2017 Student Entrepreneurship Report

UNIVERSITY of the WESTERN CAPE

FROM HOPE TO ACTION THROUGH KNOWLEDGE.
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The Centre for Entrepreneurship and Innovation coordinates entrepreneurship-related activities at UWC, fosters entrepreneurship development on campus, conducts research on entrepreneurship to drive relevant policy development and supports networking and fellowship among entrepreneurs.

The CEI offers practical entrepreneurship training programmes focused on skills transfer and practical support to students who are starting up or already running a business. Students are not confined to learning the theory associated with starting a business and working towards theoretical knowledge learning outcomes; they also work on actually starting up their own business or improving an existing one. A key feature of all CEI programmes is the opportunity to interact with experts in relevant fields such as business planning, marketing, e-commerce, product development and finance, and engaging with venture capitalists, funders, experienced entrepreneurs and industry leaders.

Training is in the flipped classroom mode, in line with modern teaching methodologies. The programmes are a blend of online and in-class instruction, practice and feedback, successful role model reviews and case studies. Programmes are six to eight weeks in duration, without tests and exams and have a huge focus on experiential learning.

These outcomes are practically assessed, through the business idea refinement process, actual market testing of prototype products or pitching start-up ideas to a panel of experts or potential investors.

### CEI’S FOCUS ON ENTREPRENEURSHIP TRAINING VERSUS ENTREPRENEURSHIP EDUCATION

<table>
<thead>
<tr>
<th>COMPARISON FACTOR</th>
<th>ENTREPRENEURSHIP TRAINING</th>
<th>ENTREPRENEURSHIP EDUCATION</th>
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<tbody>
<tr>
<td>Focus</td>
<td>Development to applied skills, ability and performance</td>
<td>Development to specified learning outcomes</td>
</tr>
<tr>
<td>Time Scale</td>
<td>Short-term – days, weeks or months</td>
<td>Longer, specified period, normally university term or semester programme</td>
</tr>
<tr>
<td>Content</td>
<td>Knowledge, skills and attitude relevant to competencies</td>
<td>Specified curricula, set learning outcomes</td>
</tr>
<tr>
<td>Methods / Mode</td>
<td>Demonstrations, practice and feedback, successful role models and case studies</td>
<td>Lectures, guided reading, self-managed learning</td>
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<tr>
<td>Outcomes</td>
<td>Skilled performance of tasks, Immediate high-impact workplace consequences</td>
<td>External specified outcomes, Future-oriented learning and information repository</td>
</tr>
<tr>
<td>Process of evaluation</td>
<td>Evaluate against specific industry, job or career implementation performance standards</td>
<td>Evaluation in terms of a pass or fail</td>
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The CEI's services to the University have matured to the point where we have achieved one of our main objectives, to offer and deliver programmes to students across the faculties.

In 2017 the CEI attracted 274 applicants to its programmes on campus, reflecting a healthy and growing interest in entrepreneurship among students at both undergraduate and postgraduate levels. The figure below shows the distribution across various disciplines.

FIGURE 1: 2017 PROGRAMME APPLICANTS

It is noteworthy that about two-thirds of the applicants were registered at faculties other than the Economic and Management Sciences Faculty, showing that many students outside the commerce stream are considering or already pursuing business opportunities. Programmes were presented across the academic calendar and organised to fit seamlessly within the academic and examinations schedule of the University. Students willingly participated in programmes over weekends or during vacations when required. A particular highlight and a development that promises much for the future of entrepreneurship education and training was the successful pilot and launch of our joint venture with Mashauri which resulted in the presentation of winter and spring editions of the venture accelerator programme (see sections 6 and 12 of this report). The completely online course was a first for UWC.
What is to be done about entrepreneurship at universities?

In today’s fast-paced world of environmental pressures instigating unprecedented technological leaps, social media changing so fast that sociologists can’t catch up to tell us what it all means, economic markets merging and morphing with bewildering speed and crypto-currencies and new-tech redefining what economies even are, it’s a faint comfort to realise that there are still constants. Even if they are troubling ones.

