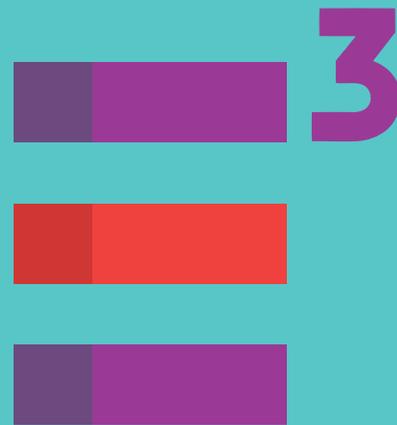


THE ENTREPRENEURIALS

THE CONCEPTUAL FRAMEWORK FOR THE
ENTREPRENEURIAL-MINDSET THAT UNDERPINS THE
PEDAGOGY OF THE SA SCHOOLS CURRICULUM

MARGIE WORTHINGTON-SMITH

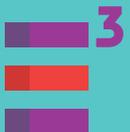


EMPLOYABILITY
ENTREPRENEURSHIP
EDUCATION
IN SCHOOLS

LEARN TO THRIVE

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The current education system is not preparing our learners to participate effectively in the 21st Century economy.



Entrepreneurship education is essential for developing the human capital necessary for the society of the future.

- World Economic Forum

CONTEXT

A rapidly changing world

The current education system is not preparing our learners to participate effectively in the 21st Century economy. This era is characterised by an unprecedented rate of change and complexity that presents a range of unique challenges – these include an array of new, multifaceted problems including novel ways of working and the rise of alternative economic (political and social) systems.

The evidence of a rapidly changing world is abundantly clear – from artificial intelligence, robotics, and self-driving cars to the new “gig” economy. This era, also known as the fourth industrial revolution, demands new rules for survival and so the skills and mindset that once enabled learners to succeed are becoming obsolete. We are therefore at the dawn of a new workforce revolution; one that requires us all to be engaged and to think and act differently.

The schooling system as it is...

The mandate of the schooling system is to prepare learners to be functional contributors to the current society. Sadly, however, the present-day education system is equipping learners according to a nineteenth century model – teaching in master-slave classroom-style environments where control and discipline is paramount, designed to manage children like factory workers.

The content is fixed, captured in textbooks and teachers are generally viewed as the source of all knowledge, ignoring the availability of easily accessible comprehensive information due to rise of the internet. Finally, the pedagogy assumes that learners are empty vessels that needs to be filled, and the system is controlled by the end goal of assessments, exams and marks.

This approach utilises a limited range of learning methodologies, essentially requiring students to memorise and regurgitate the answer that the teacher has in mind. This outmoded approach presents a serious challenge, producing unprepared learners who do not have the skills such as problem solving and opportunity seeking, which are required to navigate the complexity of the 21st Century. It also does not unlock the full potential of all learners.

The schooling system instead needs to prepare learners to be rooted in purpose, driven to solve problems that matter to them and their communities, and ultimately add value to the rest of society – and this should rather be the driver of assessment in the schooling system.

The solution

The solution lies in being entrepreneurial. Entrepreneurial thinkers are the change agents at all levels of society – as individuals, in organisations and in society - and they tend to be more engaged than those who are not. They are generally more enthusiastically involved and committed to their work, they are self-directed, resourceful, creative, collaborative, and are known to be critical thinkers. Individuals who are entrepreneurial are highly adaptable and can think, work, and learn within highly ambiguous environments where the rules are unknown, no one is in charge, and no one is coming to the rescue. In order to effectively navigate the unique challenges of the 21st Century and the fourth industrial revolution, everyone must be equipped with these skills, knowledge and mindset.

Thinking like an entrepreneur can be likened to being driven by a super power where their ability to see opportunities and solve problems is hard-wired; and there is an unlimited global demand for such individuals. At the organisational level employers need entrepreneurial thinkers who can identify and solve problems in resource-constrained and ambiguous environments. At the societal level entrepreneurial thinkers create vibrant communities and prevent the stagnation of humanity. Entrepreneurial education that nurtures this kind of thinking must therefore shift from the periphery to the core of the education system.

SA leaders' response

South African leaders have been visionary in their awareness of these challenges and needs and have started to respond. After a number of years in incubation, the E³ programme in schools, was officially launched in January 2018 within the South African Department of Basic Education (DBE). This programme aims to create a new generation of engaged South African citizens, prepared through the schooling system to build the economic engine of this country. In this way South Africa will become an entrepreneurial nation that will simultaneously reduce poverty and unemployment, and place South Africa in a worthy position in the world family. E³ aims for all schools learners to develop skills, acquire the knowledge, and cultivate self-reliant, solution-oriented mindsets. This will result in learners who are engaged and prepared to complete school with the motivation to continue studying; and/or find a job or become entrepreneurs.

While E³ is committed to preparing learners to be entrepreneurs, the mandate is broader. The focus is on the entrepreneurial mindset that lies at the base of all three E³ desired outcomes - employability, education and entrepreneurship. The entrepreneurial mindset is the common driver of success in engaged employees, life long learners and entrepreneurs.

The E³ programme aims to create a new generation of engaged South African citizens, prepared through the schooling system to build the economic engine of this country.



