



SIMAMA RANTA ENTREPRENEURSHIP EDUCATION



South African Schools Competition

***“One of the most effective ways to
reduce poverty is to encourage
entrepreneurship.”***

11 Principles of good practice in provision of in-school Entrepreneurship Education

Principle no.1: Effective entrepreneurship education is based upon a clear understanding and communication of what the word entrepreneurship (operational definition) means for the school, as it is applied to all the related initiatives of the school. Such an understanding is comprehensive to include thinking, feeling, and behaviour.....	Page 20
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Simama Ranta EE

1. Introduction to the National and Provincial “Eskom Simama Ranta Entrepreneurship Education” Schools Awards Program

“Simama Ranta” Entrepreneurship Education (EE) means empowering (Simama) the South African economy (Ranta) through entrepreneurship education (EE). This awards program aims to identify, honour and showcase those South African secondary schools who represent exemplars in entrepreneurship education. These schools are addressing a crucial top priority South African challenge in preparing their learners to consider entrepreneurship as a career choice – to become creators of jobs rather than job seekers. The goal of this national program is to provide a variety of models of comprehensive, quality entrepreneurship education, representing South Africa’s diverse education system. “Eskom Simama Ranta Entrepreneurship Education” will therefore facilitate for the winning schools to serve as leaders in mentoring other schools.

2. National awards

“Eskom Simama Ranta Entrepreneurship Education” will select a provincial winning school, provincial 1st runner-up and provincial 2nd runner-up (Provincial Entrepreneurship Education Schools – PEES) from amongst applications received. A panel representing the Department of Basic Education, the Private Sector and experts in entrepreneurship education, will select a school from amongst these 9 provincial winners to be the national winner (National Entrepreneurship Education School – NEES).

Eskom Simama Ranta Entrepreneurship Education competition 28 finalists will be exhibiting their projects at the Expo, brought to you by Eskom and Thebe Exhibitions & Projects, which will be held in August / September at “The Ticketpro Dome” in Northriding, Johannesburg, Gauteng.

Each of these twenty eight winning schools will be invited to send a team to represent their school at the Expo. The team from each school will consist of one educator and two learners. All travel and accommodation costs will be paid for by Eskom, as part of their prizes. Each of these winning schools will have a free exhibition stand at the Expo where thousands of people will visit their exhibitions. The winners will, furthermore, receive national and local press coverage and will have the right to use the Eskom Simama Ranta Entrepreneurship Education awards name and logo. All 28 teams will attend the prestigious “**Awards**” function, where the national winner will be announced. The national winning school, together with the remaining twenty seven provincial winners will each be informed on the grant they won, at the awards function.

3. The Eskom Simama Ranta Entrepreneurship Education (EE) 2016 winners had been:

PROVINCE	SCHOOL	TOWN/DISTRICT	TEACHER	CONTACT DETAILS
<u>EASTERN CAPE</u> Provincial Winner	Mabhentseni Junior Secondary School	Cofimvada, Gqogqora Village	Ms. Nomfesane Dinga	Tel. 078 292 8678 nomfesanedinga@gmail.com mambadla@ymail.com
1st Runner Up	Imingcangathelo High School	Fort Beaufort, Alice	Mr. Malibongwe James Malgas	Tel. 073 095 5061 malbee.malgas@gmail.com
2nd Runner Up	Enkwenkwezi Senior Secondary School	Fort Beaufort, Alice	Ms Chipo Mupindu	Tel. 073 478 8336 shipopindu@yahoo.com
<u>FREE STATE</u> Provincial Winner	Zastron Combined High School	Zastron, Xhariep	Ms. Ricka van Rensburg	Tel. 082 219 7113 zastron@schoolink.co.za
1st Runner Up	Boitsebelo Technical Secondary School	Phuthaditjhaba, Thabo Mofutsanyana	Ms. Eva Mmabatho Mohapi	Tel. 073 698 7986 Evan.mohapi@gmail.com Boitsebelo@screamer.co.za
2nd Runner Up	Ipopeng Secondary School	Winburg, Lejweleputswa	Mr. Bonakele Sidford Limekhaya	Tel. 079 516 5353 Tel. 051 881 0107 ipopengsecondary@gmail.com
<u>GAUTENG</u> Provincial Winner	Rondebult Secondary School	Rondebult, Ekuruleni South (16)	Mrs. Edith Dhladhla	Tel. 071 067 5360 Cassildadhladhla1@gmail.com rondebult.sec@gmail.com
1st Runner Up	Itirele-Zenzele Comprehensive High School	Diepsloot, Johannesburg North	Mr. Andrew Dube	Tel. 063 816 2262 mimirathabeng@yahoo.com
2nd Runner Up	Ramasukula Secondary School	Tahiti Estate Farm, Lindiquesdrift Barrage, Vanderbijlpark, Sedibeng West	Ms. Mathabanyane Joyce Hlomuka	Tel. 083 460577 mabogotracy@gmail.com jojohlomuka@gmail.com
<u>KWA-ZULU NATAL</u> Provincial Winner	Welabasha High School	Empangeni, Uthungulu District	Ms Siphwe Thabisile Pearl Gumede	Tel. 073 140 7532 spiffybrowngirl@gmail.com mathabajm@gmail.com
1st Runner Up	Aquedene Secondary School	Amnania, Aquedene, Richards Bay, Uthungulu District	Mr. Thabang Kevin Wandile Mlotshwa	Tel. 079 749 2302 nrmthembu@gmail.com aquedenesec@yahoo.com
2nd Runner Up	Ikhandela Junior Secondary School	Eskhawini, Uthungulu District	Mr. Bongani Shandu	Tel. 073 337 4828 ikhandlelaschool@gmail.com bonganshandu@gmail.com
<u>LIMPOPO</u> Provincial Winner	Khaiso High School	Seshego, Capricorn District	Mr. Godfrey Sithole	Tel. 082 701 9472 godfreysithole@vodamail.co.za
1st Runner Up	Hivuyeriwile High School	Giyane, Mopani District	Ms. Tsakani Mashimbye	Tel. 078 234 1912 tsakanilucymashimbye@gmail.com
2nd Runner Up	Thengwe high school	Mutale, Vhembe District	Ms. Rosemary Nelufule Ntsumbedzeni	Tel. 082 936 3675 thengwe@mweb.co.za
<u>MPUMALANGA</u> National & Provincial Winner	Mdzili Secondary School	Schulzendal, Ehlanzeni District	Ms. Busi Rachel Makamo	Tel. 083 526 4115 Tel. 082 841 7778 valdez@webmail.co.za busa.dramaqueen@gmail.com
1st Runner Up	Mbunu Secondary School	Steenbok Trust 1374, Ehlanzeni District	Ms. Mahlalela Happiness Smangele	Tel. 076 934 1321 Tel. 078 535 5071 Mahlalelahappiness92@gmail.com
2nd Runner Up	Amadlelo Aluhlaza Secondary School	Piet Retief, Gert Sibande District	Mr. Ncamiso Derreck Mkipha	Tel. 072 893 0322 Gezu.madlalat@gmail.com amadleloaluhlaza@gmail.com