Countries still need stable, preferably not corrupt, governments. Citizens still need basic services and products that correspond to their rights to housing, health, security, sustenance and a generally purposeful life. Economies are still driven by supply and demand and, generally, economic growth is still founded on countries selling more than they buy (well, maybe the last point doesn’t apply to at least one country that counts its debt in trillions).

The focus at the CEI is on entrepreneurship training, not entrepreneurship education.

CHARLEEN DUNCAN, CEI DIRECTOR
Despite ranking 49th out of 140 countries in competitiveness (Global Competitiveness Report 2016), South Africa unfortunately has many more troubling constants than its trading partners and competitors.

Our basic education system does not measure up to much smaller economies in standard literacy, numeracy and mathematics tests. We have endemic health problems, frightening levels of crime, millions of people suffering the effects of poverty, and creaking infrastructure in water supply, transport and energy generation. These elements add massively to the cost of doing business in South Africa and to an increasingly negative perception of South Africa as an investment destination.

The fundamentals of what is to be done are simple enough in theory. Healthy economic growth requires us to produce more. More production generates jobs. More jobs mean more people spending; more spending, more demand; more demand, more production. Ergo, a virtuous circle.

Studies in South Africa and other countries show that entrepreneurship stimulates production and economic growth. Entrepreneurs are acknowledged drivers of innovation and job creation. Entrepreneurs turn ideas and market opportunities into businesses. They create jobs directly in their businesses and indirectly through purchasing materials and services to support their businesses.

The National Development Plan of government accepts this reasoning and talks about ‘creating fertile conditions for entrepreneurship’ and entrepreneurship training for the youth, although it’s a little sparse on the details. While the first idea implies incentives, reduced red tape and possibly more funding support, the notion of entrepreneurship training is potentially problematic, especially if conflated with entrepreneurship education.

Entrepreneurship education is largely theoretical, at least as applied at most higher learning institutions internationally, and opinions are divided as to whether an over-emphasis on theory unlocks any economic value at all.

In a provocative article in the Forbes online magazine, one US teacher of entrepreneurship, Andrew Yang, goes so far as to suggest that entrepreneurship education doesn’t work (https://www.forbes.com/sites/andrewyang/2016/02/25/entrepreneurship-education-does-not-work/#5bed070d15f8). Pointing to statistics, he claims that, while the number of entrepreneurship classes and programmes offered in US colleges has quadrupled in the past 25 years, the rates of private business ownership for “households under 30 [years old] have declined over 60% over the same period”. In other words, even though HEIs, presumably responding to market demand, have increased opportunities to learn entrepreneurship, and young Americans are taking the courses, the actual number of young people starting businesses there is declining.
The Centre for Entrepreneurship and Innovation is not surprised by these trends. From our own experience, we know that entrepreneurship education that is not heavily skewed to the practical (read ‘experiential’) is like telling people how to catch a fish and then sending them off to the ocean with the assurance that they will catch one. ‘No they won’t’, say entrepreneurs.

Like Bill Gates, Sam Walton, Richard Branson and many other successful entrepreneurs, entrepreneurs will experience any number of ‘fail’ scenarios before they get the hang of it. Some won’t ever catch a fish, some will only get one, some will get one but lose it to a shark, some will get plenty of fish but just at the moment the market decides it rather wants chicken. Among them are those who might fail several times, learn from each experience, persevere and get better at it until the results are predictable, and profitable. Those are the true entrepreneurs. They are not born in a classroom.

With statistics pointing to youth entrepreneurship declining in South Africa, with an alarming 40% decline in the 25-34 year age cohort’s participation in business since 2015 (Global Entrepreneurship Monitor South Africa Report 2016/2017), getting the mix of theory and practice right is crucial. The focus at the CEI is on entrepreneurship training, not entrepreneurship education. The essential difference is that we focus on developing the entrepreneurial mindset rather than teaching models of how some businesses were built which, while interesting, will not encourage the development of determination, optimism, confidence and a willingness to risk failure – the traits an entrepreneur needs.