The entrepreneurial mindset is the common driver of success in engaged employees, life long learners and entrepreneurs.

CULTIVATING ENTREPRENEURIALS

Entrepreneurship is the process of designing, launching and running a new venture, which is often a small business. People who create these businesses are frequently called entrepreneurs and are seen as those who organise, manage and assume risk in the hope to obtain profit. The entrepreneurial mindset, on the other hand, is based on the underlying beliefs and tacit assumptions that drive behaviour towards the notion that *'it is my responsibility to make myself useful to others'*, and this is not exclusively in the domain of business. In the literature the entrepreneurial mindset is well-established as being purpose-driven, opportunity-seeking, thinking critically and being an empathetic problem solver. Individuals who have an entrepreneurial mindset generally have a set of skills and behaviours that reflect self-efficacy, a growth mindset, resilience, an internal locus of control, and intrinsic motivation all of which contribute to the notion of being purpose-driven in pursuit of being useful to others.

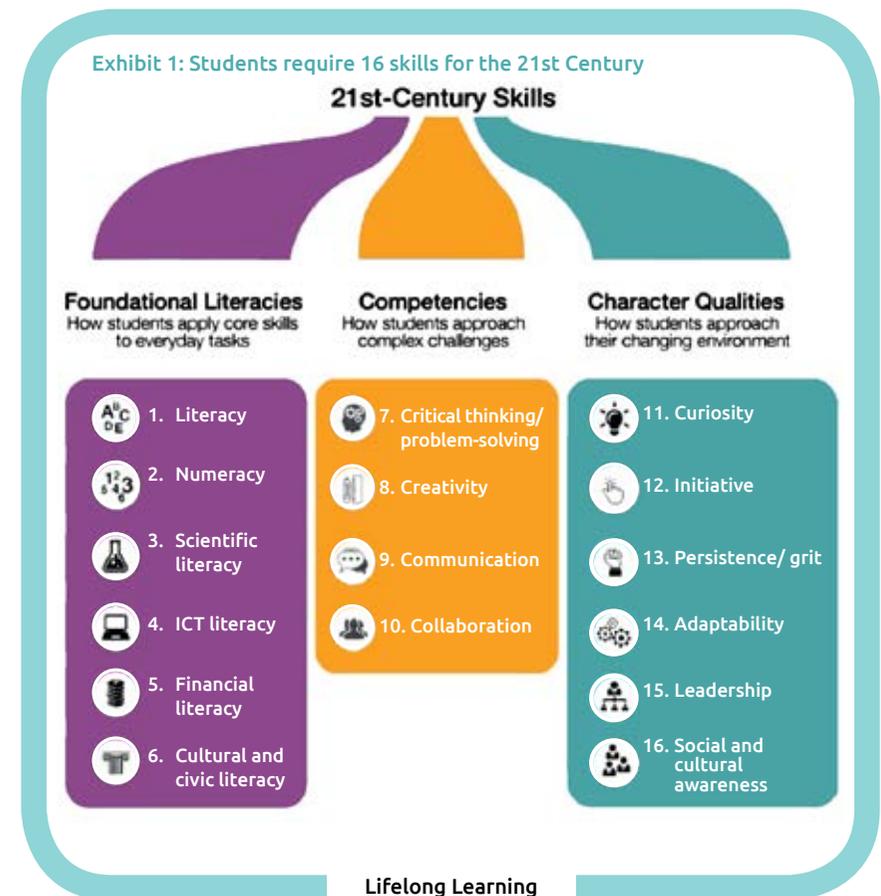
These skills can be taught and ought to be established early in the learning journey, i.e. at school level. It can be argued that the current methods of school education is disempowering to learners, as individual purpose cannot be unlocked in parrot-style learning environments. This therefore deprives learners of their agency, resulting in dependency attitudes, an external locus of control and even a sense of helplessness. This anachronistic approach to education develops a mindset that prevents full engagement and the mastery of personal power.

Search and discovery

Rather than speaking of The Entrepreneur, E³ chooses to refer to individuals with an entrepreneurial mindset as Entrepreneurials. They are people of the search and discovery generation who subscribe to *'if it's going to be it's up to me'*. They have a search and discovery opportunity-seeking mindset that drives their purpose in the search for an intersection between their interests and abilities that also serve the needs of their fellow human beings. Entrepreneurials are those who take it upon themselves to solve problems for others. Unlike generational definitions, such as Millennials, Entrepreneurials are not beholden to a particular age group – rather they are beholden to a particular mindset: a common logic that underpins their abilities and actions. They exist within established organisations and/or they create new ones.

The following diagram depicts the accepted elements required for a 21st Century skills-set

Individuals who have an entrepreneurial mindset generally have a set of skills and behaviours that reflect self-efficacy, a growth mindset, resilience, an internal locus of control and intrinsic motivation.



Note: ICT stands for information and communications technology.