<u>NORTHERN CAPE</u> Provincial Winner	Wrenchville High School	Wrenchville, John Taolo Gaetsewe District	Mr. Michael Ludick	Tel. 076 863 4714 wrenchvillehighschool@gmail.com ludickmd@gmail.com
1st Runner Up	Ikakanyeng High School	Kuruman, John Taolo Gaetsewe District	Ms. Raestje Ida Mphahlele	Tel. 079 849 8113 Tel. 053 773 1824 shokyida@gmail.com
2nd Runner Up	Hotazel Combined School	Hotazel, John Taolo Gaetsewe District	Ms. P.L. Leberegeane	Tel. 076 897 4521 dwcbekushcs@gmail.com
<u>NORTH WEST</u> Provincial Winner	Tong Comprehensive Secondary School	Mahikeng, Ngaka Modiri Molema District	Ms. Thebe Claudine Naani	Tel. 072 570 4687 cnthebe@live.com tongcomp100@gmail.com
1st Runner Up	Bophelong Special School	Ga-Rankuwa, Bojanala District	Ms. Matlhogonolo Vivian Moremi	Tel. 018 383 3803 Tel. 072 482 9116 bohelongspecial@gmail.com
2nd Runner Up	Malatse Motsepe Secondary School	Vlaeberg, Metro Central East District	Mr. Matome Joseph Mokoena	Tel. 073 262 6104 Tel. 071 050 0769 jmok@webmail.co.za 600101043malatsemotsepe@gmail.com
<u>WESTERN CAPE</u> Provincial Winner	Vista High School	Vlaeberg, Metro Central East District	Mr Ogunseye Adegbenga Adetona	Tel. 073 759 1413 ushecx@gmail.com vistahigh@gmail.com
1st Runner Up	Usasazo High School	Elonwabeni, Metro East District	Mr. Kadima Eddy Kayembe	Tel. 021 364 1695 Tel. 076 718 6815 admin@usasazo.wcape.school.za kadvfils3@gmail.com
2nd Runner Up	Maitland High School	Cape Town, Metro Central District	Mr. Rodney Dyers	Tel. 073 222 1777 Tel. 021 511 3772 Ucare.rs@gmail.com vistahigh@gmail.com
National Winner	Welkom High School	Welkom, Lejweleputswa District, Free State	Mr. Sipho Mpotle	Tel. 083 759 0679 smpotle@gmail.com info@welkomhigh.co.za

2010 until 2016 - National Entrepreneurship Education Schools (NEES) winners:

In 2010, the Limpopo Province produced the first national winner in the form of **Khanyisa Education Centre** (Giyani);

2011's winner was from Gauteng with **Beverly Hills High** (Evaton);

2012's winner came from Kwa-Zulu Natal in the form of **Sakhelwe High school** (Ezakheni);

2013's winner came from the Western Cape through **Goodwood College** (Ruyterwacht);

2014's Winning school came from Mpumalanga: **Mbambiso High School** (Boschfontein Trust land) near Mbombela;

2015's winner came from Western Cape: **New Orleans Secondary School** (Paarl);

2016's winner from the Free State province is **Welkom High School** (Welkom).

