



South Africa Siyasebenza

**A DECADE OF INNOVATION AND PARTNERSHIP**



**Ushintsho Olughakazile**

# Jobs Fund Webinar

*Investing in Education: Enhancing Skills for Employability  
(Early to tertiary learning)*

20 June 2023

**The event will start at 10h00**



**national treasury**

Department:  
National Treasury  
**REPUBLIC OF SOUTH AFRICA**



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Najwah Allie-Edries heads up the Project Management Office of the South African National Treasury's R9-billion Jobs Fund. The Jobs Fund, launched in 2011, operates as a challenge fund: public money is used to co-finance projects with public, private and non-governmental organisations through a competitive grant process. Najwah is also the project officer for a research programme on employment, income distribution and inclusive growth, in partnership with the South African Labour and Development Research Unit (SALDRU) at the University of Cape Town, as well as a research programme on pathways to youth assets and employability with the Centre for Social Development in Africa, based at the University of Johannesburg. In addition, she was involved in designing the Basic Package of Support for Youth and currently chairs the steering committee. Najwah was instrumental in designing the Presidential Youth Employment Intervention (PYEI) and is now responsible for overseeing the implementation of the National Youth Service and the National Pathway Management Network Innovation Fund.

Nazeem Hendricks is a Team Leader in National Treasury's R9-billion Jobs Fund. The Jobs Fund, launched in 2011, operates as a challenge fund: public money is used to co-finance projects with public, private and non-governmental organisations through a competitive grant process. In addition to overseeing a portfolio of Jobs Fund projects and project managers, Nazeem is also responsible for managing Jobs Fund disbursements. He has more than 20-years' experience in the investment industry and has a passion for development finance.

Monique Blignaut has a passion for the development of youth. She believes in the power of education. Born and raised in Eldorado Park, South of Johannesburg she was inspired by educators who were passionate about helping children be the best they could be. Post Matriculating, she worked in the insurance industry for 3 years but soon decided to pursue a career where she felt she could make a meaningful impact. She obtained her postgraduate degree in Psychology at the University of the Western Cape. Her experience includes working at a youth substance abuse centre and at a police trauma room. She believes in the power of human connection and sees relationship-building, with all stakeholders in the education and employment sectors, as a vital part of developing the youth. Committed to youth work and seeing young people live their best lives, Monique joined Columba Leadership in 2015 and is currently heading the Programme team.

Hopolang Selebalo is currently the Advocacy Lead at SmartStart. She has over 10 years of experience working as a researcher and organiser for various civil society organisations and social movements. The focus of Hopolang's work has been on ensuring the realisation of socio-economic rights, including the right to education and housing in South Africa. She has experience in conducting primary and secondary research, advocacy, solidarity building, and the development of various campaigns.

Craig Duff is an entrepreneur with a passion for education. He founded three private education brands, namely Varsity College, NewBridge Graduate Institute and NewBridge Corporate. Today, these brands are highly successful national entities with multiple campus environments across South Africa. After selling Varsity College to ADvTECH, the JSE-listed education and recruitment group, Craig was appointed as the head of the ADvTECH Tertiary Education Division. In this role, he was responsible for the growth of the Varsity College, Rosebank College, College Campus and Vega brands. He also served on the ADvTECH Board and was a member of the group's Executive Committee. Today, NewBridge Graduate Institute focuses on the provision of relevant, high-quality private education that is both assessable and affordable.

# Opening Address

**Najwah Allie-Edries**

Deputy Director-General: Employment Facilitation  
(Head of the Jobs Fund)

# Background to the Jobs Fund

**Facilitator: Nazeem Hendricks**  
Team Leader (Jobs Fund)

## Background to the Jobs Fund

- The Jobs Fund is a programme of the National Treasury.
- The Fund was capitalized in 2011 with **R9 billion**.
- The Jobs Fund was established to inspire innovation and to **co-fund** programmes that address specific barriers to job creation.
- The Jobs Fund is government's R&D Pilot on innovative job creation models and operates on Challenge Fund principles:

-  **Test innovative approaches to job creation** - supply and demand side of the labour market
-  **Share risk** - catalyse social return
-  **Encourage wider market adoption of challenge fund funding instrument** over the medium to long term
-  **Encourage adoption of successful Job creation Models** by organisations

- The Fund is not a mass employment programme, but complements other government programmes by encouraging innovation and sustainable job creation
- The Fund works with intermediaries, leveraging their networks and expertise to access and provide support to the targeted beneficiaries.
- The Jobs Fund was established with knowledge sharing as one of its foundational pillars and has a rigorous monitoring, evaluation, reporting, and learning framework.
- To this end, the Jobs Fund regularly hosts and participates in knowledge exchange sessions, together with its partners and the public.

# ***Investing in Education: Enhancing Skills for Employability***

## ***(Early to tertiary learning)***



**Hopolang Selebalo** – SmartStart Advocacy Lead



**Monique Blignaut** – Columba Leadership Programme Manager



**Craig Duff** – Newbridge Graduate Institute CEO



# Hoplang Selebalo

## SmartStart Advocacy Lead







- As South Africa's first NATIONAL early learning delivery platform, SmartStart's VISION IS TO ACHIEVE **POPULATION-LEVEL CHANGE** IN ACCESS TO **quality and affordable EARLY LEARNING**.
- **WE ARE A NETWORK...** of 14 NGOs and nearly 9,000 ECD practitioners.
- **Collaboration and partnership** are at the heart of the SmartStart approach. Using a social franchise model, our Franchisors and branches license and support practitioners to deliver a quality early learning programme for 3 to 5 year-olds.
- In the seven years since set-up, our early learning programmes have reached over 100,000 children across South Africa.



