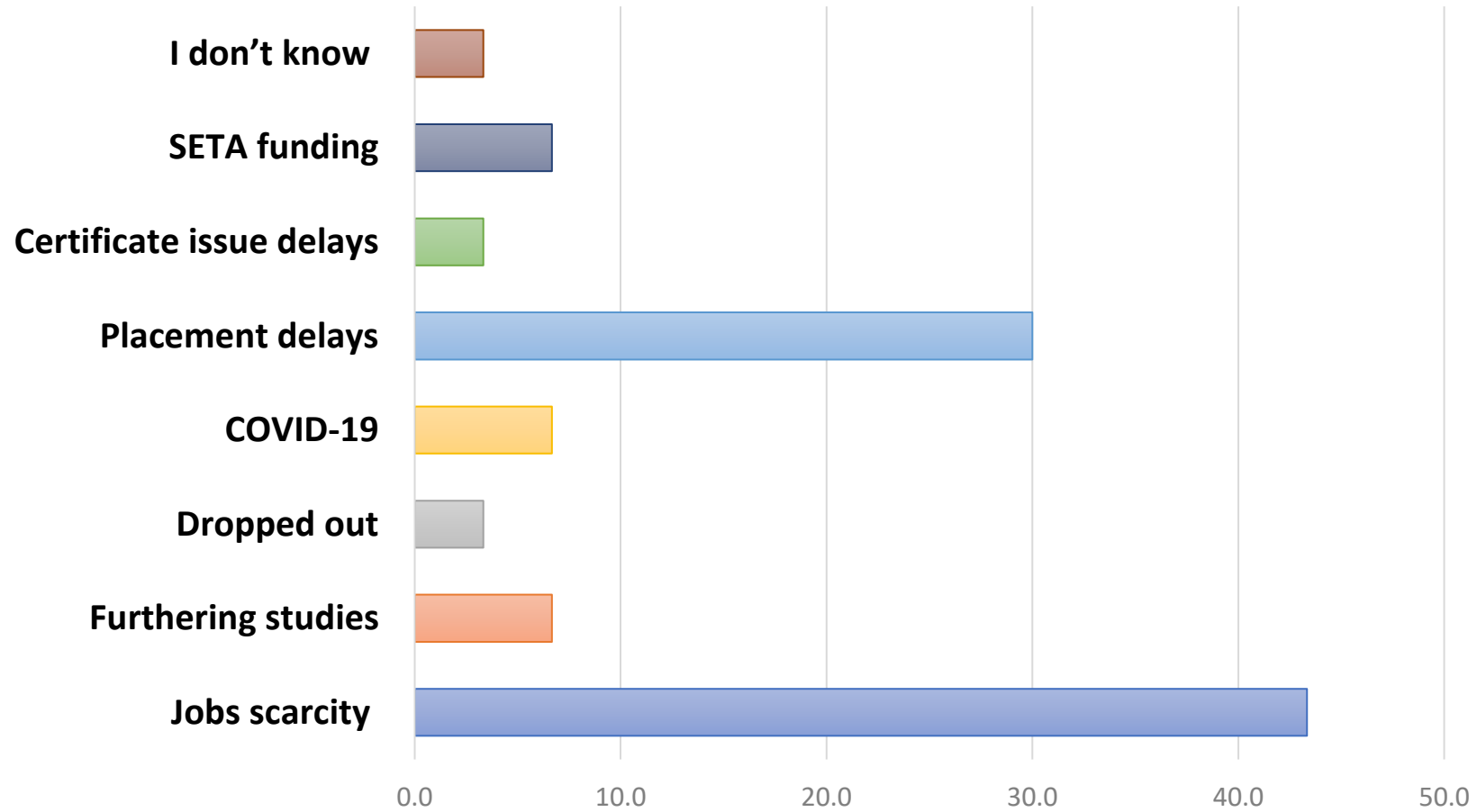
Type of Employment



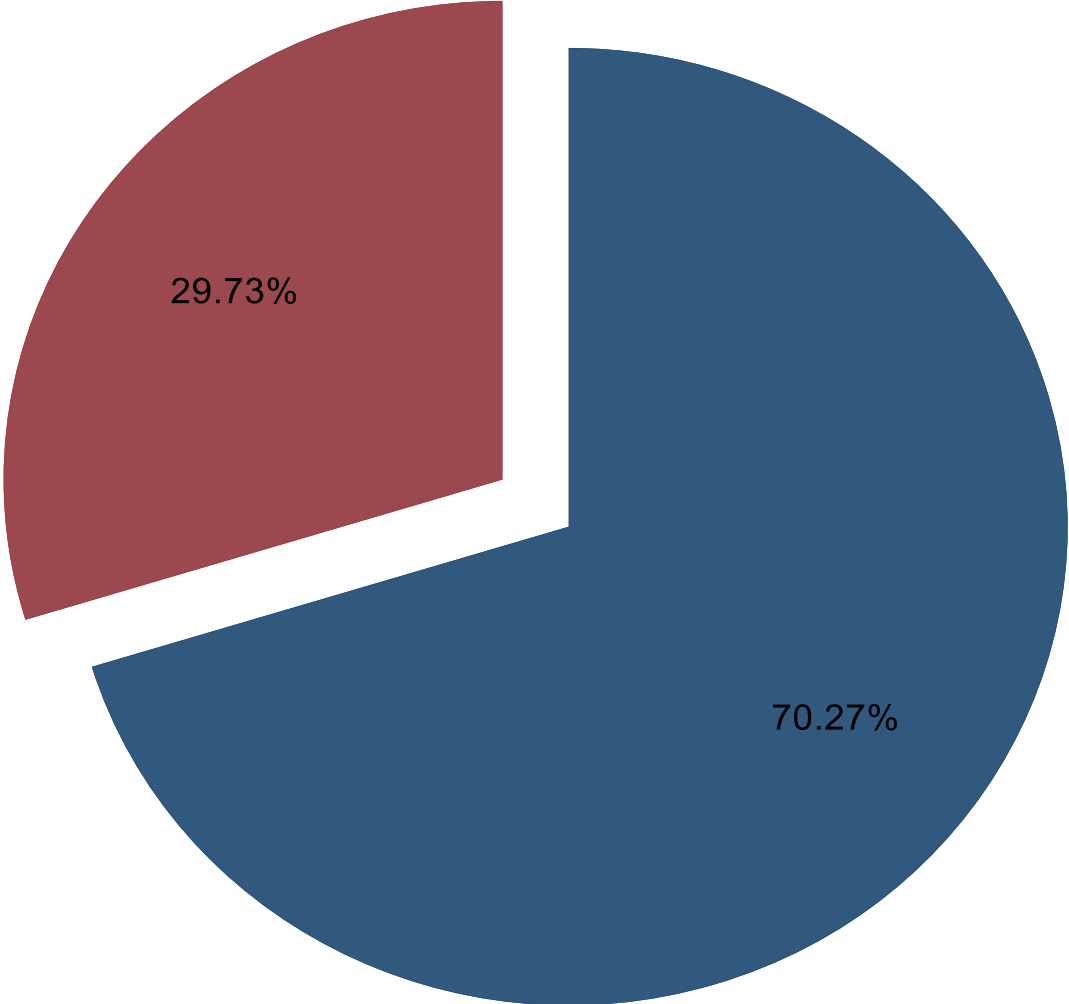
Period taken to find a job



Reason for gap between graduation & first employment



Is the Job related to Studies



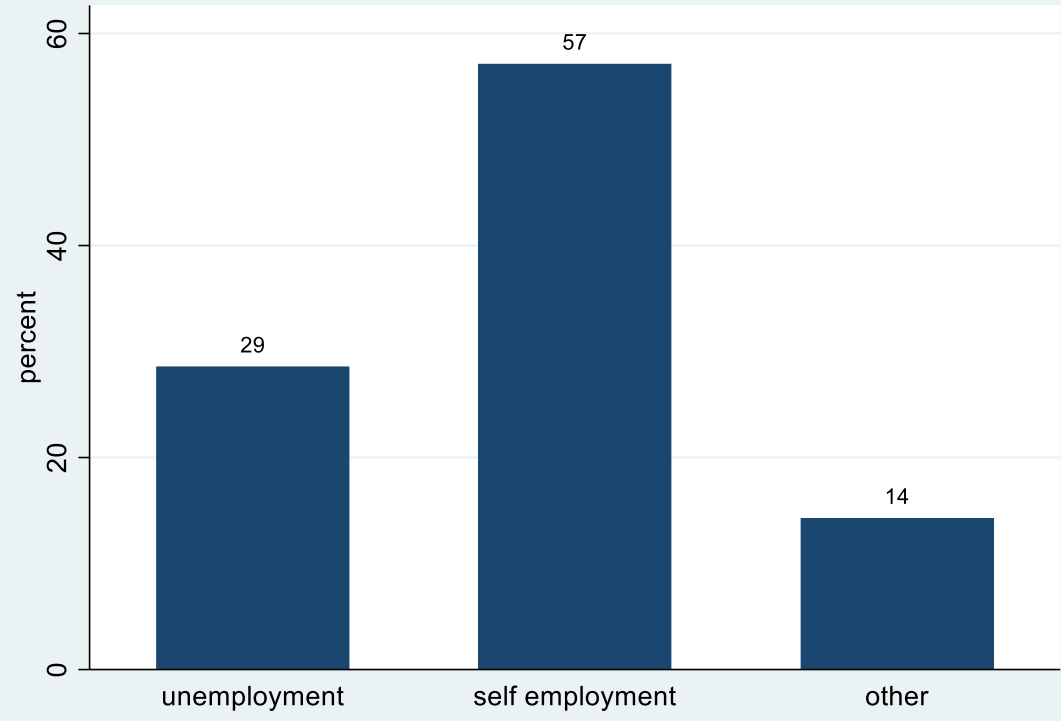
Unemployed graduates

Graduate challenges to accessing labour market opportunities

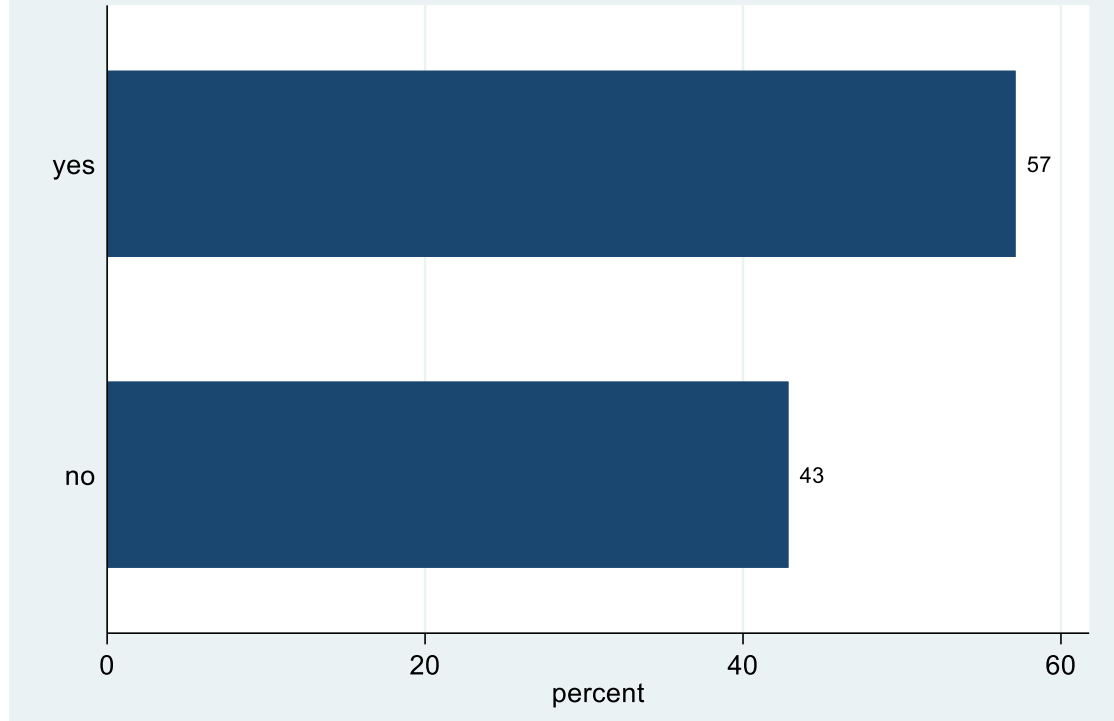
- Graduates stated the following reasons for remaining unemployed for over a year post graduation:
- **INTERNSHIP CONTRACT ENDED** “and after it ended I couldn’t get anything”.
- **LACK OF JOBS.** Graduates argue that “it is difficult to find a job currently in the country... We get internships instead”. The labour market is characterised by “more internships than jobs”, and most of the available jobs are temporary as most graduates haven’t “gotten anything permanent post my qualification, I just get piece jobs.”
- Furthermore, graduates experienced an intensified scarcity of jobs “because of COVID-19 pandemic”.