Says CEI Director, Charleen Duncan, ‘Our courses are shorter in duration and offer practical training rather than theory. Theory is important, of course, but the training content provides the knowledge and skills that entrepreneurs can use to make a difference in their businesses right away.’

A recent survey of South African entrepreneurs by Seed Academy (http://www.seedengine.co.za/wp-content/uploads/2017/07/SeedAcademySurvey2017-The-Real-State-of-Entrepreneurship.pdf) unintentionally perfectly illustrates the entrepreneurial mindset. Although the great majority of the entrepreneurs funded their businesses from their own pockets, could not afford employees and worked from home to save on overheads, and 45% of them had already had businesses that failed, fully 69% of respondents insisted that they were optimistic about the next 12 months of operating their businesses.

The CEI works with community-based entrepreneurs and also runs several programmes recruiting participants from among students across the faculties. The focus on students is a sound strategy confirmed by the Seed Academy survey, in which 65% of the respondents indicated they had a post-matric qualification; and the GEM 2017 Report, which shows that the 25-34 year age cohort (the typical age range of recent alumni) has the highest rate of entrepreneurial activity, compared to all other age cohorts.

Many UWC alumni become professionals and/or owners of start-up businesses, employing anywhere from a few individuals to several hundred staff. By encouraging students to think of entrepreneurship as a career option, and by generally seeking opportunities to promote an entrepreneurial mindset across campus, the CEI is cultivating student entrepreneurship and hopefully starting students off on a productive economic path as owners of enterprises.

Almost inevitably, the CEI itself is run in an entrepreneurial spirit as its programmes are self-funded through tenders that the CEI has been awarded and with the assistance of donors. The CEI has successfully rolled out an Emerging Business Support Programme across the Western Cape reaching 1 500 small business owners. Funds generated through this process go back into teaching, learning and research, and sustaining the costs of programmes such as those highlighted in this report.
The 2017 Student Entrepreneurship Programme

Pop-Up Bellville
MARCH–JUNE 2017

This challenge created an opportunity for students to design a pop-up space that connects the Bellville community while being a viable business venture. Forty of the 117 students that applied were selected and worked together in eight five-member teams.

Disruption 48
18—19 AUGUST 2017

The CEI hosted the second edition of the Western Cape round of the 48-hour Disruption 48 Boot Camp at UWC, attended by 15 student participants.

UWC Mashauri Winter 2017 Venture Accelerator

Ten students graduated, three of them cum laude. The programme achieved a 50% completion (compared to 3% for most online courses).

Launch of Training Room
AUGUST 2017

The CEI training facility was launched in August 2017 and provides a dedicated space for student entrepreneurs at UWC.
CEI iKamva Site Launch
AUGUST 2017

The CEI iKamva site reached 900 members within three months of the launch.

Student Entrepreneurship Week 2017 (SEW)
16—17 AUGUST 2017

SEW is a national campaign initiated by the national Department of Higher Education and Training. The campaign for entrepreneurship development aims to support students considering entrepreneurship as a potential career. This event was held countrywide at 19 South African universities.

UWC Mashauri Spring 2017 Venture Accelerator

Among the interesting start-up ideas developed in the programme and judged the overall winner, was Kassim Badmus’s idea for a nanotechnology-based water filtration system.

Entrepreneurship Skills Programme—Start-Up 90
SEPTEMBER—NOVEMBER 2017

Participants worked on 13 start-up ideas, several of which were able to progress past the idea phase.
Pop-Up Bellville

A platform to develop creative thinking and encourage entrepreneurship in young people.

Pop-Up Bellville is a project of the Greater Tygerberg Partnership and Innovation South Africa.