**A DECADE OF INNOVATION AND PARTNERSHIP**

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Dominant Tapestry Clusters

A: Transitional Township

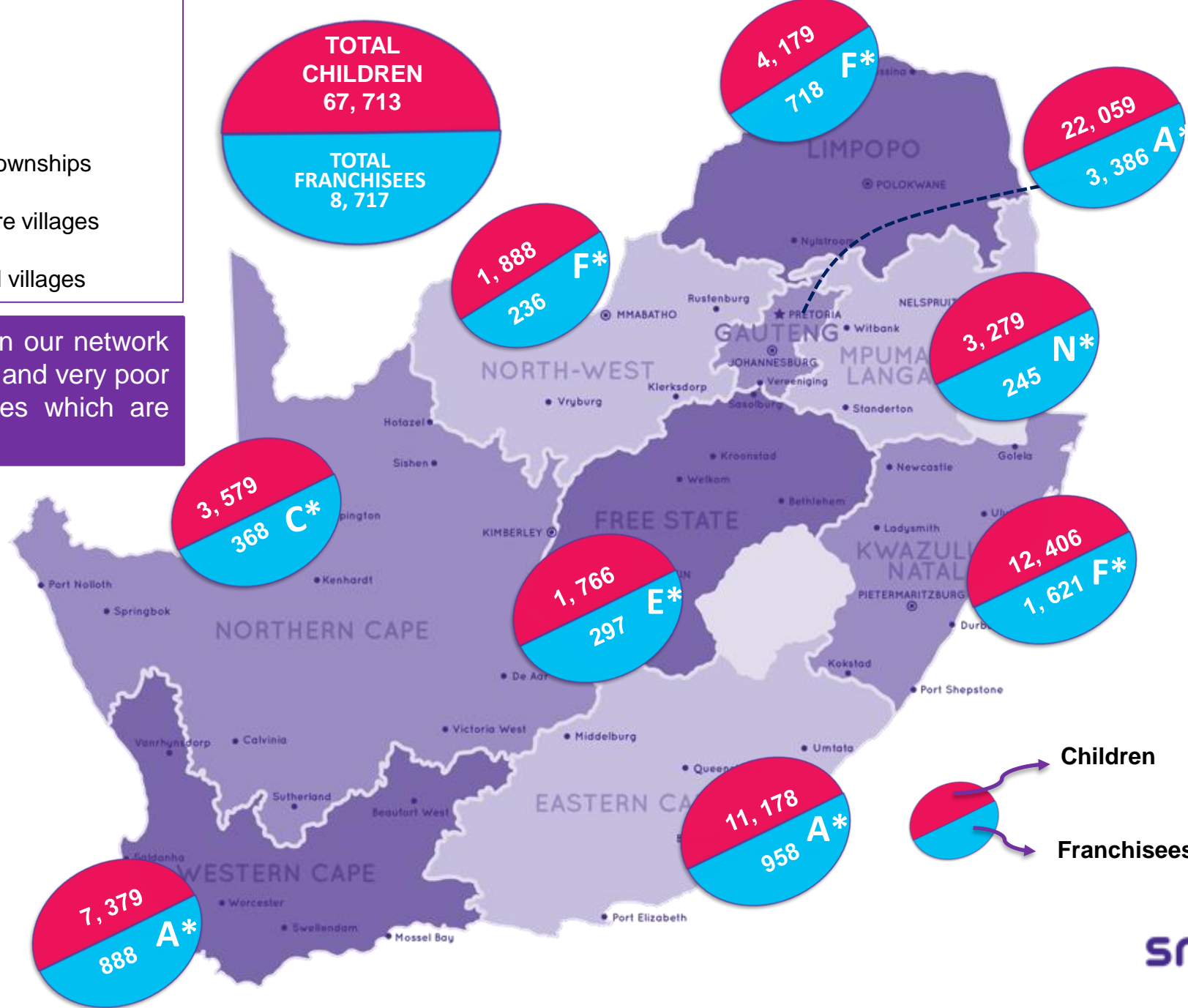
C: Wealthy suburbs

E: Poor high-infrastructure Townships

F: Very poor low infrastructure villages

N: Mixed-income dense rural villages

The dominant tapestry in our network is transitional townships and very poor low infrastructure villages which are also low quintile areas



## How We See the Problem and the Solution



### TOWARDS UNIVERSAL ACCESS BY 2030... WHAT THE DATA TELLS US



In 2019, **1,325,032 3-5½ year-olds** did not attend an ECD programme or attended inappropriate provision.

This included **877,948 children in Q1 and Q2**, making up 66% of the ECD access gap.

Closing the supply gap will require over **96,000 new ECD practitioners** and over **35,000 new venues**.

**This tells us that we cannot close the early learning access gap unless we build solutions that are effective in all communities.**

# The Challenge: Enlarging System Capacity and Improving Quality



## SYSTEM CAPACITY

A SUPPLY OF ECD PROGRAMMES HAS TWO MAIN COMPONENTS: PRACTITIONERS AND VENUES.