4. Expectations of the “Eskom Simama Ranta Entrepreneurship Education” Awards Winners

The national winning school will receive a cash prize of R100, 000, Provincial winning schools will each receive R50, 000, and first runner-up per province R25, 000 and second runner-up from each of the 9 provinces will receive R10, 000 to enable them to fulfil their role as ambassadors of entrepreneurship education. The prize money is to be utilised for the learners club and not for the school. They present at the Expo September 2017 at Ticketpro Dome (near Johannesburg) and provide staff development and mentoring for other educators.

5. Criteria for National Entrepreneurship Education Schools (NEES) and Provincial Entrepreneurship Education Schools (PEES)

The Eskom Simama Ranta Entrepreneurship Education will select distinctive models that offer demographic variety in areas such as geographic location, socio-economic status, and grade levels covered. These schools will become known as the top-rated entrepreneurship education schools in the 9 provinces (PEES) and in South Africa (NEES).

6. Applications submission

All applications must be mailed to Eskom Simama Ranta Entrepreneurship Education competition, c/o EWET – Education with Enterprise Trust, 49c Stuart Street, PO Box 150, Harrismith, 9880. EWET's Tel (058) 623 0104/0123/0649, Fax (058) 623 0107. E-mail: tshidi@ewet.org.za Attention: Eskom Simama Ranta EE Coordinator Ms Tshidi Sekopa.

7. Timeline

All applicants must mail or fax their application's "cover sheet" well in time to reach EWET offices by 19 May. Full entries must be forwarded with a postal date stamp before or on 16 June. EWET's staff will review the applications received and identify the highest scoring schools from each province. A site visit will be executed to each of the 3 highest ranking schools from each province for verification purposes. The outcome will be the identification of the 27 Provincial Entrepreneurship Education Schools. A national panel will review the 9 Provincial Entrepreneurship Education Schools to select the National Entrepreneurship Education School.

8. Benefits for all applicants

Completing the application process is an opportunity to conduct a thorough self-assessment on the status of entrepreneurship education within the applicants own school. All applicants will receive detailed feedback in the form of an Entrepreneurship Education Quality Standards score sheet that includes a quantitative score and written feedback. The Eskom Simama Ranta Entrepreneurship Education competition gives those schools not selected for NEES or PEES an additional month to apply for a Promising Practice award certificate for a specific activity or strategy described in their application, and EWET gives their applications special consideration.

9. Application process

The Eskom Simama Ranta Entrepreneurship Education competition application consists of the following:

- An **Application Cover Sheet** that is within this application pack (page 11) send to schools that made enquiries and indicated their interest in participation;
- A page that describes the **Demographics** of your learners and teaching staff and other **Application Information**;
- A 7-page **Narrative** that explains how your school's entrepreneurship education initiative exemplifies the Eleven Principles of Entrepreneurship Education;
- Up to a 15-page **Portfolio** that provides supporting evidence for the Narrative
- A **Self-Assessment Score Sheet** using the Entrepreneurship Education Quality Standards reflecting the results of your school's self-assessment.
- A good quality print of your **school's badge** (logo).

- **Pictures** (and videos – if possible) of your activities.

Mail two copies of the completed application, assembled in the order outlined above, by **16 June**. That is the postmark date, not the arrival date. More detailed information about each piece of the application follows.

10. Application Cover Sheet

The Application Cover Sheet is a one pager that applicant schools may develop themselves (or could request from EWET) with the heading “Eskom’s Simama Ranta EE” The cover sheet must contain the following information (see page 11):

- **The name** and contact details of the school (postal and physical address, EMIS no., telephone and facsimile numbers, and e-mail if available).
- Gives information of the **contact person** (name, surname, position, telephone and cellular phone, e-mail if available.)
- **Type of school** (intermediate or secondary or FET, government or private, and academic or vocational), grades being presented by the school; number of learners; number of teaching staff; number of support staff.
- From what year does the school deliver Entrepreneurship Education (EE).
- Name of the **district and province** within which the school falls.
- **Demographics:** (farm school, very rural, rural, semi-urban, urban), cost per pupil, % of learners whose parents pay school fees.
- **General information:** how did the school get to know about Eskom Simama Ranta Entrepreneurship Education, did the school receive any other previous recognition for their entrepreneurship education initiatives – if so, give brief information.
- The particulars of **the principal** of the school must be stated at the end of the cover sheet, who must sign it and give the date when signed.

Very Important Notice: the Application Cover Sheet by itself on pages 11 and 12 (two pages utmost) must be faxed to EWET Fax. (058) 623 0107 **as soon as the school starts to prepare their application/entry** – this will allow EWET to give support and to record that your application is in progress. The original will be used as the cover for the full application to be mailed by 16 June.