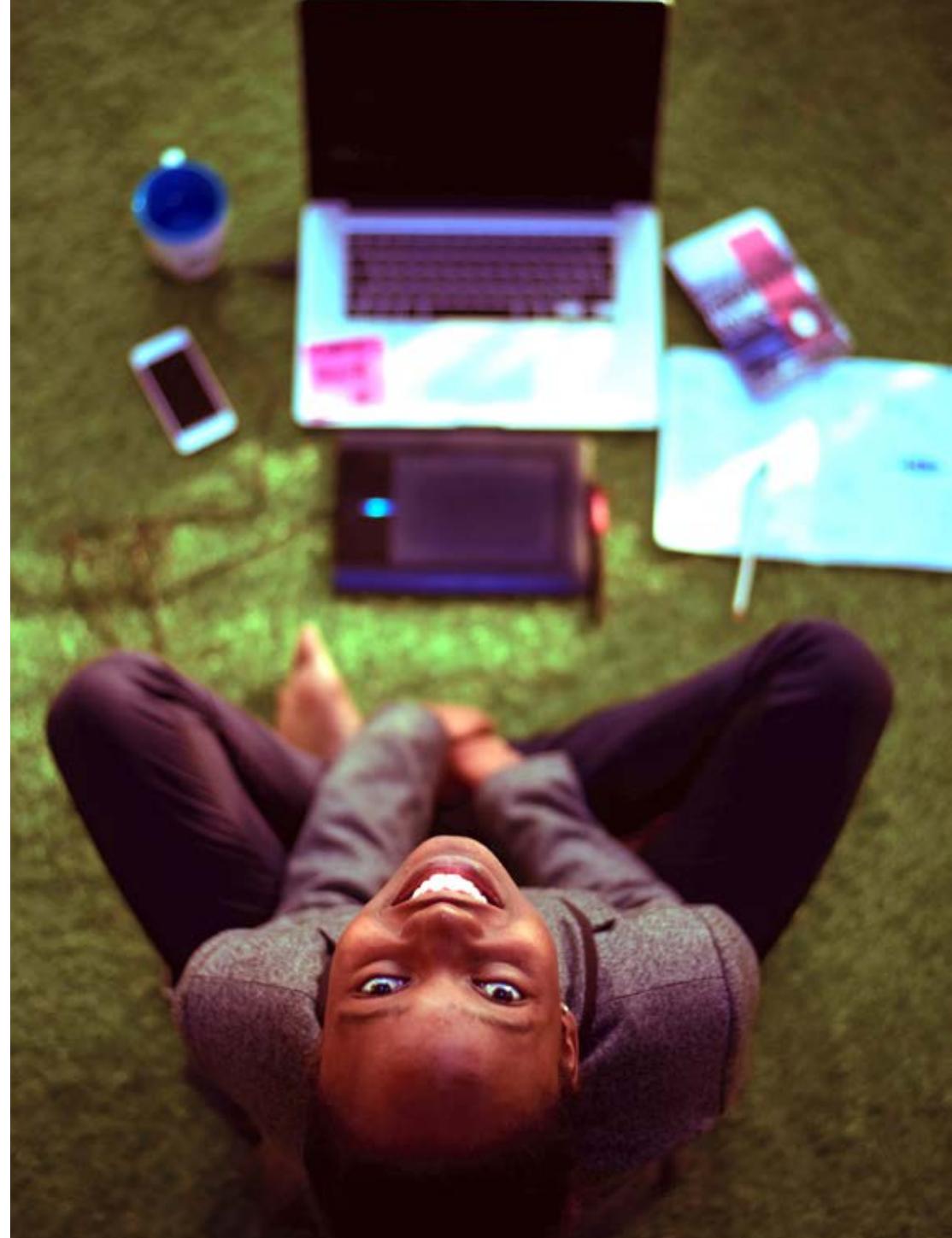
The E³ programme goes beyond this by adding two additional elements that underpin the entrepreneurial mindset, namely agency and self-efficacy.

The E³ value proposition, as described by Dr. Maboya, Deputy Director General of the DBE, is to provide a platform for all education initiatives working with DBE schools to bring 21st Century skills to the pedagogy. Included in this is the need for all learners to develop curious, enquiring, empathetic minds. They will do this in every subject, encouraged by the teachers to conceptualise a need, develop a solution and design a project that meets the needs of their environment and that fulfills a purpose within themselves. Teachers will create the opportunities for fun and fascination and provide the direction and guidelines for three stages of learning – conceptualisation, activity process and the project outcome. From a young age learners will therefore grow their empathy, become caring and develop a continuous problem-solving mindset that is driven by what they care about.

By developing and preparing teachers to deliver the E³ pedagogy through effective training, support and roll out mechanisms, all will be motivated to be Entrepreneurials by creating significant projects. This will be delivered through exciting pedagogy utilising 21st Century learning skills, cultivating mindsets that will result in purpose-driven solutions also useful to others, and develop a belief in their ability to succeed. E³ believes that this will result in all South African learners who will think more broadly and comprehensively and who are meaningfully engaged in the economy and society – whether it is the motivation to continue studying, to get a job, or start their own business – therefore creating a new generation of engaged South African citizens. E³ will empower and support all South African teachers to implement the E³ pedagogy in every lesson.

Let's stop asking students what they want to be or do when they grow up. Ask them what problems they want to solve and what they need to learn in order to solve those problems.