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- A practitioner pipeline requires **realistic entry-points** for new recruits and the promise of a **decent income** and future.
- Land shortages coupled with high cost of new-build facilities, mean a vital role for **home- and community-based venues**.

## SYSTEM QUALITY

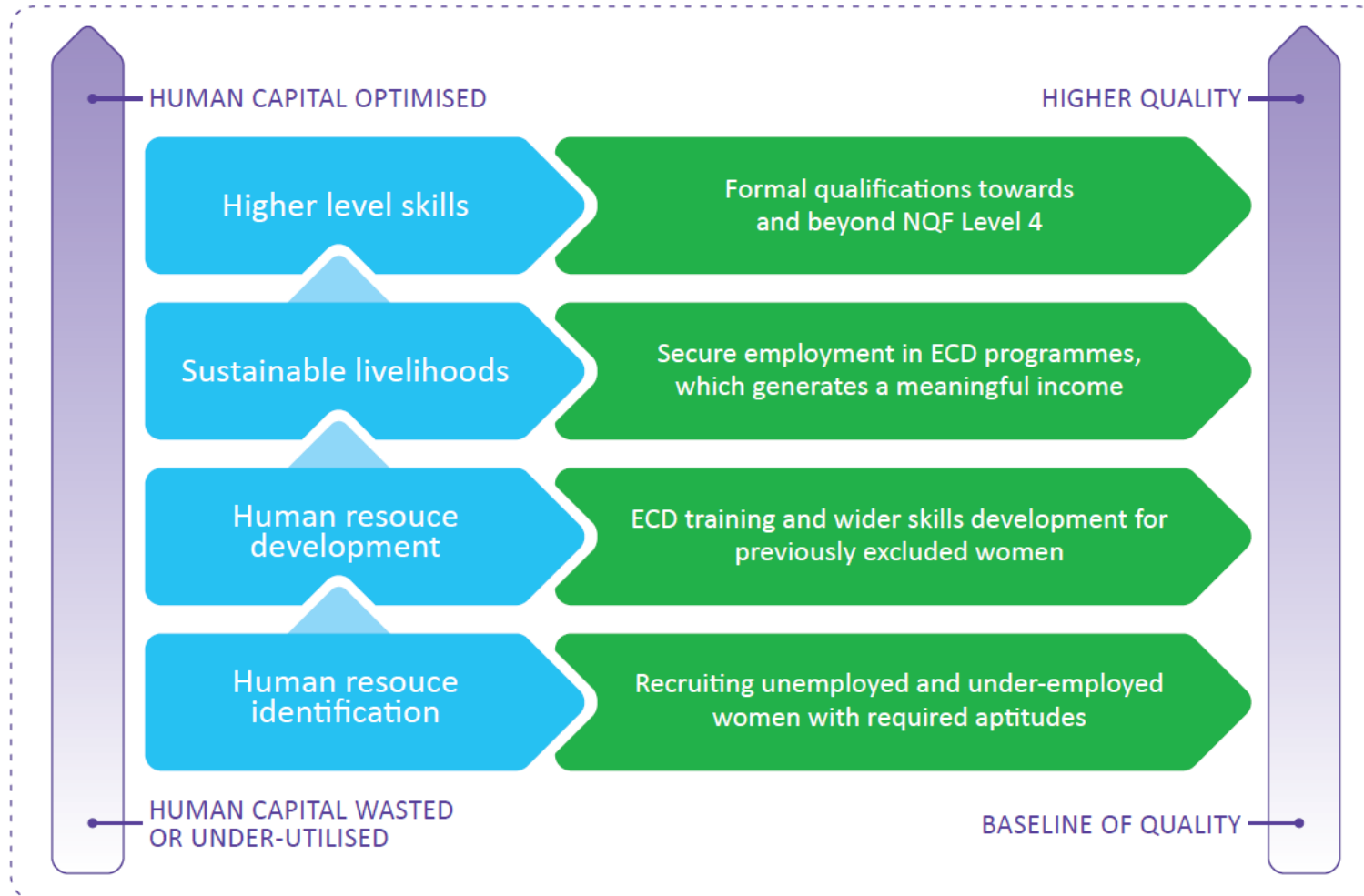
PROGRAMME QUALITY MUST BE GOOD ENOUGH TO IMPROVE OUTCOMES FOR CHILDREN.

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- The issue of quality is linked to **poverty and under-resourcing**. At present children living in low-income communities are disproportionately affected by low quality provision.

AFFORDABILITY

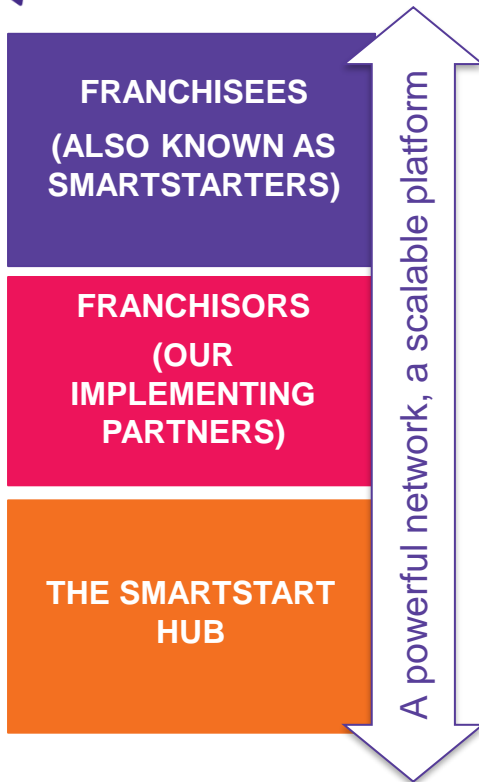
When we solve for both system capacity and system quality we will ensure universal access to high quality early learning programmes for every child.