11. Demographics and Application Information

In a separate one-page document, please provide the following:

- Student and staff demographics. Include original mother tongue language, and other pertinent information.
- An explanation of who contributed to completing the Entrepreneurship Education Quality Standards self-assessment.

12. Narrative

The body of your application should be a 7-page narrative that explains how your school's entrepreneurship education "story" exemplifies the Entrepreneurship Education Quality Standards.

Your Narrative should clearly answer the following two questions:

A. What are your goals for entrepreneurship education?

On page 1 of the Narrative, define your school's view of entrepreneurship education and what difference you intend to achieve through your efforts. Explain what your entrepreneurship education initiatives are trying to accomplish. Why you selected your project.

B. How are you implementing entrepreneurship education?

On pages 2 – 7 of the Narrative, give evidence of your accomplishments in each of the Entrepreneurship Education Quality Standards. Note that each of the Standards has three or four "scoring items." While you will receive a score for each item based upon the supporting evidence you provide, it is best not to write a separate paragraph for each item. Rather, write a separate paragraph (or more) for each Standard and include specific, illustrative examples that address the scoring items. Keep in mind that to receive a score of 4 on an item, you must show evidence of all the key indicators of exemplary practice described under each scoring item.

Each section must be clearly numbered with the number of the Principle you are describing. To use your limited space effectively, only mention information once even if it applies to more than one Principle. It is not necessary to repeat information. Refer to the pages in your Portfolio that provide evidence of the Principle, when possible.

The Narrative is your opportunity to supply examples that illustrate and make a persuasive case that your school has thoughtfully implemented entrepreneurship education and that your initiative has had positive and significant results. Be sure to provide specific qualitative and quantitative evidence to support your argument. Provide full data and analysis from measurements that you used. Use numbers, not percentages, when reporting changes in learners behaviour. When describing activities, explain how frequently they occur and how many learners they involve. Your Narrative (and Portfolio) should clearly demonstrate that your community has gathered data' reflected upon it, and then acted as needed.

Finally, if your school is using a commercial program, programs availed to you by a non-profit organisation or by any service provider, be sure to include a brief explanation of the program.

13. Portfolio

Submit up to a 15-page Portfolio that amplifies and supports your Narrative. The Portfolio should contain evidence of the effectiveness of your program but should not be an alternative to answering any of the narrative questions. Items included should be actual documents that lend evidence to what you have said in your narrative.

Include the following items in your Portfolio if/when possible:

- Data on positive behavioural and academic change
- Examples of learners work or learners reflections
- Lesson plans, assignments, or activities that integrate entrepreneurship education into the curriculum
- Articles from school newsletters or local newspapers

- Documentation of staff development, department meeting agendas, or entrepreneurship education committee agendas or plans
- Evidence of the whole school involvement in entrepreneurship events and business related activities
- Examples of parent/community involvement

Guidelines for assembling your Portfolio:

- Include a Table of Contents and number the pages.
- Do not exceed 15 pages, not including the Table of Contents.
- Put evidence in order of the Eleven Principles and label each page with the Principle(s) addressed.
- Use one side only of an A4 page.
- Remember that your pages will be copied and possibly scanned. Think of how clearly readers will be able to see your evidence after it had been reproduced.
- Do not reduce items to small that it will not be possible to see it clearly or cover items with other items.
- Put the dates with newspaper articles and other items where the date is important.
- Do not include photographs unless there is something important to which it gives evidence.
- Do not include original documents, as Portfolios will not be returned.
- Remember to provide a clear copy of your school's badge (logo).
- Include pictures and other visuals to show your activities.

14. Self-Assessment Score Sheet

Assemble a group of knowledgeable stakeholders, including officials from your Department of Basic Education's district office, educators, and business people from your community, parents and learners to assess your entrepreneurship education initiative using the Entrepreneurship Education Quality Standards. Send in a compilation score sheet on which you have averaged your stakeholders' scores. Make the score sheet the last page in your application. You could simply copy, use, and submit the score sheet page in the Entrepreneurship Education Quality Standards.

Please note that all applications become the property of EWET and may be used for training, promotional, educational purposes and/or media interview purposes?

15. Deadline

Applications must be postmarked by 16 June 2017.

The contact person listed on the application will receive confirmation from EWET.

Application Checklist:

Assemble all 26 pages of your completed application in order (following 11 principles).

- * Application Cover Sheet (Example: Page 11)
- * Eskom Simama Ranta 2017 Entry – Summary (Example: Page 12)
- * Demographics and Application Information page
- * 7-page Narrative
- * Portfolio Table of Contents
- * 15-page Portfolio
- * Self-Assessment Score Sheet
- * A good quality print of your school's badge (logo).

Make two collated copies and clip each copy together. Do not bind or cover the copies as your application may need to be copied. Send the two copies to EWET.