- Jaime Casap,
Google Education



ENTREPRENEURIAL MINDSET

An individual with an entrepreneurial mindset has the:

- Desire to be useful to others (purpose and agency)
- Belief in him/herself (self-efficacy)
- 21st Century skills to carry out their purpose

WE REFER TO THESE PEOPLE AS “ENTREPRENEURIALS”

Like all skills, this mindset can be nurtured and developed through:

- Tasting success (through iterative attempts)
- Having a coach/mentor/teacher to encourage them
- Being exposed to relatable role-models
- Developing the ability to interpret “failure” in positive terms and try again

mīn(d)-,set, n
the underlying beliefs and assumptions that influence behavior



The E³ programme bases its process of pedagogical development on the Constructivist method. Students construct their own understanding and knowledge of the world through experiences and reflection. It is the process of asking questions, exploration, and reflection. This way of learning is how Entrepreneurials think and act, and it is therefore critical that all learners develop this mindset and the pathways of behaviour from as early as possible.



EMPLOYABILITY
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ENTREPRENEURIALS



- ✦ Growth Mindset
- ✦ Intrinsic Motivation
- ✦ Internal locus of control
- ✦ Regulation of emotions
- ✦ Empathy

- ✦ Success
- ✦ Socially relatable role-models
- ✦ Positive support

- ✦ Foundational literacies
- ✦ Competencies
- ✦ Character qualities
- ✦ Meta-learning

- * Constructivist learning processes - discovery learning through experience and reflection.
- * Curiosity, questioning, exploration, reflection - iteration...

THE ENTREPRENEURIAL:
Someone of the search/discovery generation.
“If it’s going to be, it’s up to me”
An opportunity-seeking mindset that drives purpose in the search for an intersection between their interests and abilities that also serve the needs of their fellow human beings.

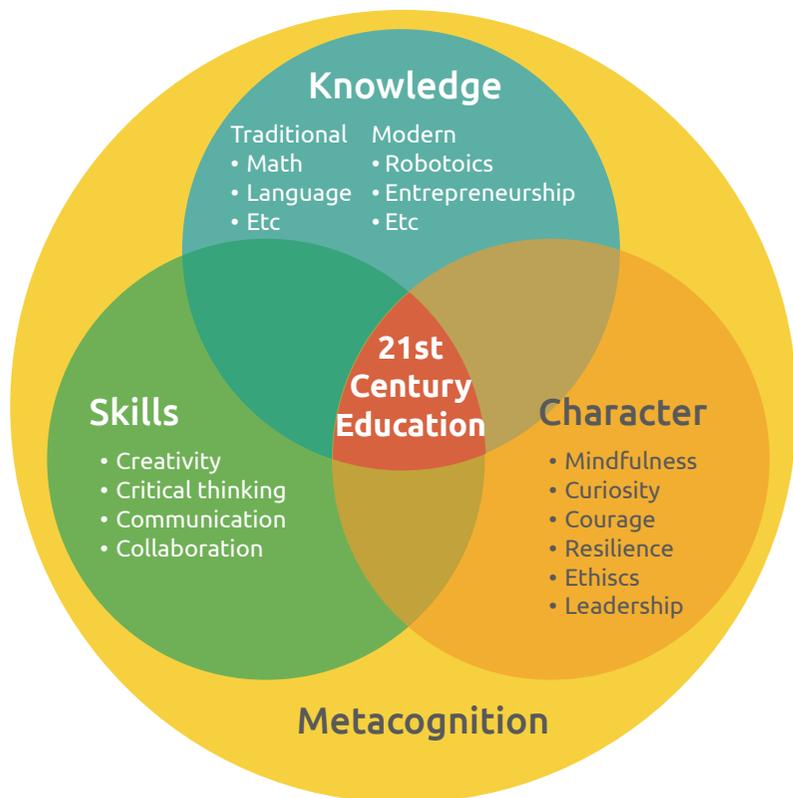


The E³ programme

The following combined elements in the programme will result in an entrepreneurial mindset in learners (and teachers). As with all learning, with consciousness, practice, repetition and reflection these elements can be taught and developed. The programme has three pillars which consist of:

- Pillar 1: Equipping learners with 21st Century skills
- Pillar 2: Developing personal agency through unlocking a mindset that produces value and usefulness to others
- Pillar 3: Developing a belief in self and ability

Pillar 1: Equipping learners with 21st Century skills



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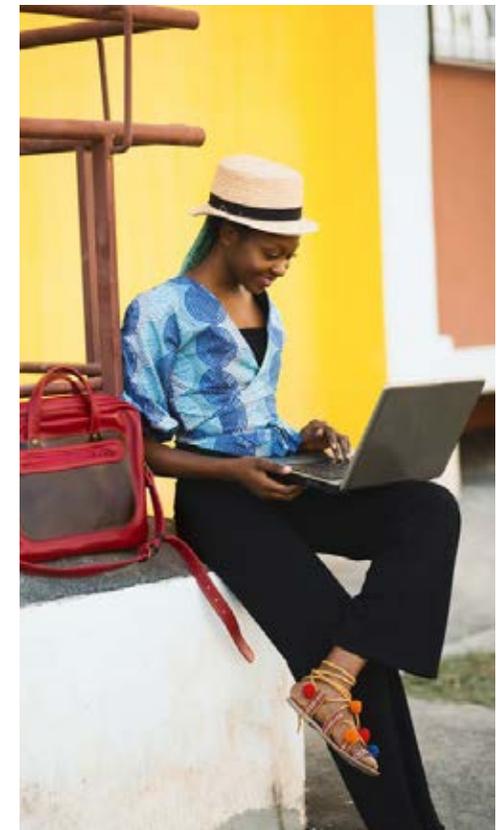
Successful learner engagements can be divided into the following:

a. Knowledge: Traditional knowledge, for example maths and physics, but also modern subjects such as business skills and sustainability.