Pop-Up Bellville is an innovative competition that challenges UWC students across the faculties with an interest in social innovation and entrepreneurship to create a pop-up space that impacts on the community while providing a viable business opportunity.

The Pop-Up Bellville innovation challenge provides a platform to develop creative thinking and encourage entrepreneurship in young people. The Greater Tygerberg Partnership (GTP) initiated the Pop-Up Bellville innovation challenge to reactivate public spaces for recreation and meaningful interaction in the Bellville Central Business District. Innovate South Africa was tasked to run the project in partnership with the Centre for Entrepreneurship and Innovation. Forty business-minded social change-makers were selected from 117 UWC students who applied. The successful applicants formed eight five-member project teams that each had to design a pop-up space and prototype it on campus. The winning team would receive R10,000 to implement their idea and showcase their installation at the Bellville Middestad Mall.

The teams attended four workshops on campus to gain experience in design thinking and entrepreneurship, learn creative problem solving and gain business start-up experience. Three workshops were devoted to design thinking and the fourth was the showcase event hosted by Innovate South Africa at UWC.
5 May: ‘Design thinking – empathise’

12 May: ‘Design thinking – define and ideate’

19 May: ‘Design thinking – prototyping and business models’

2 June: ‘Pop-up village at UWC to showcase prototypes.’

The winning entry by Team Culture Couch was a pop-up space that promoted cultural tolerance by using a game show approach to encourage people to experience and learn about different cultures. The runner up team came up with ‘Once upon a time’, a board game played by two people that promotes connections between people by helping them tell their personal life stories to a complete stranger.

Feedback from participants and students experiencing the pop up spaces was overwhelmingly enthusiastic and positive.

Lana Franks from Innovation South Africa says, “The project addresses regeneration in the Bellville Precinct, activating public spaces such as Kruskal Avenue and Kerk Plein for recreational activity and meaningful connection between people who live, work or study in Bellville. The hope is to create a (temporary and mobile) pop-up space for people to communicate and share experiences in a creative way to create greater social cohesion within the Bellville community.”
UWC Mashauri Winter 2017 Venture Accelerator

An excellent platform for any student with an idea to start up a business.
NTHABELENG BROWN

UWC’s Centre for Entrepreneurship and Innovation launched the UWC-Mashauri Venture Accelerator programme on 4 May 2017.

The programme was co-created by Mashauri and the CEI to teach and support UWC entrepreneurs. The launch programme engaged 22 undergraduate student entrepreneurs in a process where they conceived ideas and developed them into real ventures. Mashauri has taken best practices in new venture development, codified them using processes, tools and templates, and converted them into an entrepreneurial education platform where students build real businesses as they learn. Gamification techniques motivate and encourage the students, while real mentors guide them through the journey. The online programme is supported by on-site ‘Lab Days’ where students network, share experiences and listen to short lectures (the Mashauri platform can be viewed at https://mashauri.org).
Simon Gifford, CEO and co-founder of Mashauri says, “We are delighted to be working with Charleen and her team at UWC’s CEI. Our mission is to provide the highest quality entrepreneurial education to students at universities around the world, as there is no doubt that this will be critical in stimulating local and national economies. Students who learn the skills of entrepreneurship also find themselves far more employable in the labour market, by virtue of their initiative, attitude to risk and opportunity-seeking mindset.”

The Mashauri partnership is fit for purpose for the CEI and strategically important for UWC, especially as internationalisation and ‘the university in the digital age’ are two strategic drivers in the new UWC Institutional Operating Plan. With Mashauri operating in the UK, Spain, India and South Africa, the CEI benefits not only from the contribution of digital learning platforms but has real-world interaction with global entrepreneurship experts to enhance the co-curricular programme at UWC.

“This was an amazing experience! The programme itself was well structured and equipped me with the essential skills required to go from a simple idea with no foundation to a complete product and service with a solid and complete analysis.”