**16. Eskom's Simama Ranta Entrepreneurship Education (EE)
Secondary Schools Competition 2017**

APPLICATION COVER SHEET

Fax to: EWET

Fax no: (058) 623 0107

Attention: Simama Ranta Coordinator

Date: (Day)_____ (Month)_____ (Year) 2017 **EMIS No.** _____

1. Name of school:		
2. Contact details:	Postal:	
	Physical:	
	Tel.	
	Fax.	
	E-mail:	
3. Contact person:	Name & Surname:	
	Position:	
	Tel/Fax:	
	Cell:	
	E-mail:	
4. Type of school:		
5. Enrolment	Males:.....Female.....Total.....	
6. No. of teachers	Males:.....Female.....Total.....	
7. No. of Club Members	Males:.....Female.....Total.....	
8. Year started with (EE):		
9. Name of DBE district:		
10. Name of province:		
11. Demographics:		
12. General info: e.g Types of projects/businesses		
13. School principal:	Name:	Signed:

School stamp:

17. ESKOM SIMAMA RANTA 2017 ENTRY – Interview Form

Date:

Name of School	
Name of club	
Name and surname of club leaders	
Contact numbers	
Email address	
City and province where club is located	
How long has the club been in operation?	
How many learners are involved in the club?	
Tell us about the club and what products/services you provide?	
History of the club: How was it established?	
Why was it established?	
How has it grown?	
The story of the club in a nutshell.	
How are the profits used?	
What local charities or organizations does the club support?	
What has been your greatest challenge to date?	
What has been your greatest success to date?	
What would winning mean to you? How would it boost the club? What would you do with the winnings?	

18. Entrepreneurship Education

Quality Standards

**A SELF-ASSESSMENT
TOOL FOR SCHOOLS**

ABOUT THE QUALITY STANDARDS

Quality Standards is based on EWET's *Eleven Principles of Effective Entrepreneurship Education*. *Entrepreneurship Education Quality Standards* outlines key components of effective entrepreneurship education and allows schools to evaluate their efforts in relation to these criteria. This instrument provides a means for educators, principals, and community members to reflect on current practices, identify short- and long-term objectives, and develop or improve a strategic plan. *Entrepreneurship Education*

It is important to clarify a basic definition of what is meant by an entrepreneur within this niche (based upon the work of Jeffrey A. Timmons) as it will clarify assumptions. We want for more and more of our learners to make the following statements with confidence – being willing and able :

- **I** am able to create and build a business or organization from practically nothing – while **others** only work with what is available.
- **I** make things happen for myself by accepting responsibility – while **others** wait for government or someone else and blame left, right and centre for their sad situation.
- **I** turn a set-back into an opportunity - while **others** entertain victimhood.
- **I** see a gap - while **others** think every possible need or want are being addressed effectively.
- **I** sense an opportunity - while **others** see confusion, chaos and contradictions.
- **I** maintain effort until my objective had been achieved - while **others** give up.
- **I** build a founding team of talents and expertise around me to complement my abilities in areas where I am less knowledgeable or skilled - while **others** “lone ranger” in arrogance as if they can do _ and know everything, all by themselves.
- **I** initiate and do - while **others** are watching, describing and/or analysing.
- **I** have the know-how to find, marshal and control resources (often owned by others) and to make sure I don't run out of money when I need it most – while **others** cannot find loans or investments, nowhere and they then run out of money if they do.
- **I** take calculated risk, both personal and financial to then do everything I possibly can to turn the odds in my favour - while **others** draw back in fear with poor effort.

19. ABOUT Eskom Simama Ranta Entrepreneurship Education Competition

South Africa had been rated by the Global Entrepreneurship Monitor (GEM) report to have one of the lowest numbers of entrepreneurs amongst its population compared to other nations within the developing world. The GEM report advised that entrepreneurship education represents the most leverage to change this negative into a positive. Urgent action is required given the finding within the “Door Knockers Report” where 2,5 million young South Africans between the ages of 15 and 24 are unemployed and hopeless.

EWET (Education with Enterprise Trust), a Public Benefit Organisation, had been invited by ESKOM to partner in presenting Simama Ranta EE as part of the National Enterprise Summit. This is based upon EWET’s work and experience in the field since 1992 that resulted in the “Youth Enterprise Society” (YES) program, “YES Simama Ranta,” “Partnerships for Development Models” (PDM) and “Entrepreneurship Education” amongst others.

The Eskom Simama Ranta Entrepreneurship Education competition is open to all secondary schools for participation and for the involvement of all those people and organization who are committed and have a passion towards the creation of a culture of entrepreneurship amongst our youth. The challenge for the creation of such a culture is of such magnitude and will require the collaborative efforts of a broad range of stakeholders before effective change will be achieved.

Please contact EWET ewet@ewet.org.za or Tel. (058) 623 0104 or if you are such a stakeholder, and wish to become involved? Maybe, we might be able to create a platform through something like an Entrepreneurship Education Partnership through which, if done jointly, will enable us to move to true scale?! Such an initiative has to be open, transparent and accountable based upon demonstrated competence.