b. Skills: How learners apply what they know, the so-called four Cs of 21st Century education: creativity, critical thinking, communication, and collaboration.

c. Character: This is defined as how learners behave and engage in the world. It is considered crucial with attributes such as mindfulness, caring, curiosity, bravery, the ability to lead, to display ethical values, resilience, and commitment being the characteristics that learners need to navigate the 21st Century.

d. Meta-learning: Over and above knowledge, skills and character, meta-learning is the reflection, adaptation, and thinking about thinking. Without metacognitive reflection, learners cannot really move to a new level of understanding.



Pillar 2: Developing personal agency through unlocking a mindset that produces value and usefulness to others

All mindsets have at their base a set of beliefs and assumptions that manifest themselves in espoused values and certain behaviours. If learners have at the base of their assumptions that they are helpless, that life is happening to them, that they should wait for instruction and guidance, they will develop a set of values that will translate into the behaviour of learned-helplessness. This can develop an entitled, passive mindset that does not lead to engagement and purpose-driven behaviour. The entrepreneurial mindset is weighted on the side of mastery orientation rather than a helpless orientation. It is the work of the E³ pedagogy to ensure that learners believe that they are able and that they have personal agency. It is these assumptions that will create their values and determine their behaviours as they make their choices during and after school. Like all skills this mindset can be achieved through practice and repetition and it is for this reason that the pedagogical constructs underpinning E³ should be implemented from as young an age as possible.

Individual-agency and more particularly the learner's sense of their agency is at the crux of what constitutes an entrepreneurial mindset. It is made up of a number of key ingredients:

Learners should be able to overcome a fixed mindset and the belief that their intelligence, talent and abilities are immutable.

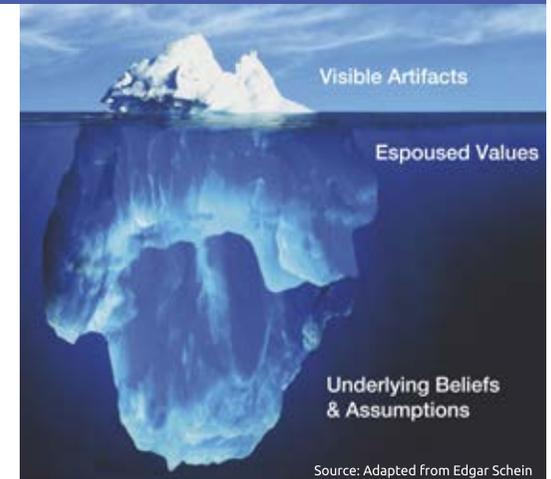
Intrinsic motivation to find new, useful and more knowledge that leads to life-long learning and the pursuit of solutions and purpose.

Growth mindset

The first ingredient is to create the open-mindedness towards a growth mindset. It is a key element that learners should be able to overcome a fixed mindset and the belief that their intelligence, talent and abilities are immutable. Dr. Carol Dweck demonstrates the positive impact on individual motivation and achievement when learners believe that they can grow and develop through action and effort by focusing on their learning instead of externally dictated performance goals. This is obviously key in an educational context and particularly apposite in our South African context where the belief in our abilities is at an all-time low. Entrepreneurials embrace the growth mindset in the pursuit of knowledge and invest effort in order to learn and shape their ideas. This is the mindset that E³ seeks to embed in all learners.

Intrinsic motivation

Much work has been done on the concept of intrinsic motivation and it is another key element contributing to a sense of personal agency. Particularly the work of Deci and Ryan in their self-determination theory provides strong methodology for a deeper understanding of how entrepreneurial thought and action ties to intrinsic motivation. Entrepreneurial people tend to learn implicitly, taking in information without an awareness of gaining tacit knowledge which can be difficult to transfer to others. When asked what they know, entrepreneurs often cannot explain how they achieved their success. By researching the implicit nature of this method of learning, we come to understand how an entrepreneurial mindset is developed over time and without conscious effort. It is this intrinsic motivation to find new, useful, and more knowledge that leads to life-long learning and the pursuit of solutions and purpose that is at the heart of the entrepreneurial.



Empathy: A key element that contributes to the creation of beliefs and values is the quality of empathy. Empathy is the ability to understand and share the feeling of others. This is not a far step from the entrepreneurial mindset that understands and see the problems that others are experiencing and to want to find a solution that will help them. This is why empathy is so important in the make-up of an Entrepreneurial. Empathy is a key element in the motivation to be useful to others and to have a purpose-driven life from an early age. It is true that some people are more empathetic than others, but that does not mean that it can not be cultivated. Seeing the needs of others is an element of the problem-seeking, solution-solving, purpose-driven mindset of the entrepreneurial.



Internal locus of control

A further element of personal agency is that of internal locus of control. It is the social theory expounded by Dr Julian Rotter and others, which describes the psychology behind how an individual perceives their agency as they interact with their environment. Locus of control is a core concept behind the entrepreneurial mindset as those with an internal locus of control believe that they have the ability to influence their outcomes, rather than let their circumstances determine the course of their lives.