- **BIASEDNESS.** The over 35-year-old graduates are concerned that “most employers are looking for youth” and that though they are “out of youth bracket with the required skills” they tend to be overlooked for labour market opportunities.
- **IN-SERVICE PLACEMENT DELAYS.** Some graduates “ have been struggling with getting in-service training so it is difficult to apply for a job without completing a qualification”. These are graduates who consider the N6 certificate as an incomplete qualification.

Graduate entrepreneurs

Reasons for starting a Business



Business Registration



Hindrances to student/graduate entrepreneurship productivity

Lack of resources

Market access

Capacitation

STUDENT ENTREPRENEURSHIP PROMOTION

RECOMMENDATION FOR IMPROVING STUDENT ENTREPRENEURSHIP EDUCATION



ALIGN TO COLLEGE
VISION



STRENGTHEN
DELIVERY



STRENGTHEN
ENTREPRENEURSHIP
ECOSYSTEM



MAXIMISE IMPACT



ALIGN WITH LOCAL
SMME STRATEGY

ECOSYSTEM COLLABORATIONS

PROPOSED POLICY & STRATEGIC CONSIDERATIONS

Development of a coherent policy & strategic framework for entrepreneurship education promotion

Comprehensive support to TVET Colleges for efficient delivery of entrepreneurship curriculum

Enhancement of entrepreneurship and innovation Pedagogy

Facilitation of collaborative partnerships and business networking opportunities

Coordination of complementary entrepreneurship development activities

Support for inter-college national competitions

Implementation of continuous monitoring and evaluation

Trade & Industrial Policy Strategies

Supporting policy development through research and dialogue

The TIPS Annual Forum is a vehicle to help to create and sustain a network of researchers in the area of trade and industry and other related fields. It provides a platform for dialogue between researchers, policymakers and other stakeholders around policy-relevant issues resulting from research.

TIPS Forum 2024 is being held in partnership with DSI/NRF South African Research in Industrial Development (SARChI), the Department of Trade, Industry and Competition (the dtic) and Absa Bank.

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TRADE & INDUSTRIAL POLICY STRATEGIES



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