20. ACKNOWLEDGMENTS.

EWET would like to thank the ESKOM Development Foundation PLC for their vision to initiate the Eskom Simama Ranta Entrepreneurship Education competition. South Africa’s Department of Basic Education (DBE) is and had always been a core partner to EWET – thank you. The Character Education Partnership (CAP) is acknowledged for their model framework on which the inauguration of the Eskom Simama Ranta Entrepreneurship Education had been based. This model served as a sound basis from which Eskom Simama Ranta Entrepreneurship Education further improved, developed and adapted from lessons learned in the field.

21. Entrepreneurship Education

QUALITY STANDARDS

Instructions for Use

This assessment instrument is most effective if two or more people participate in the scoring. Often, entrepreneurship education committees work together to score their school. Committees can collaborate to create one group score, or committee members can independently score the school and then compare responses. Each of the *Eleven Principles of Effective Entrepreneurship Education* has been delineated in three to four “scoring items”:

The evaluation steps are as follows:

1. Identify evaluators from the school community or outside sources. It is important that the evaluators' opinions are as objective and nonbiased as possible.
2. After carefully reviewing each of the scoring items in relation to the school's entrepreneurship education practices, score each item on the following scale:

0	Not evident or visible; poor
1	Some implementation
2	Good implementation
3	Very good implementation
4	Exemplary implementation

Note: Do not be reluctant to give low scores. If a scoring item is not evident or has a low implementation level, it is important to represent it as such by scoring it as a “0” or “1.” If low scores are not used where appropriate, the final score will be inflated and will not accurately reflect a program's strengths and weaknesses.

3. Scores should not be based on a simple count of how many of the “exemplary practices” listed under the item are in place. **The quality, frequency, and intensity of the practice are more important than the quantity of practices.**
4. Avoid assigning fractional scores for individual scoring items (e.g. scores for each scoring item should be 0, 1, 2, 3 or 4, not 1.5, 2.5, etc.).
5. Each principle should receive an “**average score.**” The average score is calculated by adding all of the scoring items under each principle and then dividing that number by the number of scoring items in that particular principle. For example, Principle 1, “Effective entrepreneurship education is based upon a clear understanding and communication of what the word entrepreneurship (operational definition) means ...” has three scoring items (1.1, 1.2, and 1.3). The score for each item should be added together and then divided by three. The average score for each principle need not be a whole number.
6. The total average score for a school is the sum of the average score for each principle divided by 11.
 - Note that this method of scoring gives equal weight to each of the eleven principles, regardless of the number of scoring items for each principle.
 - If combining evaluators' scores, first determine the average for each principle as measured by each evaluator and then calculate the total average score by adding the average score of each principle and dividing by 11.
 - For example, if one evaluator scored Principle 1 an average score of 2.67, and a second evaluator's average score was 3.0 and a third evaluator's score was 2.33, add these three numbers and divide the sum by the number of evaluators ($2.67 + 3.0 + 2.33 = 8.0$ divided by 3 evaluators = 2.67).
 - Do the same for each principle; then, add the averages and divide by 11.

Please feel free to contact EWET (058) 623 0104 with any questions about the scoring procedure?

22. ENTREPRENEURSHIP EDUCATION QUALITY STANDARDS SCORE SHEET

(Please reproduce one per evaluator?)

	Item 1	Item 2	Item 3	Item 4	Average
Principle 1					
Principle 2					
Principle 3					
Principle 4					
Principle 5					
Principle 6					
Principle 7					
Principle 8					
Principle 9					
Principle 10					
Principle 11					
TOTAL (Add and divide by 11)					

Notes:

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

THE CULTIVATION OF ENTREPRENEURSHIP WITHIN MARGINALISED COMMUNITIES



INDUCTION

The purpose of this INDUCTION is to orientate stakeholders as well as adjudicators on the compilation and assessment of entries.

Eskom Simama Ranta is being based upon eleven principles of good practice in the provision of entrepreneurship education at secondary schools. The 11 principles evolved from a solid expert knowledge base in the field of in-school entrepreneurship education.

What is a “principle?”

The dictionaries define a “principle” as follows: A PRINCIPLE is a law or fact of nature that explains how something works or why something happens. A PRINCIPLE is a rule that is governing one’s behaviour. A PRINCIPLE is general scientific theorem or law that has numerous special applications across a wide field. A PRINCIPLE is a fundamental source or basis of something: ‘the first principle of all things was water’: it is a fundamental quality determining the nature of something.

The operational definition of the word principle from within the context of Eskom Simama Ranta is: “Each of the 11 principles consist of a fundamental quality or rule that combines to ensure the optimal educational impact upon learners in the provision of entrepreneurship education at schools.”

The Eskom Simama Ranta’s eleven principles represent the ground rules of the competition to which schools respond through the submission of a Portfolio of Evidence (PoE) to each of the principles as its entry.

The task of the adjudicators is to seek and verify evidence in relation to the principles while the task of the school that enters is to provide evidence that speaks to the principles.