# Designing for scale: How the Smartstart Delivery System Works

## THE SMARTSTART FRANCHISE THREE LEVELS... ONE NETWORK

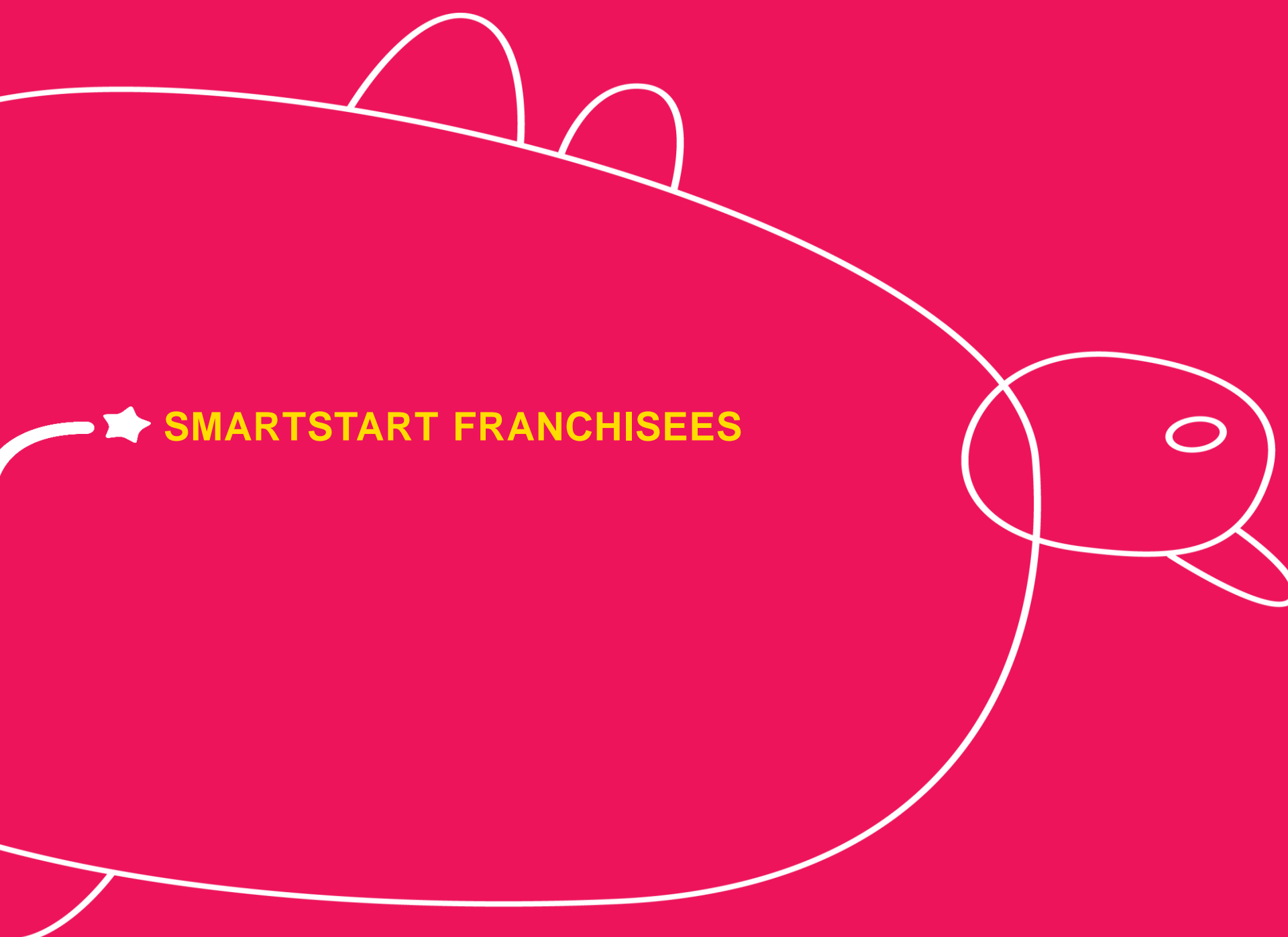


These are **independent early learning programmes** that have been licensed by Franchisors. They make an income through government subsidies and stipends, and parent fees. Most run their programmes from home and community-based venues

These are **existing ECD service providers and NGOs** which have an agreement with SmartStart to recruit, license and support Franchisees in a specific area. Franchisors also employ Coaches who run the network of Clubs and oversee quality assurance.

The Hub **runs the franchise**, contracting with Franchisors and providing training and technical support. The Hub is responsible for programme design, materials, and training. It also defines the licensing and QA systems, and operational processes and tools.

The Hub also has **three branches**, in Gauteng, KZN, and now North West, which perform the same role as Franchisors.



**★ SMARTSTART FRANCHISEES**

**1**

**Large home and community-based ECD programmes**

Full-time programmes with more than 6 children which are run from homes or from community premises, like church halls.

**2**

**ECD centres**

Multi-class ECD programmes for children of all ages, run from purpose-built ECD premises.

