EEESAY

TRANSFORMING EDUCATION

Entrepreneurial Environmental Empowerment for South Africa Youth Project 2017-2019

Preparing young people to become active participants in a sustainable future by providing authentic, real-world experiential learning through a school-based business

Learning and recommendations

EEESAY gives the opportunity for learners to excel in business. It is a co-curricular activity that keeps learners and educators together.
It is going to bring wealth to our future leaders in business.

Phumzile Hlophe
Department of Basic Education

Supported by:

EUROPEAN UNION
European Regional Development Fund

D G Murray Trust
Social Capital Foundation
Marr Munning Trust
Leggatt Trust
Van Neste Foundation

Implemented by:

TEACH A MAN TO FISH

WESSA
PEOPLE CARING FOR THE EARTH

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About this report

Why here and why now?

The Entrepreneurial, Environmental Empowerment for South African Youth (EEESAY) project, led by Teach A Man To Fish, in partnership with WESSA and BWDT, provides **a pathway to youth employment & poverty reduction through learner-led school businesses** and a pilot out-of-school youth project. The most marginalised communities in South Africa were selected for the project with the idea that if the project could work there, it could work anywhere. **We thank the Department of Education for their continued support and dedication to the programme.**

What is in this report?

This report summarises the **key learnings and recommendations** that can support the Department of Basic Education to realise its goal towards a curriculum that **develops skills and competencies for a changing world**. This report is not intended to be a summary of all academic research into entrepreneurship education or project-based learning. It is a reflection of the EEESAY experience and makes tangible recommendations on how developing entrepreneurial mindsets in young people can enable the Department of Basic Education to fulfil its goals; in particular **preparing young people to transition from school into the workplace** and be active participants in a sustainable future.

This report will highlight:

- The need for practical entrepreneurship education in schools,
- The platform – learner-led school businesses,
- The methodology - how we used elements of project-based learning (which can be applied in any learning area),
- The impact, and
- Recommendations.

External Evaluation

At the end of 2019 the EEESAY project was externally evaluated by Greater Capital who confirmed the project's undeniable contribution and impact on schools and communities in KwaZulu Natal and the Eastern Cape, and an overwhelming need for such projects. One of the main recommendations of this evaluation was the need for **entrepreneurship education to be integrated into the curriculum**. This report provides some tangible and easy-to-implement recommendations on pages 15 and 16 that could help educators and schools (and the Department of Basic Education) get started with entrepreneurship education using experiential learning.

The EEESAY project was informed by a wealth of knowledge gained from global research and applied to the South African education context. Please see slide 18 for a comprehensive list of research documents accessed and used for this project.

EEESAY

Partners

Teach A Man To Fish
WESSA
Business World Development Trust

Project Duration

2017 to 2019

Provinces & Districts

Eastern Cape
Amathole
Chris Hani

KZN
Uthukela
Amajuba

Entrepreneurship and environmental education for a sustainable future

WHY

The environment, viewed through the lens of sustainability (based on the work of Prof Paul Ekins), has social, political and economic structures dependent upon the biophysical environment.
The Sustainable Development Goals are useful tools used to guide actions. The EEESAY project has many links to the SDGs and three are the most prominent; 4, 8 and 12.

4. South Africa's staggering youth unemployment is, arguably, at a crisis level. **EEESAY was developed to provide a pathway to youth employment and poverty reduction through learner-led school businesses.**

8. The school-owned enterprises provided a platform for learners to **develop and gain 21st Century skills for the world of work.**