So, what are the 11 principles of the effective provision of in-school entrepreneurship education and how are they measured? (See on next page)

- (1) Consensus exists amongst all from within a particular school on **what an entrepreneur is**:
 Measure:
 1. Proof of approved definition;
 2. Proof of how observable behaviours are being measured;
 3. Proof of promotion of 1 and 2 above.

- (2) Learning of the theory of entrepreneurship integrates within the textbooks and teaching **within the classroom** across a range of subjects;
 Measure
 1. Proof of EE materials used;
 2. Proof of EE materials used across subjects;
 3. Proof of fit with topics and sub-topics of CAPS link with EE.

- (3) An instruction based approach by Teachers on the teaching of entrepreneurship is counterproductive which demands a **facilitation approach** from Teachers;
 Measure
 1. Proof of facilitation approach being followed;
 2. Proof of teachers training in facilitation;
 3. Proof of assignments to learners to apply facilitation;
 4. Proof that facilitation works through learner feedback.

- (4) Entrepreneurship education requires for **Teachers involved to be trained** and for their expertise to be continuously developed within this specialised field of expertise;
 Measure
 1. Proof of teachers trained in EE and application;
 2. Proof of recognition of teacher excellence in EE;
 3. Proof of school's encouragement of teacher training in EE;
 4. Proof of schools involvement of teachers in delivery in EE.

- (5) The practical application of theory within **extra-mural activities** is critical for effective entrepreneurial learning to be internalised for long term impact on learners;
 Measure
 1. Proof of school's extra-mural EE activities;
 2. Proof of school's acknowledgement in formal assessment of learner's achievements within extra-mural activities gained skills and knowledge;
 3. Proof of school's linkages between in-classroom and extra-mural EE learning.

- (6) The statement "it takes a community to raise a child" reflects upon the need for **diverse stakeholders (business people, community leaders, employees of financial institutions, business development support service providers, etc.) engagements** within the school's entrepreneurship education efforts to make it to succeed within the live of each and every individual learner;
 Measure
 1. Proof of involvement of outside school expertise within entrepreneurship development of learners;
 2. Proof of learners visit to businesses to learn;
 3. Proof of schools broad stakeholder involvement in EE.

- (7) The continuous **monitoring and evaluation** by the schools of its provision of in-school entrepreneurship education enables the school to know how it is doing and which strategies work or not;
 Measure
 1. Proof of school's monitoring and evaluation of its EE;
 2. Proof of school's tracking of successful EE learners who left;
 3. Proof of school's management and support system for EE

- (8) The **learners must be afforded the opportunity to initiate and lead** entrepreneurship education related initiatives and projects with the support of adults (mentor, advice and counsel) as this is critical to the entrepreneurial development of each learners while such actions enhance self-motivation;

Measure 1. Proof of learner suggested EE initiatives approved by school;
 2. Proof of learner's leadership roles in EE program execution;
 3. Proof of learner's implementation of viable business ideas.

- (9) The school must demonstrate that their actions on entrepreneurship education dovetail with the actions of its various departments; actions of surrounding schools; actions of their **Department of Education's** district and provincial offices; as well as with the actions of the national **Department of Basic Education** to illustrate a systemic approach;

Measure 1. Proof of school's advancement of EE in DoE and SGB engagement;
 2. Proof of school's optimization of EE within school's activities;
 3. Proof that school involved all at school to EE.

- (10) Learners at the school must be exposed to the **career options that entrepreneurship present** in order for more and more young people to be able to become creators of jobs rather than job seekers which represents the most important challenge that South Africa is facing: youth unemployment;

Measure 1. Proof that all learners could explain entrepreneur with career options;
 2. Proof that all learners at school benefited from enterprising skills;
 3. Proof that all learners understand role of entrepreneurs within society and within the economy.

- (11) An integral part of a school's entrepreneurship education drive is to cater for the needs of those who are **less fortunate** than us while Teachers and learners **network** with others involved in the provision of in-school entrepreneurship education to learn from each other and to support each other.

Measure 1. Proof of school's EE use to benefit less fortunate;
 2. Proof of school's EE networking local, district, province, national;
 3. Proof that the learners at school could link EE with SA economy.

Evidence could run across principles:

To compile the Portfolio of Evidence as the school's entry as well as to adjudicate the entry presents the challenge that the proof on one principle might also be proof to a number of other principles. Let's use an example: say the school has got a very vibrant youth entrepreneurship club (society) that is being led by the learners while the teachers serve as advisors to the learners. Say the club executes activities and projects that dovetail with contents of syllabi covered within the classroom.

Please look at the eleven principles and determine for yourself which principles apply for which the school could use the description of their extra-mural club as evidence? **Note:** such clubs are critical for schools to be successful within the Eskom Simama Ranta competition. Hint. Look at principles: obviously Principle 5. But how about Principle 8 on youth led as well? Maybe the club involves business people within assessments – Principle 6? The club does outreach work – Principle 11? You see, it is not as difficult as it seems.