**3**

**Playgroups**

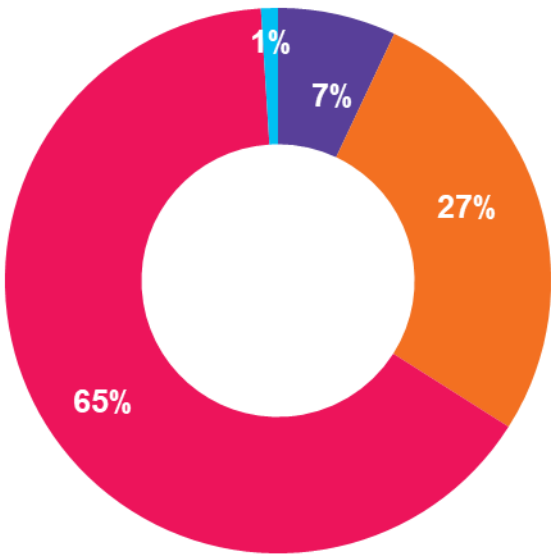
Part-time programmes for up to 12 children, which usually run two 3-hour sessions a week. Some programmes have two groups.

**4**

**Day mothers or childminders**

Full-time programmes with six or fewer children usually run from the practitioner’s home.

**FRANCHISEES BY AGE GROUP, 35% OF OUR FRANCHISEES ARE YOUTH**

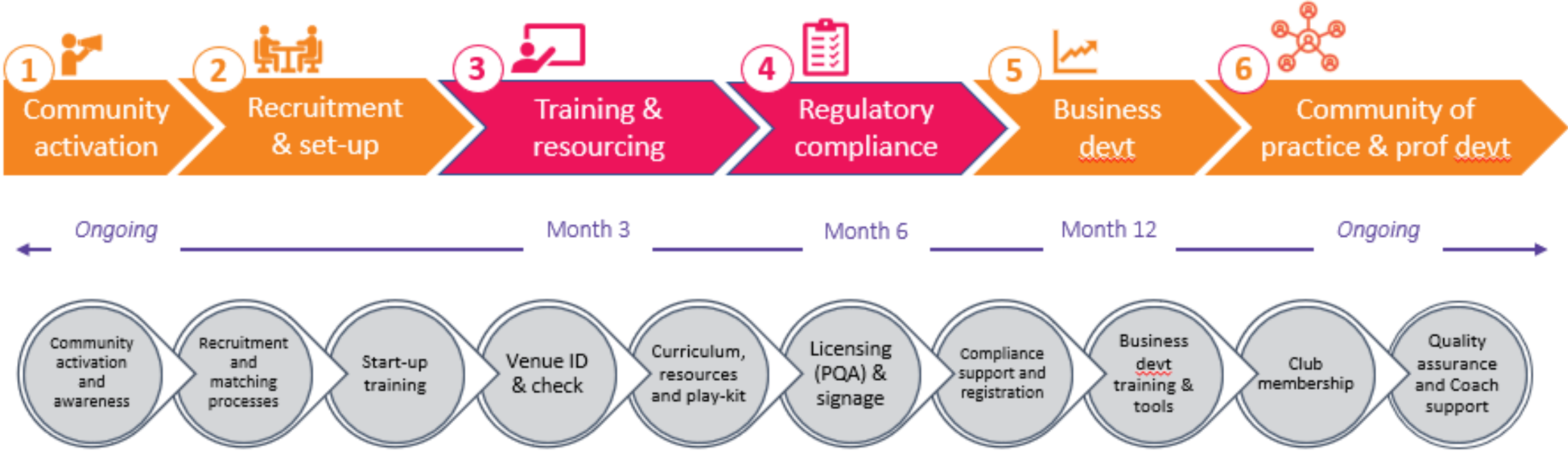


- % Young Adults (18-24 years old)
- % adults (25-35 years old)
- % Adults ( 36 - 64)
- % Seniors (over 65)





## FROM SEARCH & SELECTION... TO SUPPORT & SUSTAINABILITY



The elements highlighted in **orange** are essential for closing the access gap, but are inconsistently available in South Africa's early learning delivery landscape.



# Does the Model Work?

An External team conducted an EVALUATION of 199 children in 69 SMARTSTART programmes in 2018

The proportion of children 'achieving the standard' nearly doubled. This finding indicated that even 8 months participation in a quality early learning programme can help to move the dial for young children.

At the start, 32% of children were 'achieving the standard' for their age.