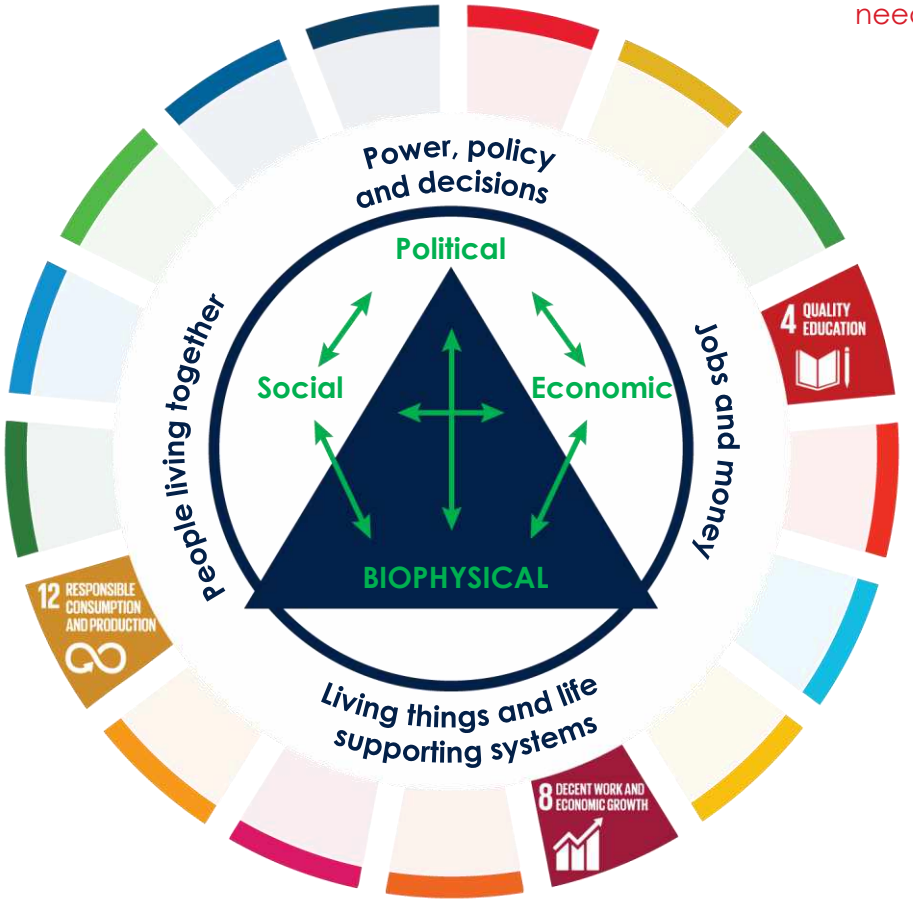
12. Furthermore, it prepares young people to be active participants in a sustainable future through practical business experience and exposure to environmentally-responsible entrepreneurship.

Climate change is impacting on economic development, South Africa is 10-20% poorer than it would have been if temperatures has not risen 1 degree since 1900

Half a million people in South Africa draw their income from a biodiversity-related job

Biodiversity-based tourism is valued at more than R30-billion annually. The informal African traditional medicine industry is worth about R18-billion a year

Growing populations and economic development are significant drivers of climate change



Pyscho-social support for young people is inadequate, with 85% of services supporting only 14% of the population and educators are not equipped to deal with the complex needs of learners who have mental health issues

6 out of 10 youths leave school before matriculation

In South Africa public spending on education is 6.4% of GDP; compared with an average share in EU countries of 4.8%. Spending does not = quality, relevant education

27% of learners who have attended school for six years cannot read

Only 1 in 3 young people is in employment

60.3% of young people have never worked before

70% of small businesses fail in the first 5 years due to poor planning and lack of experience and business skills

The unemployment rate for tertiary qualified professionals has increased from 7.7% in 2008 to 13,2% today

Building on our learning for the future

Our learning journey

Extensive monitoring, evaluation and learning took place* throughout the project to ensure that it continued to make an impact and meet beneficiary needs. Data collected throughout led to amendments that could improve both the delivery and impact of the project.

Year one began with intensive training and support on how to plan and set up a business. This was followed by a deeper look at how the business could be used as an educational tool and not just a stand-alone project. We looked extensively at methodologies to provide opportunities for learners to develop their growth and entrepreneurial mind-sets.

We chose various tools from project-based learning and experiential learning. Initially we wanted to use more of these tools but found that we had to scale back to fit in with the South African school context. We saw immense value in these techniques and we recommend that further attention is given to how project-based learning can be used more widely to support achieving the curriculum goals and preparing young people to be active participants in a sustainable future.

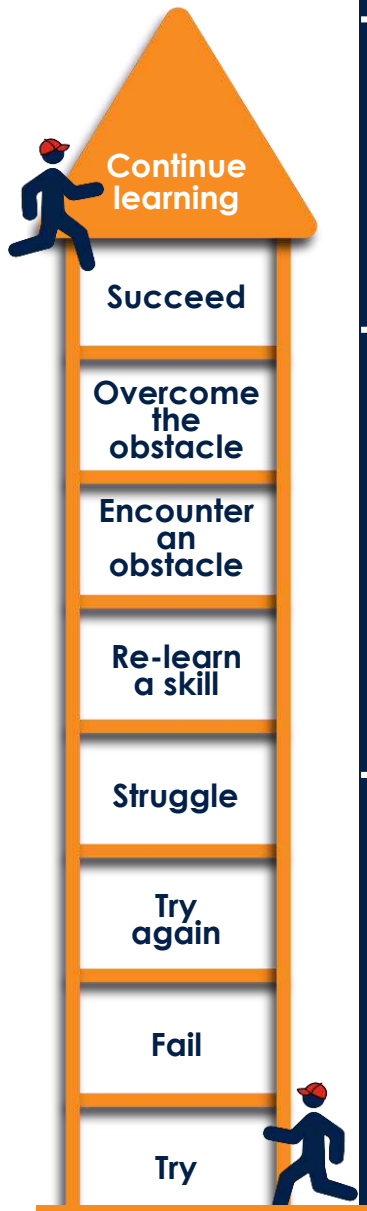
Learning by mistake at school

The EEESAY educators were supported to enable learners to reflect on their work and apply an iterative process to learn from their mistakes. This process of reflection enabled learners to improve their work, and, in doing so, further develop their understanding, skills, metacognition and growth mind-sets.