JOSEPH LUMBAHE

“This is a first for UWC. The pilot programme allows as many students as possible to develop their business knowledge and skills,” says CEI Director Charleen Duncan. “With these skills, they can transform their dreams into reality.”

The course includes training materials, best practice tools, templates and videos to enhance the learning experience. Students and mentors are able to track progress throughout through assignments, projects and quizzes.

Considering that 80% of entrepreneurs in South Africa are male, it was particularly pleasing that half the students were female and five of the top seven were women.

The programme ended with a graduation ceremony where the students pitched their ventures to a panel comprising Subhas Shah (MD, Candystick Crowdfunding), Nathan Roberts (social entrepreneur), Charleen Duncan (Director, CEI) and Ellen Fischat (Executive Director, Silicon Cape). Nonkosi Xaba had the winning pitch. Three students, Kassim Badmus, Maricisa Abdol and Zimele Vesi, were awarded cum laude certificates.

“This was a good platform for students to learn about generating ideas [forming business foundations] and to build on their ideas.”

LINDOKUHLE

This was an amazing experience! The programme itself was well structured and equipped me with the essential skills required to go from a simple idea with no foundation to a complete product and service with a solid and complete analysis.
Disruption 48 aims to give ‘ideapreneurs’ access to resources, knowledge and a platform to engage with the entrepreneurial mindset and 21st century skills such as design thinking, problem solving and creative innovation.

Its mission is to ‘create a strong entrepreneurial pipeline of young Africans equipped to embark on their start-up journey that focuses on creating value for the bottom of the pyramid market while making a sustainable profit’.

Disruption 48 is a start-up safari initiative that was founded by Apoorv Bamba to assist South African youth to grow their worldview and scale their ideas. Disruption 48 is based on the experiential transformation methodology. It pushes delegates to look at societal challenges as opportunities to apply...
practical and financially sustainable solutions, to ‘disrupt’ everyday challenges and conventional solutions thinking by shifting mindsets towards scalable innovation.

The programme is open to anyone between the ages of 17 and 24 years who has an idea or a product aimed at disrupting an industry. It offers a range of incentives to participants including a cash prize, media exposure, free mentorship hours and co-working hours, the opportunity to intern and work with other start-ups and, for the final winner, participation in the Start-up Safari International Immersion Programme.

In August 2017, the CEI hosted the second edition of the Western Cape round of the Disruption 48 Boot Camp at UWC, attended by 15 student participants. The format challenge is a 48-hour entrepreneurial boot camp. The students are introduced to the disruptive innovation methodology. Students then work in groups to ideate and come up with their own disruptive ideas for significant societal impact. They are then trained to formulate the pitch in one minute. Finally they pitch in one minute. The winner is chosen on the basis of the impact quotient of the idea, innovation matrix, communication, and personal motivation to make the idea happen.

Joslyn Links came up with the winning idea that aims at solving the financial knowledge crisis. She won an internship at Silicon Cape along with a series of mentorship sessions with experienced entrepreneurs.

The Boot Camp was judged by Ellen Fischat, Managing Director of Silicon Cape, and Antoinette Prophy, the founder and CEO of the women-focused business accelerator, 88 Business Collective.

Apoorv Bamba is the founder and curator of Start-up Safari and a co-founder of Mashauri. He regularly consults to the South African Institute of Entrepreneurship around curriculum development, product innovation and entrepreneurship programme training. He likes to think of himself as a global citizen who is trying to revolutionise the design of classroom education and influence the future of youth entrepreneurship. He has worked extensively with youth entrepreneurs in South Africa, Bhutan, Taiwan, India and Portugal over the last five years.
The CEI training facility was launched in August 2017, and provides a dedicated venue for student entrepreneurs at UWC, which includes:

- A dedicated training room for the student entrepreneur training programmes. The first programme to use the venue for training was the Start-Up 90 programme offered to 22 student entrepreneurs during August to October 2017.

- A training venue for external partners to present workshops, such as the Intel artificial intelligence workshop.