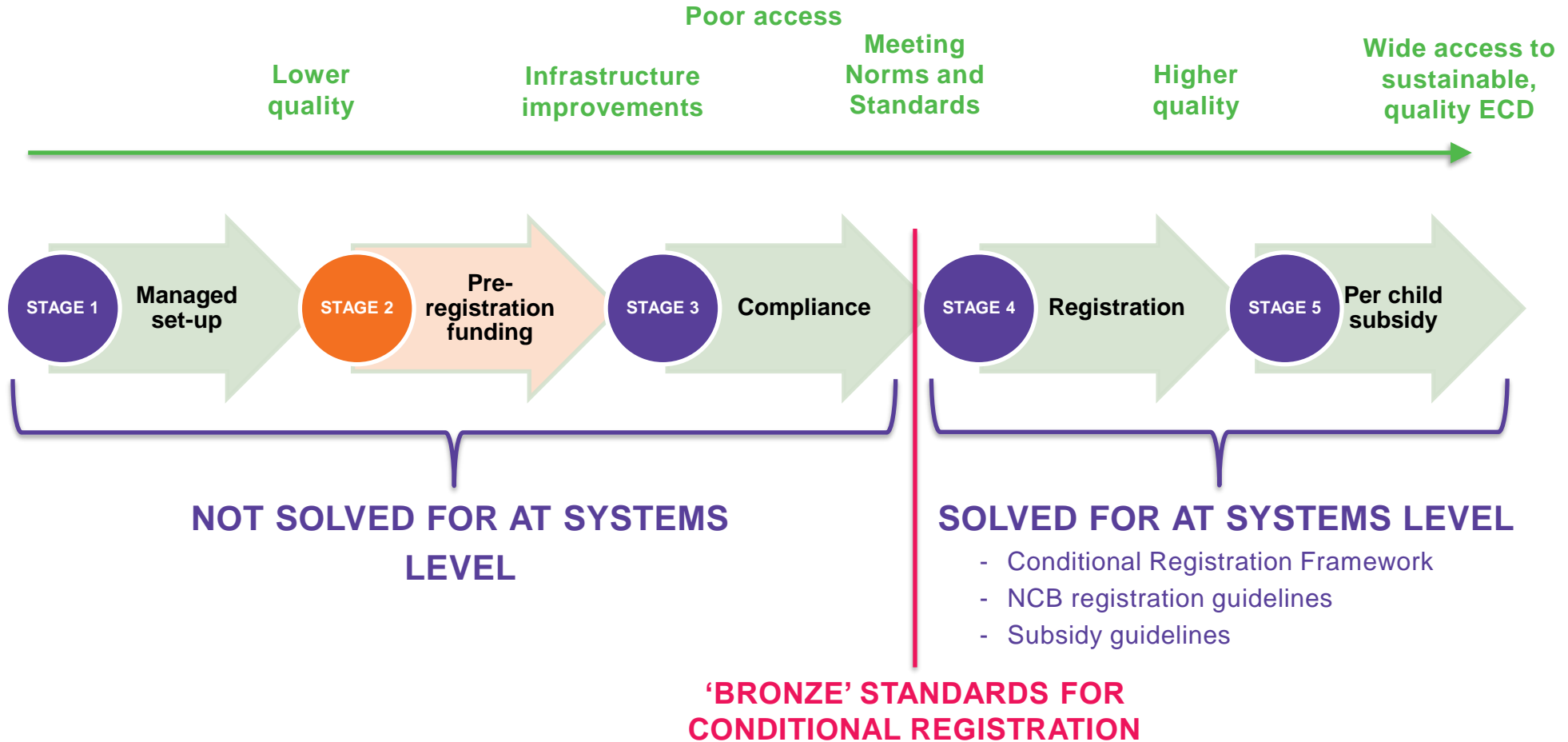
8 months later, 62% of these children were 'achieving the standard' for their age.





**BUILDING SUSTAINABILITY  
AND PARTNERSHIP WITH  
GOVERNMENT**

## FIVE STAGES IN THE PATHWAY TO ECD ACCESS, QUALITY AND SUSTAINABILITY





## Policy Recommendations

Support home based programmes

Nearly **40%** of ELPs are run from **homes** (5% in state-owned venues)

Unlock Funding

About 600,000 children receive the per child **ECD subsidy** – but about **4.7 million 0-5s** are eligible to receive it

Simplify registration

Only 33.3% of almost 200 000 ECD programmes are registered and eligible for the ECD subsidy

Recognise and support informality

ECD programmes largely operate informally and with very limited support providing a real need in communities



# THANK YOU FOR LISTENING!

Together we can make sure that **every child** has access to the early learning opportunities that they need and deserve.



smartstart

# Pause for Questions





# *The Power of Youth Engagement*

**Monique Blignaut**

Columba Leadership Programme Manager



## Challenges the Project Aims to Address

- Schools are unable to address the holistic development of learners because they are overwhelmed, under-capacitated.
- Disengaged and distracted youth
- Numerous social and behavioural issues in schools (eg substance abuse, bullying, vandalism, late-coming etc)
- High school drop-out rates which impact on unemployment and salaries earned.
- The limited formal employment prospects for inexperienced, unskilled, and undereducated youth.