Emptying the case for incentives

Core elements to the development of entrepreneurial mindsets includes enabling young people to raise their own capital – rather than providing it – and that offering rewards of money for achievements is counter-intuitive. It does not have a place in our model going forward.

**Please contact us to find out more about our MEL process and learning.*



The learning journey

KNOWELDGE

Understanding the facts about business and the environment

SKILLS

What to do and how to do it.
21st Century Skills e.g. leadership, teamwork, communication and problem-solving, creativity and business skills

ATTITUDE

Metacognition – Higher order thinking skills, the ability to reflect and learn from experience

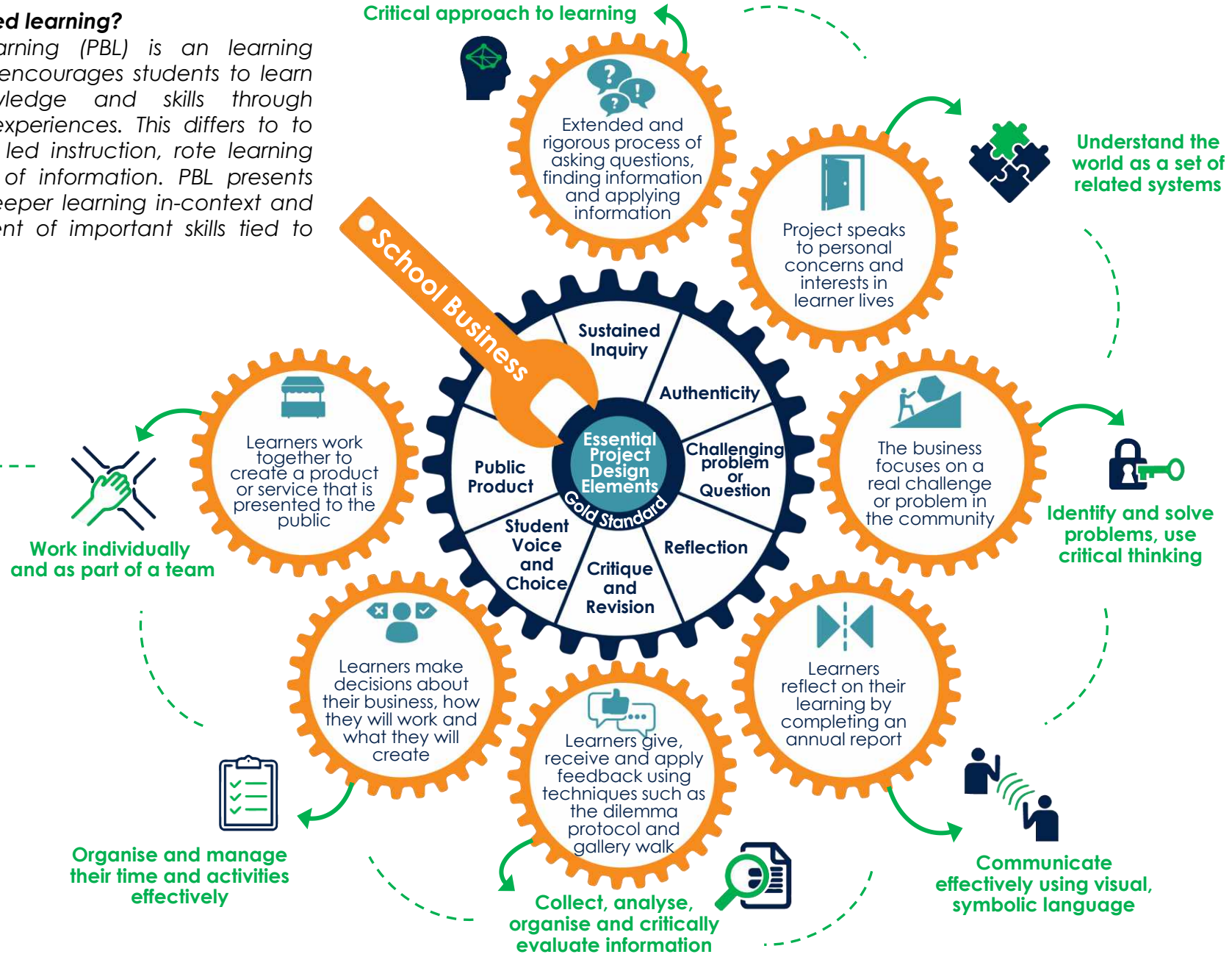
Growth mind-set – the belief that basic abilities can be developed

Project based learning supports the curriculum statements

What is project based learning?

Project Based Learning (PBL) is an learning methodology that encourages students to learn and apply knowledge and skills through engaging in real experiences. This differs to to traditional teacher led instruction, rote learning and memorisation of information. PBL presents opportunities for deeper learning in-context and for the development of important skills tied to career readiness.

