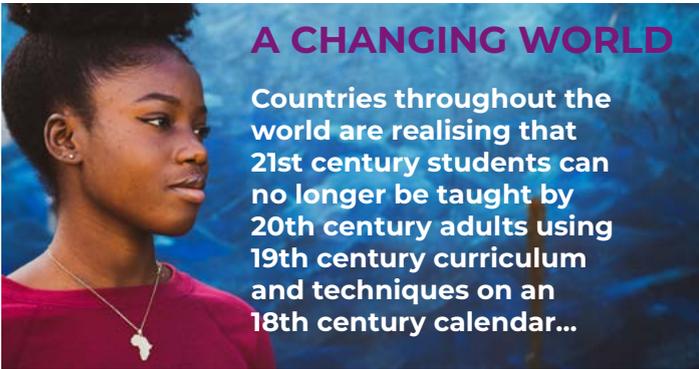


basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



SOLVING THE CRISIS OF UNEMPLOYMENT THROUGH EDUCATION



A CHANGING WORLD

Countries throughout the world are realising that 21st century students can no longer be taught by 20th century adults using 19th century curriculum and techniques on an 18th century calendar...

A CHANGING SA

SETTING THE SCENE - FROM EETTT TO EIS TO E³

- In 2011, C.I.D.A through Dr Taddy Blecher, was invited to chair a Task Team of the Human Resource Development Council named Enabling Entrepreneurship Technical Task Team (EETTT). The outcome of a lengthy research process included a recommendation to the government which informed a national policy to incorporate entrepreneurship education in schools.
- On 20 April 2015, the draft Sector Plan on Entrepreneurship in Schools (EIS) – now known as E³ - was developed and presented for discussion at the Heads of Education Departments Committee (HEDCOM) Retreat.
- On 4 June 2015, following input from the provincial Heads of Education, the necessary amendments were made and the draft Sector Plan was presented to the Council of Education Ministers (CEM).
- In March 2017, as a result of and following further consultation, the **MOA to implement the Sector Plan was signed by DBE and CIDA** and a steering committee comprising DBE officials from Branch C and CIDA was constituted.
- On 22 January 2018 the **Sector Plan was launched at the DBE Sector Lekgotla** and located in the Curriculum Implementation and Quality Improvement GET Directorate of the DBE. This Sector Plan (to 2030) lays a sound foundation within the schooling system with a strong focus on entrepreneurial mindset and skills for a changing world.

CALL TO ACTION

“IF IT’S GOING TO BE, IT’S UP TO ME.” - THUMA MINA

In 2019 President Ramaphosa said in his State of the Nation address, the theme of which was: *Following up on our commitments: Making Your Future Work Better*. “In our magnificent diversity, and despite our many differences, the people of this country answered the call of Thuma Mina (Send Me). In their multitudes, South Africans asked not what can be done for them, but what they could do for their country”.

We are enrolling to change the way education is taught in SA schools so that our children are engaged and are prepared for the 21st century world and the challenges of Industry 4.0.

“Let us continue to embrace the spirit of citizen activism in line with the injunction, Thuma Mina, in the onward march towards equality, freedom and prosperity for all.” - President Ramaphosa

FUTURE PROOFING

Notwithstanding the current lack of preparedness; the low standards in maths and science; the inability to read for comprehension...we are optimistic and excited about the motivation and commitment from so many South Africans from government to the corporate sector to civil society to individuals – all of whom are saying “Send Me”. **Nothing could be more important or exciting than changing the course of education for our children.**



E³'S GOAL

E³ is an initiative of the DBE that uses student-centred learning, including projects and games, in the existing CAPS curriculum to better prepare learners for the modern economy.

The goal of E³ is to inspire

100% of learners to complete school and **100%** of these learners to study further, get a job, or start their own enterprises.