Those with an internal locus of control believe that they have the ability to influence their outcomes, rather than let their circumstances determine the course of their lives.

With the history that has shaped South Africa and the consequences of decades of colonisation and apartheid control, it is not surprising that generally South Africans do not have strong loci of control. It is a country that has been dominated by power figures whether that be the leaders, the ministers, the teachers, the parents. Learners are at the bottom end of that continuum with 12 years of conditioning to listen to authority unquestioningly and receive knowledge and instruction indiscriminatorily. An internal locus of control gives the individual the permission to grasp their own agency and, combined with a growth mindset and intrinsic motivation, they can begin to question this authority and to determine their own purpose and path.

Regulation of emotions

Resilience has long been accepted as a critical component of the entrepreneurial mindset. It can also be framed as the ability to regulate emotions in order to cope with ambiguity and to deal with challenges and set-backs. These adverse events could be failing a school test or having a failed business or even relationship. It is about how the growth mindset is able to cope with this that creates the entrepreneurial quality. Again this mindset is underpinned by the assumptions and beliefs that are at the base of the reaction to an event. Should an adverse event occur, there is a belief that one holds about that event that plays itself out in emotional consequences. It is at this stage that resilience enables the individual to confront, reflect, and dispute these probably irrational beliefs and to create new ones.

The ability to regulate emotions in order to cope with ambiguity and to deal with challenges and set-backs.

Able to see challenges as temporary and fixable and then to frame it in language that is positive.

Martin Seligman, regarded as the father of positive psychology, takes this further by showing the effects of an optimistic explanatory style – by being able to see challenges as temporary and fixable and then to frame it in language that is positive. This falls directly in line with how the entrepreneurial mindset can positively impact an individual's motivation, performance, and resiliency to achieve human flourishing.

Pillar 3: Developing a belief in self and ability



Self-efficacy empowers individuals to create their own future through their actions, despite their circumstances.

If a person sees someone similar to them succeed it can increase their self-efficacy.

Self-efficacy

Dr Albert Bandura's social cognitive theory of human functioning forms much of the research-based psychological underpinning of the entrepreneurial mindset. His work demonstrates that human functioning is deeply related to individual and collective agency, and that self-efficacy empowers individuals to create their own future through their actions, despite their circumstances. This concept of self-efficacy is critical to understand in order to be able to create effective pedagogy to ensure individual agency. The crucial idea here, however, is that it is not the actual abilities of learners that matters, but rather what their beliefs in their abilities are. The sense of personal agency matters more than actual agency.

Success: The mechanisms to achieve agency provide a powerful framework for how teaching can be instrumental in this process too. These are coupled with the notion mentioned earlier that performance and motivation are partly determined by how effective people believe they can be. Mahatma Gandhi put it so succinctly: "If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning".

So the most important mechanism to achieve agency is the experience of the performance outcome. If a learner experiences failure, they will experience a diminishing of self-efficacy. If they perform well, they are more likely to feel confident to perform well in the future. Combined with a growth mindset it is possible to increase self-motivated persistence when the situation is viewed as an achievable challenge. "Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established." Albert Bandura (1997). The link to schools, assessments and exams are obvious here when one considers the effects of failure on the development of belief in self-efficacy and agency at a young age when these factors are yet to be established.

Socially relatable models: Vicarious experience or the observation of socially relatable models are crucial to the development of self-efficacy. Watching a person in a similar position perform and then comparing one's own competence with the other can influence self-efficacy. If a person sees someone similar to them succeed it can increase their self-efficacy. The reverse is also true. Mentoring or being exposed to successful people with the same profile and skills set can be a powerful contributor to self-efficacy and agency.

Positive support: Verbal persuasion and positive support are also influencing factors. In addition, the level of credibility directly influences the effectiveness of the verbal persuasion. If the person has an established, respected position it will have a stronger influence. If one considers the critical role of the teacher in the lives of children as established, respected authority figures, one can see the impact that positive verbal persuasion and mentoring can have on the child. Self-efficacy is possible through the taste of success, the support of a "cheerleader", the exposure to socially relatable role-models and the ability to regulate emotions in the face of challenges and set-back. All this is in the context of the changing world, the 4IR and the intelligences and characteristics and competencies that are required for life-long learning and the ability to interact with the uncertainty of this changing world.