Project-based learning (inner cog), if implemented the right way, can achieve the objectives set out in the curriculum statements (outer circle) and in particular supporting the transition of youth from school to the workplace.



How the EEESAY project enabled the development of entrepreneurial mindsets through project-based learning

From Educator to Facilitator

Educators act as guides and mentors, not the drivers of the school business

Learners approach educators for guidance and advice
Educators put the ball back in the learners' court consistently with questions, e.g. "Interesting, how might you do that?"

Learners are invited to give feedback at specified times e.g. a 1 minute elevator report back at 07h50 every morning, and two 10 minute appointments twice a week

A range of educators provide support as per their learning area or expertise

Learners learn by DOING

Learners make mistakes and use their experience to improve or do things better next time round

Learners are active in a collaborative learning cycle

Learners plan and set up a school business

Conduct a resource assessment
Come up with business ideas
Test the feasibility of their chosen idea

Ensure the business is good for people and the planet

Write a business plan
Raise start-up capital
Set up and run the business

Set up a good leadership and management process

Set up and run good administration and finance procedures

Review successes and challenges
Reflect on their learning
Write an annual report
Look ahead and create an action plan to continue the business

Hand over from exiting team members to new younger team members
Use experience from the previous year to develop and expand business

A closer look at the platform

We chose to use a business as the platform because it provides an authentic, real-life learning opportunity for learners to engage in, and apply, a range of 21st Century skills, and is the perfect platform to implement project-based learning

Page 9 outlines the comparison between a conventional project and a project-based learning approach. It demonstrates why project-based learning enables better learning outcomes than conventional projects.

Conventional projects vs project-based learning

Conventional Projects

One attempt

Learners hand in their first draft as a final draft.

One goal

Learners have to undertake projects with the same goal.

Educator-directed

Educators instruct the learners what to do, how and when to do it, and are the only assessors.

It's all about the mark

Educators allocate a grade and there is no opportunity to learn from mistakes or feedback.

It's all about the product

What learners produce is seen as the outcome of learning.

Project-Based Learning

The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge.

Challenging problem and question

Learners engage in a rigorous, extended process of posing questions, finding resources, and applying information.

Sustained Inquiry

The project involves a real world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues.

Authenticity

Learners make some decisions about the project, including how they work and what they create.

Student Voice and Choice

Learners and educators reflect on the learning, the effectiveness of their inquiry and project activities, the quality of learner work, and obstacles that arise and strategies for overcoming them.

Reflection

Learners give, receive and apply feedback to improve their process and products, and find strategies for overcoming challenges.

Critique and Revision

Learners make their project work public by explaining, displaying and / or presenting it to audiences beyond the classroom.

Public Product

What we did in the EEESAY Project

Each school chose to set up a business based on their own research and context.

The school businesses went through constant iteration processes where learners revised their business or business practices over the period of three years. Many schools intend to continue indefinitely, to benefit future learners, too.

The businesses were real, with all tasks, standards and products being traded as these do in the public domain. The range included tuckshops, car washes, food gardens, and handcrafts.

The learners decided for themselves what business to start, how to manage their time, production, sales, marketing and all aspects of their enterprise.

The learners compiled their annual reports and used their findings to reflect on what they learned through running their business.

Critique and revision was built into each stage of the business year; evaluating through presentations and various methodologies, and the findings used to iterate the business – or, in some cases, to abandon an idea to find a new one.

The businesses actually ran and traded. Having paying customers was a good way to see if the idea was solid. Furthermore, the learners had the opportunity to be EEESAY suppliers by actually delivering a catering service at events, and presenting their business to the outside world at the annual celebrations.

The outcomes of a project-based learning approach

Produces independent thinkers

The school business (EEESAY) made our team think out of the box. Educators and learners are so overwhelmed with the progress we have made so far, and this project made us realise that our learners are independent thinkers, given a chance. It has made us see the hidden talents of our learners
Mrs Daca, Joe Slovo Secondary School

Enables authentic real world experience

We started a handcraft business. We realised that art is not an every day item and our pictures are costly (we made a loss), so in 2018 we decided to set up a tuck shop to improve our cash flow.