- A walk-in entrepreneurship help desk, for advice and information with regard to student entrepreneurship at UWC.

- Providing student entrepreneurs with a meeting venue for their own requirements and events, including a creative and relaxed place for CEI programme beneficiaries to network. A successful pitching event was organised at the venue in 2017, hosted by the UWC Be-Bold Society.

- Provide a venue that student entrepreneurs may use to launch and market test their innovations within their own body of fellow student entrepreneurs.

The training facility is helping to generate and grow a culture of support for students considering pursuing a career in entrepreneurship. The venue is ideally situated within the main campus and is visible and accessible.

Services currently offered include answering general queries related to student entrepreneurship and CEI training programmes, and queries from students who are close to starting a business or have already started, and who need business advice and mentorship. The facility is already serving as a hub for student entrepreneur support and the help desk services on average three walk-in queries per day.
Launch of the CEI site on the Ikamva Platform

The CEI is developing its very own student entrepreneur database and identifying the future needs of student entrepreneurs at UWC.

To achieve this objective stronger communication channels are needed as well as data collection. The CEI conducted its first survey to gauge the current extent of student entrepreneurship at UWC on 8 August 2017, wherein 706 students were engaged at the main library at UWC. The survey revealed that 78.54% of student respondents had considered entrepreneurship as a career, while 94.18% expressed interest in receiving information about entrepreneurship via email.

These results encouraged the CEI to launch the CEI Student Entrepreneurship site on the Ikamva platform as a direct communication channel with all students interested in entrepreneurship. The channel allows the CEI to inform student entrepreneurs of the availability of both internally and externally hosted events and programmes. The CEI iKamva site’s membership is growing, and new members are added as they interact with the CEI, as depicted in the figure alongside.

The direct communication channel holds several advantages for research and innovation with regard to CEI entrepreneurship training programmes, including:

- Student entrepreneurs’ needs can be accommodated with tailor-made training and mentorship support, since entrepreneurs typically are at various stages of entrepreneurship at a given point – some are in ideation, some have started up and others have well-established businesses.

- The channel assists us to segment and learn about more in-depth characteristics of our student entrepreneurs.

**FIGURE 2: CEI IKAMVA SITE MEMBERSHIP GROWTH, SEPTEMBER TO NOVEMBER 2017**

<table>
<thead>
<tr>
<th>CEI IKAMVA SITE MEMBER GROWTH</th>
<th>8.74%</th>
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<tbody>
<tr>
<td>SEPTEMBER</td>
<td>700</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>800</td>
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<td>900</td>
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National Student Entrepreneurship Week (SEW)

The Centre for Entrepreneurship and Innovation launched Student Entrepreneurship Week 2017 (SEW) on 16 August, under the theme ‘Entrepreneurship is a Career’.

The Department of Higher Education and Training devised SEW as a national campaign for entrepreneurship development focused on supporting students to consider entrepreneurship as a potential career. The project is a response to South Africa’s stubbornly high unemployment rate, particularly among the youth, which is both a consequence of, and a contributor to, poor economic growth. Entrepreneurs are particularly

When entrepreneurs work together, the possibilities are endless.

LULO RUBUSHE, STUDENT ENTREPRENEUR
important to the economy as they are viewed as job creators as their enterprises absorb unemployed people directly and stimulate job creation indirectly by expanding demand for goods and services provided by others.

The UWC SEW 2017 event was hosted by the CEI on 16 and 17 August 2017 at UWC’s School of Public Health. More than 100 students were exposed to the knowledge and expertise of experts and entrepreneurs.

Exhibitors such as ABSA Bank and Standard Bank provided information on how to access finance while several successful entrepreneurs were on hand to encourage student entrepreneurs to follow their dreams.

Student entrepreneur Lulo Rubushe, whose success as the founder of the RNDM Network clothing and media lifestyle brand led to him being nominated as one of the Forbes Thirty Youth Entrepreneurs In Africa, explained the importance of networks and collaboration.