E³ Pedagogical methodology – Constructivist Learning

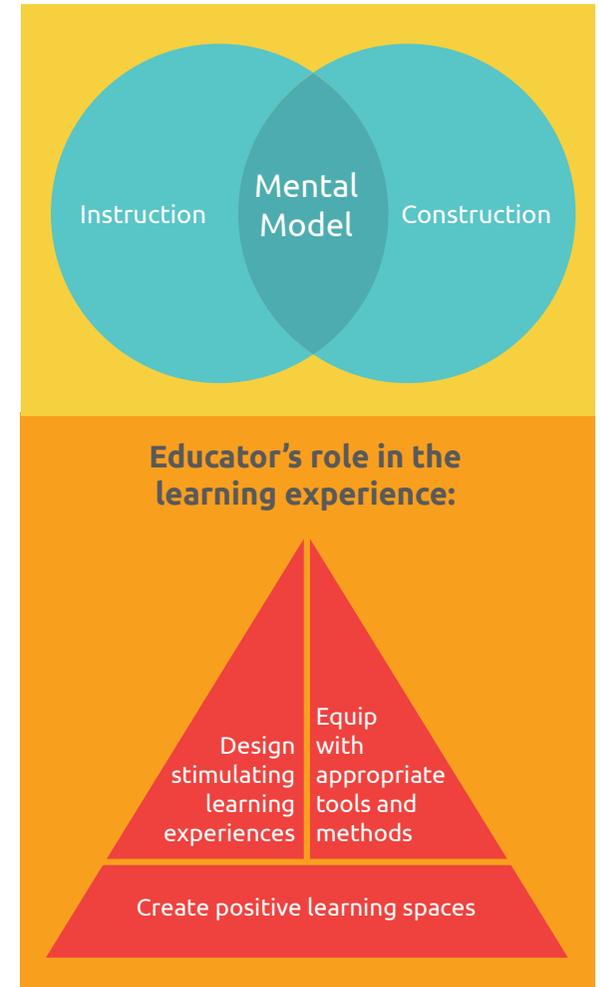
The fact that school is mandatory for all children presents a wonderful opportunity to mould and create an entrepreneurial, future-focused, purposeful youth culture. E3’s journey to create Entrepreneurials is based on the theory of Constructivist Learning.

Mental Models

Learners construct their own understanding by reflecting on their personal experiences and by relating new knowledge to what they already know. Each student creates his/her own “schema” or mental model to make sense of the world and accommodates new knowledge (learns) by adjusting these models over and over. Learning is therefore an ongoing (lifelong) search for meaning – and so be effective an educator’s role is to help the learner in discovering his/her own meaning.

Educator’s role

The responsibility is on educators to create creative learning spaces, design stimulating learning experiences, and equip learners with appropriate tools and methods to create a positive classroom experience where learners have the opportunity to try out these different mental models. Learners connect abstract knowledge (through instruction) to concrete applications (constructions). They convert and apply abstract and general principles in meaningful and responsible acting in life. With input from educators and peer collaboration and ongoing information input, learners begin to self-regulate, reflect on and evaluate new mental models. This process is located in and applicable to their life context.



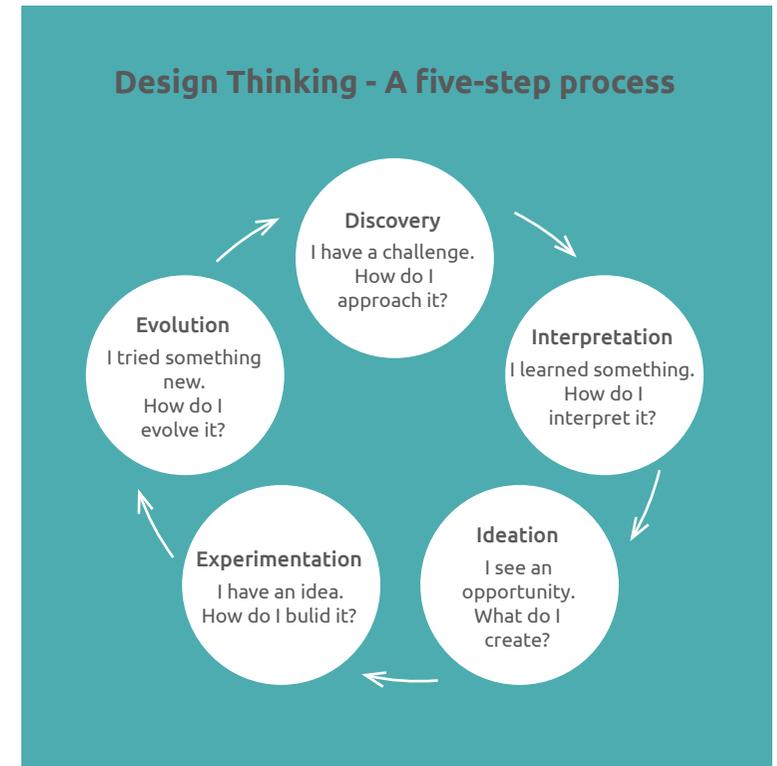


Symbolic play, holds great value in developing cognitive skills, imagination and social competence.

Design Thinking

Transforming Constructivist Learning into action can be done most effectively by applying Design Thinking in education – i.e. in educators, learners and in fact in the whole educational ecosystem. Design thinking is closely associated to the entrepreneurial mindset in that it is about believing that we can make a difference; that we have an intentional process in order to get to new, relevant solutions that create positive impact. Design thinking, like being an Entrepreneurial, is human-centred (requiring high levels of empathy), collaborative, optimistic and experimental.

Design thinking follows a basic five-step process of: *Discovery – I have a challenge but how do I approach it? Interpretation – I learned something but how do I interpret it? Ideation – I see an opportunity but what to I create? Experimentation – I have an idea but how do I build it? Evolution – I tried something new but how do I evolve it?*



Learning Processes

The following examples of learning processes all contain the basic elements of constructivism:

Game or play/based learning

Play-based learning has been defined as a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations. Children can engage in play on their own and explore different materials or they may also play with each other and use materials to represent other objects. This type of play, known as symbolic play, holds great value in developing cognitive skills, imagination, and social competence.