In 2019 learners added popular items such as stockings to their product range, responding to real-world challenges with real solutions.
Siyabonga, Amazulu High School

Puts theory into practice

The school business helped me interact with customers and to gain experience in being a leader. As a garden supervisor, I am more confident about what I learn during my agricultural lessons and I get the chance to apply what I have been taught.
Mabomba Zizo, Ekuphumleni High School

Empowers girls

Women in my area are still undermined, business-wise, and that is the mind-set or perspective I wish to challenge and change in future. In our school business we make beadwork products and sell within our school as well as in our community and neighbouring shopping centres.
Minenhle Khumalo, Endakane High School

Develops workplace skills

I have gained leadership skills. I have learnt as a person in a managerial position. I have to be a leader and assure success and motivation to and from my team. I have also learnt and developed my time management skills. This has helped me balance my time between academics and business.
Kuhle Dube, Cathcart High School

Enables the transition to the world of work

My experience in the school business helped me realise that as a person you can't always depend on others and you need to find a way to stand on your own. I also learnt that the business world is the best way that you can improve others' lives and bring out the best in everyone. It helped me start my own business and have confidence about my future.
Imitha, graduate from Phakamani Senior Secondary School. Imitha set up her own tuckshop business, making R1237 a month, while waiting to study at Cape Town University in 2020.

Experiential business learning

Learning through challenges and mistakes

As a team we chose a tuck shop business because we felt that this would give us a great entrepreneurial experience, an opportunity to learn and also the greatest profits. We got an adrenaline rush when we started making a profit, so we aimed to develop our school business further. We are proud that we are entrepreneurs.
DNC Combined School

Gaining resilience

Many of the business teams experienced changes and challenges through the project, which led to many teams digging deep to find their courage, conviction and tenacity. Many teams saw young people stand up and provide leadership and guidance to their peers. There were some business teams whose educator mentors left the school and these teams continued with their activities on their own.

Changing direction

Each year the business teams reassessed their business plans. Many teams added new products or services to their offerings and others changed direction altogether because of their experiences. For example, a number of schools abandoned their market gardens and changed to tuckshops because lower rainfall (climate change) prevented them from growing crops. Just a few businesses made no changes at all.

Applied learning

Some business teams learnt that their market research wasn't thorough enough and went back and did it better – and then adapted their plans accordingly. Others realised that their products were the wrong choice and so made those changes.

Financial acumen

A few business teams lost traction due to poor financial skills. Some teams lost money because they sold on credit, and others were unable to track their income and expenses because their records were incomplete. Other teams also made mistakes in calculating the right selling price because they were unable to work out what their products actually cost. It was a valuable and powerful lesson for these team members to realise how important it is to keep good financial records.

Novel ways to raise funds

The most popular way for schools to raise money was holding events for which they could charge an entrance fee, such as a fun run, civvies days or talent shows. This was closely followed by outright donations from business team members, educators and/or the community. Other methods included borrowing money and either trading, such as holding a temporary tuckshop, or providing services, such as a car wash.

LESSONS LEARNED

Learning from loss, crime and theft

Many school businesses experienced theft. In some cases educators lost products or cash either through suspicious circumstances or negligence, and in others the losses were through break-ins or even outright theft by business team members. In a few cases the losses led to stalled businesses, but these were not in the majority. Most of the teams who lost money turned things around; they chose to learn from these lessons, going on to achieve overall success.

Finding solutions to challenges

Overcoming opposition

The Phendukani High School business team encountered resistance from educators who did not understand the link between the school business and their academic studies. To overcome this the learners led a campaign that culminated in them giving the staff a presentation in which they demonstrated the educational value of the school business. This led to the educators changing their minds to support the business.

Problem-solving in the real world

The Indonsa High School business team lost stock to the value of R1 000. Having worked hard for this money, they were very disappointed and they were almost ready to give up. However, they marched to the police station to ask the police to investigate and arrest the thieves who stole their stock. This raised awareness of their business in the community. Although they did not find the perpetrators, they have learnt to keep their stock in a safe place and are now making a profit.

Finding balance

The Cathcart High School business grew and expanded so successfully that the business activities started interfering with learners' academic studies. It was clear that they had to figure out a way to balance their school work and their business tasks.
Their solution was to change the operations by limiting the school business operating days and times, and allocating and rotating tasks more effectively, which meant they could find the balance they needed.

Educator roles in solving problems

Many educators who supported the school businesses made powerfully positive contributions to the business teams. They used project-based learning methodologies to enable learners to find solutions to their own problems, rather than solving problems for the learners.

Learners taking the lead

The Phakamani High School business team lost their supporting educator in the second year when she left to go to another school, and for a while the team was alone. One of the learners who had left the business to start her matric year stepped up and provided mentorship to the business team – and at the same time she studied for her matriculation.
This enterprising team leader still keeps in touch with the school team and she has gone on to study further – while at the same time running her own small business.