Columba  
Leadership

# What we do



Ushintsho Oluqhakazile



Residential  
leadership Academy



2/3 years of projects  
implementation/



Developing soft skills



Bridging alumni to  
opportunities





## 2/3 Year journey in the school

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# Why youth engagement

Ushintsho Oluqhakazile



## Effective youth engagements leads to positive outcomes on 3 levels



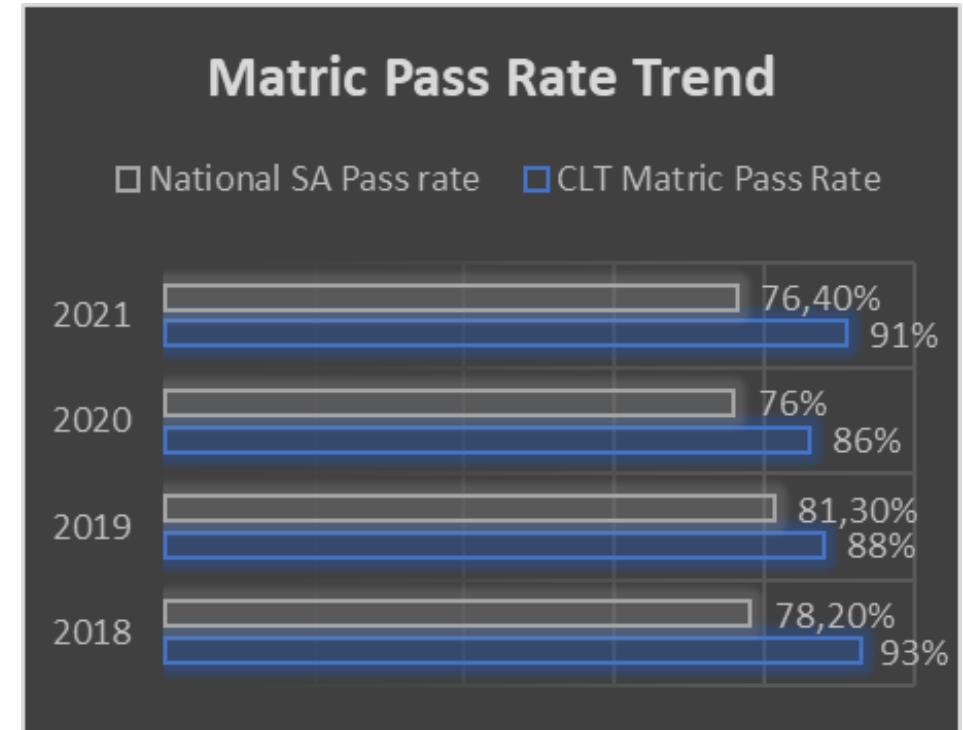
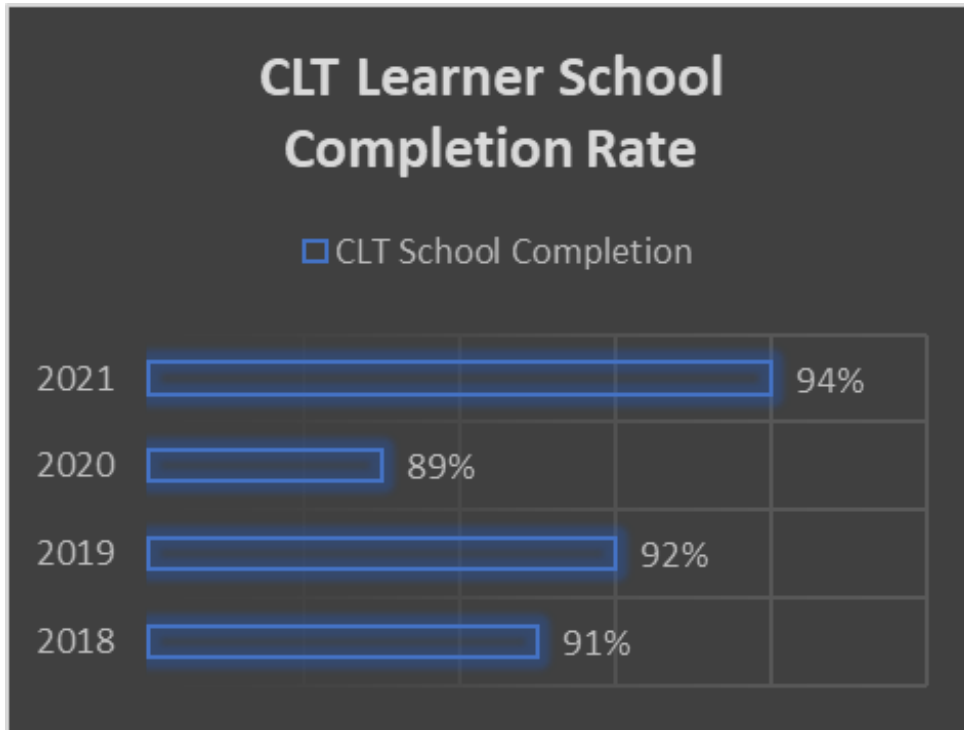
1. The Individual level: increased personal skills, healthy choices, Purpose, character, and Identity is built.
2. The social level: e.g. stronger positive connections with friends and adults, and a larger support network.
3. The system level: e.g. input into policies and program responses to the needs of young people, and new creative ways to govern.







Traditionally, Columba graduates complete school and fare better in their final exams than their counterparts, as shown below over the past 4-years.