"Networking is absolutely crucial to a young business person," he said. "My business allows entrepreneurs to network with the right people and find success, and to help others find success as well. When entrepreneurs work together, the possibilities are endless."

Professor Pamela Dube, UWC’s Deputy Vice-Chancellor: Student Development and Support, noted that, “Youth unemployment is very high for those aged 15-34, so job creation is absolutely necessary. The CEI is doing extremely good work by having entrepreneurship expos such as this one, allowing students to be exposed to established entrepreneurs and information about access to funding and support opportunities."
The Entrepreneurship Skills Programme, also known as Start-Up 90, is an experiential learning programme which assists entrepreneurs to progress from business idea to proof-of-concept.

The main aim of the programme is to assist entrepreneurs to develop entrepreneurial thinking and decision-making skills. The secondary aim of the programme is to assist entrepreneurs to evaluate and commercialise a start-up business.

How it works

The Entrepreneurship Skills Programme is activity based with a focus on ‘learning by doing’. The workshop-based programme features presentations and discussions led by industry experts, as well as individual feedback sessions with each start-up founder. Participating entrepreneurs also have access to consultants and mentors throughout the programme.

After each workshop, entrepreneurs are required to spend time conducting entrepreneurial activities that contribute to their experiential learning. The nature of each activity is decided after each workshop session and is adapted to the needs of each entrepreneur.

Participants are required to attend all the workshops, as non-attendance severely impacts on the value gained from the business development support and advice offered to participants.

Conduct of the programme

Targeting student entrepreneurs and recruitment to the programme involved a three-stage staggered approach, consisting of a general UWC circular circulated on 26 July 2017, followed by emails to interested individuals and a final internal reminder. Applications closed on 10 August 2017 by which time 30 applications had been received. Candidate shortlisting was completed by 15 August 2017. Of the applications received, 23 were considered suitable for the programme. As some of the applications were from teams rather than single founders, the programme involved the formation of thirteen start-ups.
Although the majority of applications received were from students in the Economic and Management Sciences Faculty, as expected, applications were received from across the faculties.

In the application process, entrepreneurs were asked to indicate the types of support they thought they needed and could choose more than one type of support. As the majority were still at the idea stage, most indicated needing business development support.

However, a significant 36% of total applications received were from entrepreneurs who had already started up businesses.

The programme induction took place on 19 August 2017. Since the programme induction was the first formal meeting between the programme facilitators and candidates, all candidates were asked to briefly outline their business concepts.

The remainder of the programme consisted of four fortnightly workshops starting on 2 September 2017. The purpose of the workshops and activities was to enable the entrepreneurs to refine their business concept into an acceptable investor pitch.

Each workshop had an organising theme related to an essential skill area for compiling an effective investor pitch. Workshop 1 was presented by two industry experts whose input concerned understanding funding and the revenue flow of a start-up business. The second workshop aimed to prepare participants for the typical legal issues involving start-ups, such as non-disclosure agreements, shareholder agreements and intellectual property protection. Workshop 3 focused on strategy and marketing, with a social media expert explaining various social media platforms and how to manage marketing campaigns on these platforms. A second expert discussed leadership and strategy. Workshop 4 focused on how to attract and convert new customers.

Results and learnings

While the programme was successfully concluded, with several of the start-ups reaching the production stage, a disappointing feature was the unexpectedly poor attendance which started with a high of only 55% for the first workshop, declining to an overall average attendance rate for the programme of 45%.

Feedback from participants and further analysis showed that this problem did not relate to the course content but rather to the selection process. As a result, future iterations of the programme will include a more rigorous screening and interviewing process to shortlist candidates. Because many participants were a poor fit for this programme they took little advantage of the high-level business development support offered.

The next edition of the programme may be lengthened to a six-month period to allow participants more time to work between workshops, especially since they are all likely to be full-time students.