Educator perceptions

The EEESAY programme did not only help the learners; it also helped me as a teacher. I was more of a dictator before and this project enabled me to see that learners have great capacity to think and come up great things, when given a chance to bloom.
Mr Stamper, Cathcart High School

Inspires great teaching

Inspires teaching

EEESAY has given me the opportunity to network and connect with diverse educators during workshops, and I have adopted some of the teaching and facilitation styles shared in the EEESAY workshops. This has improved my teaching style in class and improved learner responsiveness.
Mr Fumba, Fundani High School

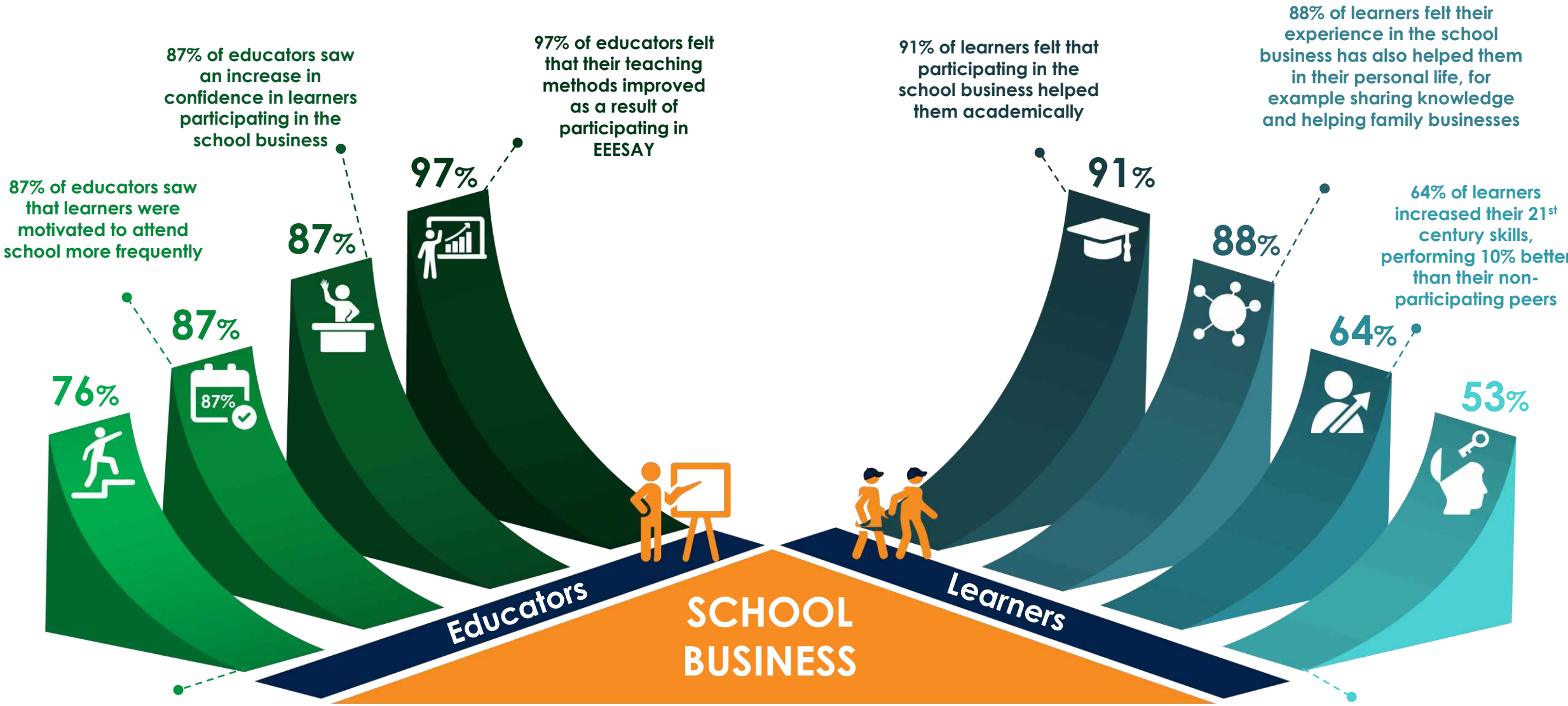
Improves academic results

EEESAY has helped me in class by improving teaching especially in Grade 10. This is evident from the Grade 10 results which have improved, as well as learner behaviour
Mrs Shabangu, Amahlubi Secondary School

Develops learner initiative and ownership of learning

I am moving away from giving learners all the information about business studies. I now encourage them to research, be independent learners and take initiative in their studies.
K.O. Bayi Bulelani Senior Secondary School

Our school statistics



* Based on responses from 31 educators in 20 schools and 198 learners from 28 schools