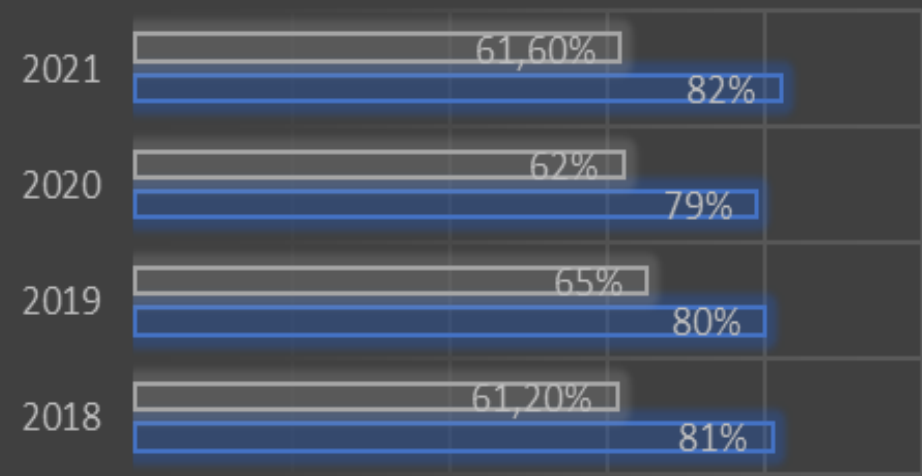




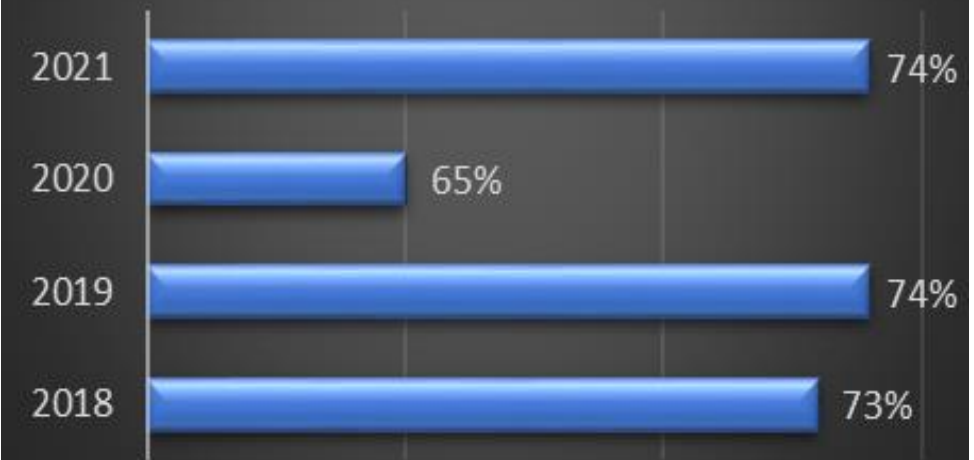


### Eligible for tertiary studies

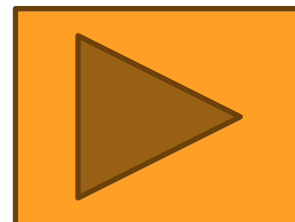
- National SA Further Education Pass
- CLT University Further Education Pass



### Held a formal leadership position in school



## Video Clip





- Access to community-based youth – impact sourcing talent
- A school programme that can serve to reduce the need for bridging programmes
- A school programme that builds capabilities early
- Partnership with employers that provide opportunities for youth for economic empowerment but also strengthen their capacity as role-models in their communities
- Partnership with employers who can provide us with feedback on our candidates so that we can continually invest in the strengthening of our programme to the benefit of many





# Pause for Questions

# *Effectively Bridging the Journey from School to the Tertiary Education Environment*

**Craig Duff**  
Newbridge CEO



**NGI NewBridge**  
GRADUATE INSTITUTE

## Investing in Education: Enhancing Skills for Employability

Formerly  
**CA**  
Centurion  
Academy

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## Tertiary Education: The Reality

**There are 5 common challenges experienced by many students entering higher education and skills development programmes, which can hinder personal and academic achievement:**

**1.**

After Matriculating and applying for tertiary studies, learners select a programme they are accepted into, rather than a programme that suits their specific skills, interests and aptitudes.

**2.**

While learners qualify academically for post-school education, they are not adequately prepared for the transition to tertiary teaching and learning methods, leading to poor achievement and a loss of confidence.

**3.**

Learners leave the comfort of their childhood home, but are not prepared for the social and lifestyle changes of supporting themselves while staying focused on their studies.

**4.**

Due to the aforementioned factors, learners do not complete their qualification in the minimum completion time.

**5.**

Learners graduate, or complete skills programmes, but do not find employment after completing their studies.





## NewBridge Graduate Institute's purpose is to:

- Effectively bridge the learner's journey from school to the tertiary education environment, supporting them through one-on-one pre-enrolment interviews alongside digital, literacy and numeracy programmes designed to give them the tools to thrive in their post-school studies.
- Instil personal, practical and academic skills in the learner through our hybrid teaching model.
- Provide a nurturing environment with small classes to encourage class engagement and connection between the learner and the lecturer.
- Ensure that the learner is not only prepared to excel in their studies, but to pursue a successful career in the working world. This is achieved through the NewBridge Accelerate Academy, a unique NewBridge Graduate Institute personal and professional development programme.





The NewBridge Accelerate Academy includes personal and professional development, alongside specialist programmes in humanities, leadership, entrepreneurship and technology, giving students the tools to make the most of their educational journey and to follow a prosperous career and life path.

### Students benefit from the following:

- ✓ Professional and Personal Development Programme
- ✓ International short-learning certifications
- ✓ Industry-aligned work experience

To boost their CVs and enhance their appeal to potential employers, the NewBridge Accelerate Academy is accompanied by relevant short learning programmes (SLPs) offered through a range of internationally-recognised global universities and institutions.

The NewBridge Accelerate Academy develops pertinent skillsets, giving students the ability to effectively evolve throughout their careers, and to remain relevant in the workplace.





We aim to achieve this through our unique teaching and learning model, which has been carefully designed to deliver education that is affordable, accessible and transformative.



# Pause for Questions

# Closing Address

**Najwah Allie-Edries**

Deputy Director-General: Employment Facilitation  
(Head of the Jobs Fund)



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# Thank you



National Treasury  
REPUBLIC OF SOUTH AFRICA

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<http://www.jobsfund.org.za>

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