CHANGING HOW WE THINK

The journey to this goal is through a **mindset change** that focusses on viewing education as a process of **solution-seeking** and **problem-solving**. Information (curriculum) is merely a means to informing that end. It is the process of preparing learners to think like an **Entrepreneurial** – someone of the search-and-discover generation who subscribes to “if it’s going to be it’s up to me”. Our learners should have discovery/search opportunity-seeking mindsets that drive their purpose in the search for the intersection of their interests and abilities with the needs of their fellow human beings. **Entrepreneurials** are those who **take it upon themselves to solve problems for others**. Unlike Millennials, they 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 organizations and they create new ones.

E³ learners will leave school engaged in **EDUCATION**; prepared to be **EMPLOYABLE** and motivated to be **ENTREPRENEURS** – hence the name E³.

HOW IS THIS MINDSET ACHIEVED IN THE CLASSROOM?

Project-Based Learning (PBL)

The Project-based Learning methodology (or learning through challenges) is used in classrooms worldwide as a process that **unlocks and develops the competencies that learners need in order to be prepared** for, engaged and useful in 21st century life.

Competencies for pursuing a compelling goal for the public good

The DBE’s competence-based curriculum goal is that learners should leave school with the developmental capacity to:

- interactively mobilize and ethically use information, data, knowledge, skills, values, attitudes and technology, to
- engage effectively and across diverse 21st century contexts, to
- attain individual, collective and global good.

This graphic is the competence-based framework that the DBE has adopted to guide the development of this in every subject and in every class and grade. This is the International Bureau of Education of UNESCO (IBE-UNESCO) framework which has been graphically adapted.

Traditional Project teaching vs. Project-based learning

TRADITIONAL “DESSERT” PROJECT¹:



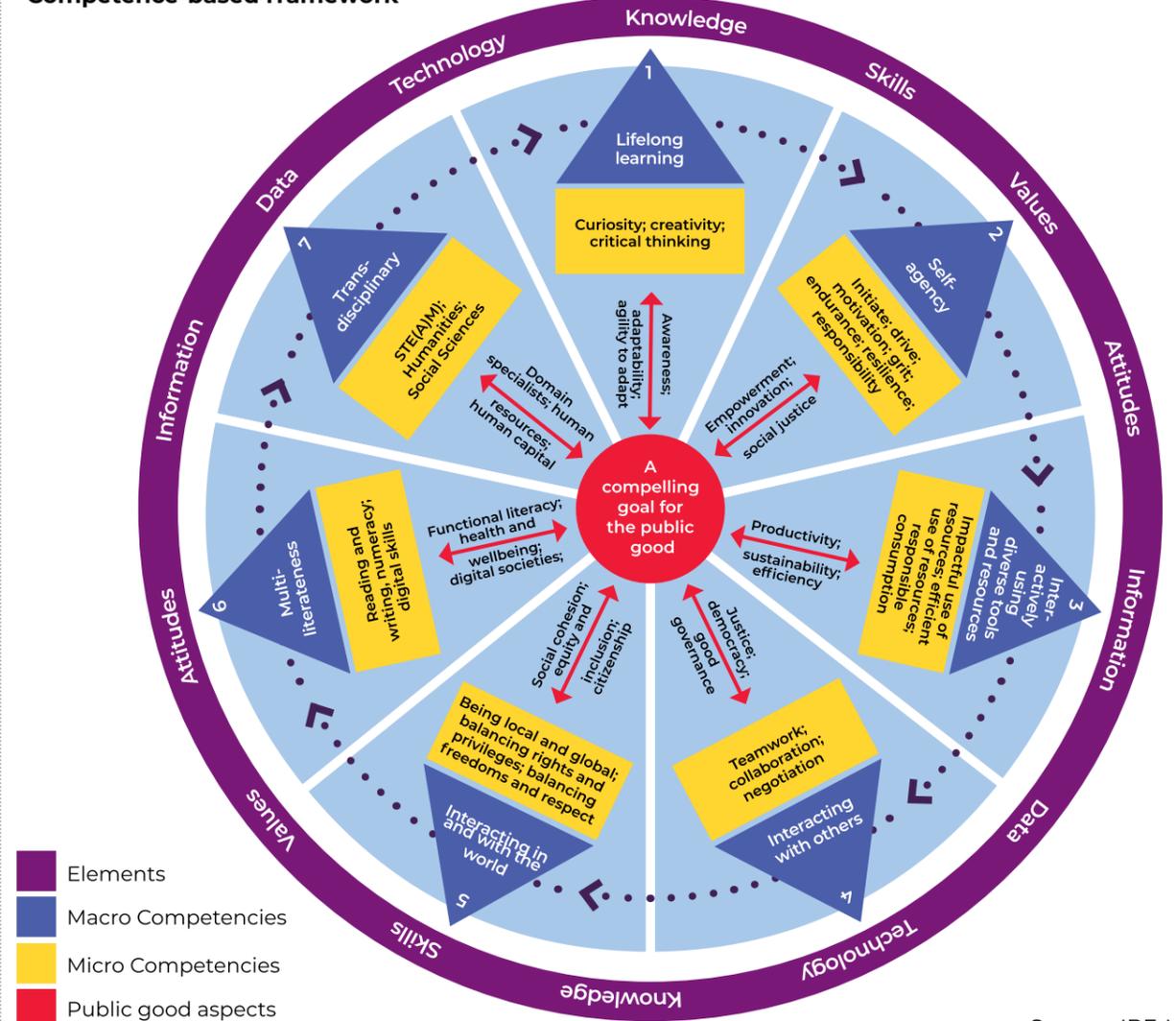
AUTHENTIC AND RIGOROUS PROJECT-BASED LEARNING²:



- Project is a nice-to-have and an afterthought, not the “main meal” (a product).
- Project-based learning is a series of integrated activities which are considered the “main meal”, in other words, the process is as important as the product (the process).

Source: (Buck Institute of Education)

Competence-based framework



Source: IBE-UNESCO

ENTREPRENEURIALS

- Success
- Socially relatable role-models
- Positive support

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



- Growth Mindset
- Intrinsic Motivation
- Internal locus of control
- Regulation of emotions
- Empathy
- Foundational literacies
- Competencies
- Character qualities
- Meta-learning

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.

CREATING A CONDUCTIVE LEARNING ENVIRONMENT



The Educator's Role in the learning experience

Teachers, critical to this process of guiding learners to learn by pursuing a compelling goal, have a responsibility to set up a **conductive learning system** by designing **stimulating learning process and projects**; equipping learners with **appropriated tools and methods** and creating **positive learning spaces**.

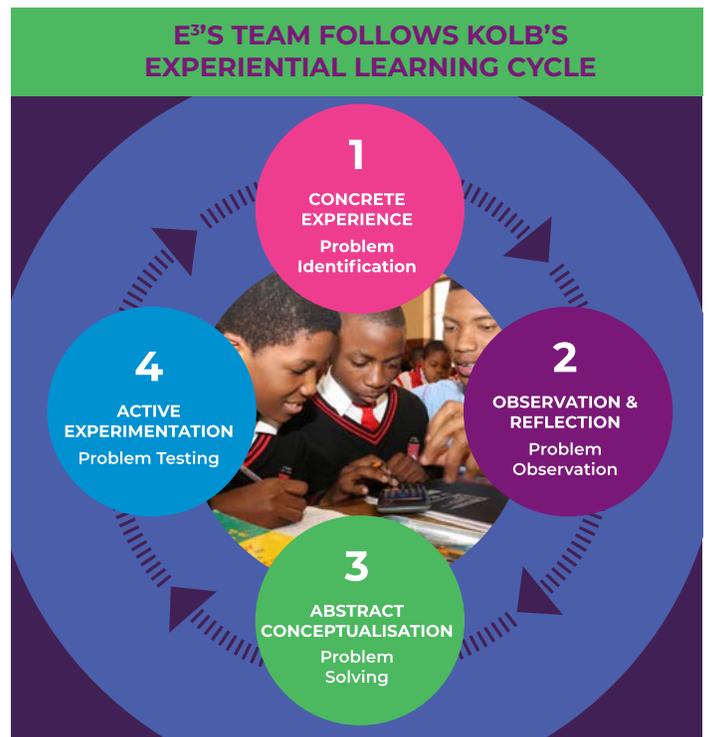
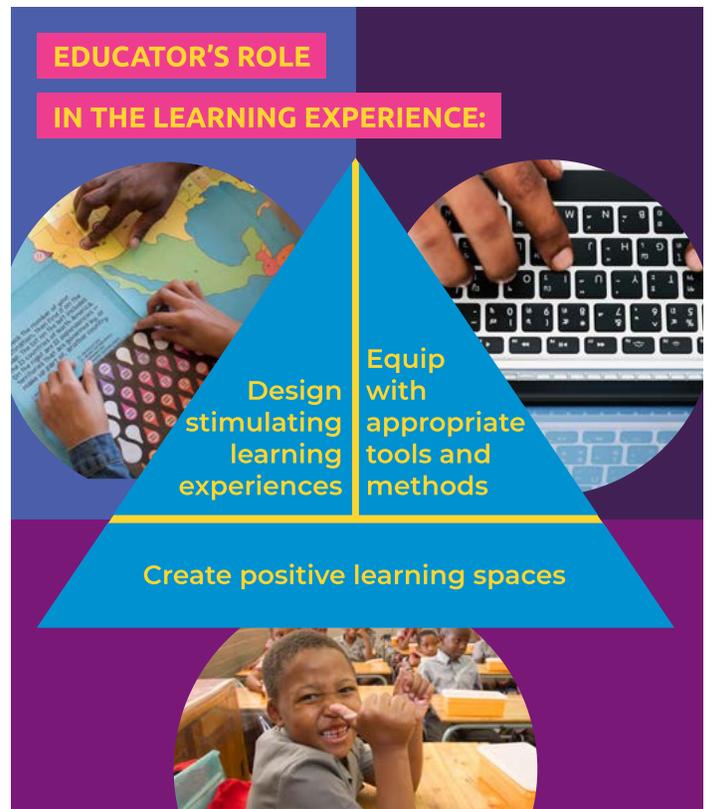
A NATION-WIDE INITIATIVE

Cognizant that any change process needs to be thoroughly tried and tested, E³ will itself be following the experiential learning process that it is encouraging in classrooms – i.e. to identify the problem and then pilot a solution. This it did in 2018 by piloting in 73 schools in 3 provinces.

Since that time E³ has spent time reflecting and observing in order to learn and improve the for the next round of piloting. **Between 2019 and 2022 – and until 2030, E³ will be working with the DBE in schools to continue to test and implement.**

CREATING A TRIBE OF TEACHER ENTHUSIASTS

E³ will be assembling a “tribe” of teacher enthusiasts and ambassadors for E³. These teachers will be recognized for their enthusiasm and commitment to changing their mindsets and the mindsets of their learners. The teachers will create engaging learning spaces and the learners will learn by doing compelling projects in all subjects that activate their engagement with their learning process and develop an entrepreneurial mindset.



SCHOOLS AT THE CENTRE OF COMMUNITY HUBS

We need you! Each school has the opportunity to be a hub in its community that is both contributing to and being assisted by the community around it. This community includes businesses who can provide intern opportunities and resources; civil society organization who can work in the schools to provide supplementary learning opportunities such as competitions, tech-platforms, extra-curricula support and so on.

In this way the network of is expanded and society can become engaged in the committed to developing our children while at the same time creating a national mindset of “if it's going to be, it's up to me”. Thuma mina!