FIGURE 3: TYPES OF SUPPORT
Encouraged by the success of the winter programme, a second venture accelerator programme was presented in September 2017. This version aimed at encouraging postgraduate students to develop ventures based directly or indirectly on the research they were conducting at UWC.

Entrepreneurship practice is very important. Students will be sent out into the field to experience real situations while learning to network with like-minded entrepreneurs.

APOORV BAMBA, CO-FOUNDER MASHAURI
It was well-received by the students and faculties and some interesting ventures were launched, such as a nanotechnology-based water filtration system.

One of the key partners in the programme is Mashauri co-founder Apoorv Bamba who says, “Entrepreneurship practice is very important. Students will be sent out into the field to experience real situations while learning to network with like-minded entrepreneurs.”

Some of the postgraduate students were working full-time and could not always attend the on-site Lab Days. However, the students could call in and attend the sessions remotely via a laptop or smartphone.

By the end of the programme, the students had designed a product or service, analysed the market potential, developed a go-to-market proposition, tested the idea in the market and developed a pitch video. Support was offered by the UWC Technology Transfer Office in areas such as protection of intellectual property and patents.

The graduation ceremony was accompanied by the students pitching their ideas to an expert entrepreneurial panel in front of a live audience with various prizes awarded, including an internship at the Silicon Cape Network technology hub. The UWC winner later competed against other universities for the opportunity to attend the Start-Up Safari in India in January 2018. After the programme, student participants said:

- "Great for knowing where you want to be and how to position yourself in the market; the drive, passion, patience and focus is of pivotal importance."
- "Mashauri gives you all the necessary tools you need to be a successful entrepreneur."
- "When I started this I thought entrepreneurial skills would be a good tool to have to become a better scientist and guide my journey as a scientist. But after the lab days and course work I would rather prefer my science background to be the tool I use to become a good entrepreneur."
- "Fantastic introduction to entrepreneurship and thinking like an entrepreneur. Very good blend of online learning materials and physical contact session labs."
- "The impact of the accelerator program goes deeper than skills. It shifts mindsets."
- "Attitudes really are contagious. Simon’s go-getter, never quit, always persevere attitude with a good dose of positivity and challenge set this programme apart from the rest."
Looking Ahead

The economic fundamentals relating to South Africa’s current structural weaknesses — poor education of the working population; necessary investment in infrastructure delayed due to diversion to health epidemics, crime & security; corruption; bloated civil service; large-scale, systemic, entrenched poverty; globalisation, market and currency instability; climate-related crises — will ensure that the country’s current low growth pattern will continue to sustain very high unemployment for many years to come.

It follows that sustainable jobs can only come from stimulating the economy so that economic growth can occur at a rate that outstrips the negative effects of structural weaknesses. While there are many ways to do this, few are as direct, effective and immediately beneficial as enabling entrepreneurship to flourish. Government and banks can be involved in funding capital for these investments, and the required enabling infrastructure, but universities are best placed to invest through social capital — by fostering entrepreneurship education and training.

The CEI is well placed to perform this role at UWC and will seek further collaboration with strategic partners, interest groups and local government departments. Among the institutions and programmes the CEI is or intends partnering with are:

- Accelerated Excellence Programme
- ABSA
- Companies and Intellectual Property Commission
- Western Cape Department of Economic Development and Tourism
- Global Entrepreneurship Summer School (GESS)
- Innovate South Africa
- LaunchLab
- Long Street Kiosk project
- Mashauri
- Metropolitan
- Entrepreneurship Development in Higher Education (EDHE)
- City of Cape Town
- SACTWU and Wear SA
- UWC School of Pharmacy
- UWC Dentistry Faculty.

The CEI will continue to strive to inculcate entrepreneurship within the University in a way that exposes students to a critical mindset of entrepreneurial thinking. Developing this mindset will enable students to take advantage of the many opportunities available to graduates at both undergraduate and postgraduate levels.