Problem-solving learning requires communication and collaboration with stakeholders to obtain more knowledge, and it requires creative and critical thinking to continue to adapt the problem-solution.

Action/reflection learning

This is a practice which helps one to become a better learner through reflection, assumption-testing, and question-asking by solving real problems. It is generally done in a small group with a team approach where members equally contribute and learn/teach each other. Action-reflection is a process of continuous learning.

Project-based learning

Project-based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Participatory action research

Participatory action research (PAR) is an approach to research in communities that emphasises participation and action. It seeks to understand the world by trying to change it, collaboratively and following reflection. PAR emphasises collective inquiry and experimentation grounded in experience and social history.

PAR practitioners make a concerted effort to integrate three basic aspects of their work: participation (life in society and democracy), action (engagement with experience and history), and research (soundness in thought and the growth of knowledge). Action unites, organically, with research and collective processes of self-investigation.

Problem-solving learning

It is the compelling problem to be solved that drives the entrepreneurial mindset. Entrepreneurs are compelled by a problem they are trying to solve, seeking a problem-solution that makes a connection with the environment. This process and the problem-solving methodology requires using inquiry and observation as they identify the problem, and experimentation and adaptation as they solve the problem. It requires communication and collaboration with stakeholders to obtain more knowledge, and it requires creative and critical thinking to continue to adapt the problem-solution.

The learning power approach

This approach develops all students as confident, independent learners ready, willing and able to choose, design, research, pursue, trouble-shoot and evaluate learning for themselves alone and with others in school and out in order to raise school achievement and life fulfilment.



E³ Principles

The E³ programme has developed a set of principles that guide its own development of pedagogical methodologies. These principles are:

E³ will build on foundational skills

The need is to start young and to keep going. Learners should be given repeated exposure to, and reflection on, active learning experiences from a young age which will form mindsets and pathways in the brain that enable young people to become adaptive citizens throughout their lives. This repeated exposure will form the brain connections and develop the requisite neuronal pathways. Early development gives a much better chance of creating the kinds of mindsets that E³ is aiming at.

E³ will create active experiential and practical learning that will bring learning to life

Learning happens best when learners actively engage with challenging concepts and real-life problems in a fun, experiential and practical way, with tangible outcomes for the benefit of their society.

E³ will create learning opportunities through repetition and reflection.

These should build on strong foundations that will enhance the fundamental skills and competencies outlined in the existing curriculum

E³ will ensure mastery in simplicity.

As the world becomes more complex, the need for smart synthesis and simple solutions has never been greater. True mastery comes in simplicity.

E³ will create pedagogy that has practical application for the development of 21st Century skills.

Learners must be prepared for an unpredictable future with the entrepreneurial skill required to adapt, evolve, and innovate.

The E³ programme and its outcomes will collaborate and have partnerships across sectors. There is a need to be able to build bridges for true collaboration in the most effect way to ensure sustainable success.

The E³ will use the above principles as a guide in developing its programme. The programme is focused on developing curriculum, planning rollout, developing and supporting teachers, and utilising the expertise and resources of other interested stakeholders such as businesses and non-profits.



Assessment

Assessment needs to be aligned to the requirements of the Curriculum Assessment Policy Statements (CAPS) curriculum. However, it also needs to be able to show in every lesson or activity how the choice of pedagogical methodologies have contributed to outcomes that enhance learners':

- 21st Century skills
- Personal agency though unlocking a mindset that produces value and usefulness to others
- Belief in self and ability

All lessons should ensure and demonstrate that the E³ principles are in place in order for the desired outcomes to be achieved - namely that learners will have developed skills, knowledge and self-reliant, solution-oriented mindsets that will prepare them to complete school with the motivation to continue studying; and/or get a job or start their own businesses.

100% OF LEARNERS HAVE DEVELOPED KNOWLEDGE, SKILLS AND SELF RELIANCE

CATALYZING HIGH ENTREPRENEURIAL CAPACITY

CREATING ENGAGED CITIZENS THAT BUILD SA'S ECONOMIC ENGINE



Learner

- Unlocking e-mindset in learners
- Activating 21st Century skills
- Integrated across all subject areas and grades
- Learning is rich and fun
- An appetite for lifelong learning
- Motivation to study
- Finding your inner "entrepreneurial"
- Happy and Inspired Learners



Teacher

- Unlocking Teacher potential to facilitate e-mindset and training skill methodologies
- Teacher support
- Bring learning to life
- Prepare Learners for unpredictable future



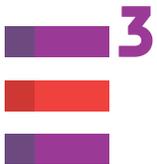
Ecosystem

- Grow and connect ecosystems and networks to support e-mindset growth
- Build bridges to true collaboration and opportunity
- Effective schools and opportunity networks
- Partners: Technology, Media, Education, Civil society, Business, Best Practice, Change management

100% OF SCHOOL LEARNERS ARE EITHER:

- Employable
- Studying further
- Starting their own businesses

- 'Entrepreneurial' mindset "If it's going to be, it's up to me"
- A mindset of solving problems for others
- High potential motivation to drive their own purpose



3
EMPLOYABILITY
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