Overview of the learnings and recommendations of the EEESAY project

What we learned and experienced	Curriculum content heavy	Educators often selected by school to participate	Finding schools that are ready to engage	Limited Time for Workshops	Scheduling challenges	First right Answer Syndrome- the learning process	Superficial environmental knowledge and understanding
This is the impact it had on the project	Limited opportunity for practical learning in a theoretical curriculum.	Limited teacher participation in some schools, leading to a number of educators withdrawing, as well as learners leaving the businesses.	32% of schools were not ready to engage and withdrew for a variety of reasons, over three years.	Limited knowledge, experience and training possible in a short time.	School appointments cancelled without notice, often when team members were already onsite for school visits. Placed undue pressure on budget and caused time pressure.	Standardised testing & a focus on content, not concepts, inhibited some learners from seeking alternative solutions to the challenges they faced.	Basic concepts in environmental understanding were lacking, making it difficult for the business teams to understand and apply sustainability concepts.
Recommendations for the future	Experiential learning through school business as a curriculum integrated practical relevant learning opportunity. Run the school business over the whole year.	Share guidelines to aid school management team to select ideal team leaders to support the business team. Allow for educators to self-select to support the business team.	Intensive selection process; including interactive assessment tools, testing knowledge, attitudes and practices. Use more than an application form.	In-house training in each school, after school. SACE registered training. Cluster schools closer together to reduce travel and maximise resources.	Improved school selection. Additional sensitisation of SMT. Allow enough time and resources for flexibility .	Project-based learning tools and techniques to support educators to enable learners to 'learn how to learn from mistakes'.	Provide more support through experiential learning activities to build environmental knowledge, skills and understanding before the businesses are set up.

We invite you join us to reshape the future of entrepreneurship education

Asher Bohbot (2016, FSG) ***South Africa isn't short of jobs—in reality, it has a shortage of work-ready skills.***

Our experience demonstrates the value of a **school business as an integral platform** for preparing young people for the world beyond school; be it work or further studies. It is a platform that we recommend schools should have access to. In fact 76% of educators said that academic results increased for participants involved in the school business and a number of learners cited the school business as a useful tool to improve their academic performance. The value of a school business has a far greater reach that just to commercial subject learners; it helps to prepare any young person for any future endeavour.

The success of any entrepreneurship training programme lies in **the way the process is facilitated**. Hands-on experiential learning on its own is not enough to enable the deep learning and understanding that can lead to the development of the knowledge, skills and attitude (entrepreneurial mindsets) that will enable young people to become active participants in a sustainable future.

It requires a planned range of methods and processes, which critically include (but are not limited to) the following:

- **Learning from mistakes:** Normalise struggle and failure in classrooms. Make time to, and focus on, learning how to learn from mistakes (see Page 17). Mistakes are integral to the entrepreneurial learning experience.
- **Make time and opportunity for reflection:** When mistakes are made, make time to reflect on what happened and what could be done differently.
- **Make time and opportunity for multiple drafts:** Being able to review and continuously improve work by reflecting on experiences and mistakes.
- **Peer learning** is an essential method to develop entrepreneurial mindsets - yet educators in South Africa, and worldwide, still show some reluctance to engage in a 'flipped classroom'.

In order to make space for this to happen we recommend that:

- The existing project assessment that many subject areas have scheduled for term three is transformed into a year-long project.
- The overall project plan could be broken down into manageable chunks with multiple points for reflection in each term.
- There is periodic iteration to enable learning from mistakes.
- There is scheduled and planned peer-to-peer learning.

With these elements in place, the Department of Basic Education has a greater chance of achieving its purpose of facilitating the transition of learners from education to the workplace. Furthermore, this approach will contribute significantly to the reduction of poverty, unemployment and inequality in South Africa.

CONTACT US

Our goal is for this document to spark a healthy debate and contribute to wider discussions and actions that will enable us all to unlock and develop entrepreneurial mindsets to prepare young people to be active participants in a sustainable future.

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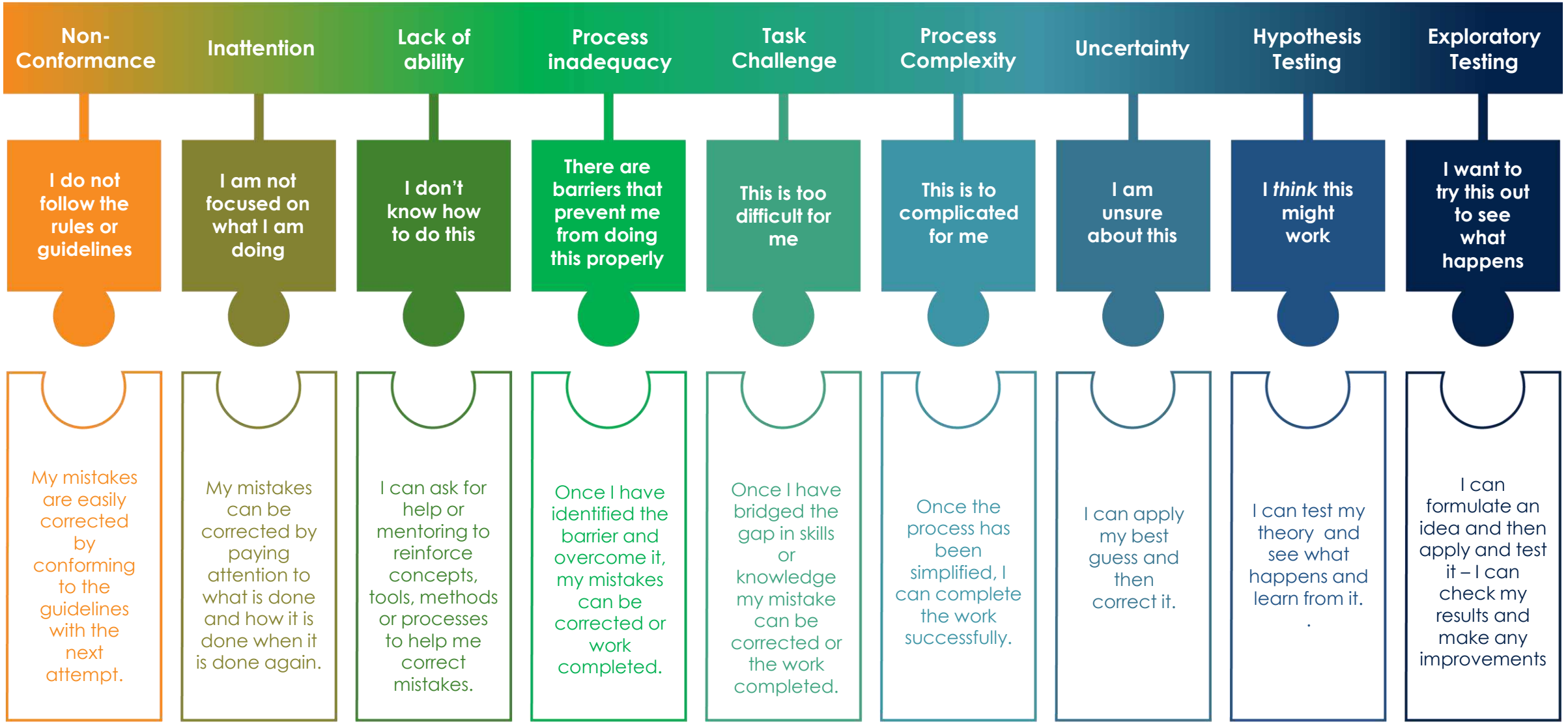
Learning to learn from mistakes

Standardised testing prevents learners from learning from their mistakes, and it is a barrier to learning the essential iteration skills routinely applied in the workplace. We have included this matrix to illustrate the various ways that learning from mistakes can be enabled in any context, and for this kind of endeavour, in an entrepreneurial context.



Useful resources and further reading

Over the last three years we used a number of resources to help us shape our support and project. These are a few of the resources that we found useful.

Books

Brock, A. and Hundley, H, (2017) **The Growth Mindset Playbook**, Ulysses Press

Buck Institute of Education, Project Based Learning resources available at https://www.pblworks.org/

de Bono, E. (1993) **Teach your child how to think**, Viking Adult

Dweck, CS (2017) **Mindset, Changing the way you think to fulfil your potential,** Robinson

Gray, B. and Brown, S. and Macanufo, J. (2010) **Gamestorming: A Playbook for Innovators, Rule breakers, and Change makers**, O'Reilly Media

Hymer, B. and Gershon, M. (2014) **Growth Mindset Pocketbook,** Teachers Pocketbook

Du Toit, A. and Gaotlhobogwe, M. (2018) **A Neglected Opportunity: Entrepreneurship Education in the Lower High School Curricula for Technology in South Africa and Botswana** African Journal of Research in Mathematics, Science and Technology Education Volume 22, 2018 - Issue 1

Lee, D (2018) **Design Thinking in the classroom**, Ulysses Press

Lemov, D (2015) **Teach Like a Champion,** Jossy Bass

Patton, A. (2012) **Work that matters, a teacher's guide to project based learning**, Paul Hamlyn Foundation

Ravenscroft, T (2017) **The Missing Piece: The Essential Skills that Education Forgot**, John Catt Educational Ltd

Stanier, MB (2016) **The Coaching Habit Say less, ask more and change the way you lead forever**, Box of crayons press

Van Oech, R. (2008) **A Whack on the side of the head**, Grand Central Publishing

Worthington-Smith, M (2018) **The Entrepreneurials, the conceptual framework for the entrepreneurial mind-set that under pins the pedagogy of the SA school system**, E3

Websites

Alan Grey Orbis Blog (2019) **What makes and Entrepreneur: 14 Behavioural competencies** https://www.allangrayorbis.org/entrepreneurship-blog/what-makes-an-entrepreneur-14-behavioural-competencies/

Krueger, N. (2015) **Entrepreneurial Education in Practice Part 1 - The Entrepreneurial Mindset** can be found here: http://www.oecd.org/cfe/leed/Entrepreneurial-Education-Practice-pt1.pdf

Buck Institute of Education, Project Based Learning resources available at https://www.pblworks.org/

SME South Africa - https://smesouthafrica.co.za/

The Real State of Entrepreneurship Survey (2018) - https://www.seedengine.co.za/media/the-real-state-of-entrepreneurship-survey-2018/

The South African Depression and Anxiety Group - http://www.sadag.org/