Principle no.1:

Effective entrepreneurship education is based upon a clear understanding and communication of what the word entrepreneurship (operational definition) means for the school, as it is applied to all the related initiatives of the school. Such an understanding is comprehensive to include thinking, feeling, and behaviour.

1.1 The school community has agreed upon or given approval to the core definition of entrepreneurship with performance values (or virtues, entrepreneurial traits, pillars, principles, or thematic words that form an umbrella for content) it promotes in its entrepreneurship education initiative.	0	1	2	3	4

1.2 The school community develops descriptions of its core agreement on entrepreneurship education in terms of observable behaviours.	0	1	2	3	4

1.3 The school has made deliberate and effective efforts to make its understanding and application (with justification) of entrepreneurship education with behavioural definitions widely known throughout the school and parent community.	0	1	2	3	4

Suggestion: Have a look at page 13 where we shared Prof. Jeffrey Timmons's definition of an entrepreneur within the niche of "youth," as a starting point (also, see below).

An entrepreneur is: able to create and build a business or organization from practically nothing; make things happen for themselves by accepting responsibility; turn set-backs into opportunities; see gaps; sense opportunities; maintain effort until objectives had been achieved; build founding teams of talents around them to complement their abilities in areas where they are less knowledgeable or skilled; initiate and do; have the know-how to find, marshal and control resources (often owned by others) and make sure they do not run out of money when they need it most and; take calculated risks, both personal and financial to then do everything they possibly can to turn the odds in their favour.

Principle no. 2:

Effective entrepreneurship education utilizes good content syllabi materials within the classroom, across various subjects as it relates to the Curriculum Assessment Policy Statement (CAPS) of DBE (Department of Basic Education).

2.1 The school utilizes specific entrepreneurship education materials as part of its syllabi within the classrooms.	0	1	2	3	4
2.2 The entrepreneurship education materials are being used within more than one subject (across curricula), such as in Life Orientation, Economic and Management Sciences, Business Studies, Economics, Mathematical Literacy, etc.	0	1	2	3	4
2.3 The school's educators and management are able to clearly state which Topics and Sub-Topics of various subjects apply specifically to entrepreneurship education.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

Entrepreneurship Education (EE) is anchored within the Curriculum Assessment Policy Statement (CAPS) classroom's Themes and Sub-Themes of the Department of Basic Education (DBE). Subjects such as Life Orientation, Economic and Management Science, Business Studies, Accountancy, Economics, Mathematical Literacy, etc. all speaks to EE. This enables EWET to reach each and every learner that attends within a particular school. EWET works in partnership with DBE to assist schools with effective EE implementation through: the provision of Learning and Teaching Support Materials (LTSM) that lessens the workload of teachers with the use of syllabi materials combined with training and technical assistance; and allows for learners to practically apply the theoretical knowledge gained in the classroom within YES (Youth Enterprise Society) clubs.

Principle no. 3:

Effective entrepreneurship education is depended on the educator's ability to follow innovative teaching approaches that align itself to facilitation rather than instruction.

3.1 Educators follow a facilitation approach to entrepreneurship education as opposed to rote learning and instructions.	0	1	2	3	4
3.2 Educators received training and mentoring in facilitation skills, assist each other in the development of facilitation skills and continually work on their improvement of these skills.	0	1	2	3	4
3.3 Educators in entrepreneurship education give projects and group assignments to learners to allow them to discover learning content themselves under the guidance of the educator.	0	1	2	3	4
3.4 Learners gave feedback that they found the teaching of entrepreneurship education within the classroom informative and stimulating.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

Many educators, who volunteered their involvement within Entrepreneurship Education (EE) and in Youth Enterprise Society (YES) clubs, indicated that such involvement was either their first or their most significant involvement within enterprise education. As such, it added value to their ability to educate learners on entrepreneurship while this involvement impacted on their ability to facilitate the learning processes - rather than to regress to an "instructor" mode. This finding furthermore reflected upon the very limited knowledge base on entrepreneurship education that we have amongst South African teachers. EWET (Education With Enterprise Trust) developed and deliver the "facilitation workshop" to cater for this need.

The facilitation workshop consisting of: setting the scene for facilitation; preparing the ground; the club handbook; key concepts; facilitating an EE activity; facilitating yourself; facilitating others; facilitating a group; practical facilitation exercise; guidelines for a facilitator; intervention training; working on different levels; practical, and evaluation of workshop. EWET found that the competence to apply facilitation amongst teachers required special attention as this approach to teaching is crucial to entrepreneurship education.

Principle no. 4:

Effective entrepreneurship education ensures continuous educator development within the field of entrepreneurship education and provides incentives for those educators who are in pursuit of such excellence.

4.1 Educators received specific training in entrepreneurship education and apply this knowledge and skills within the classroom.	0	1	2	3	4

4.2 The school recognizes educators who excel in the provision of entrepreneurship education and reward extra-ordinary achievements.	0	1	2	3	4

4.3 Educators involved within the delivery of entrepreneurship education are encouraged by the school to further develop their knowledge and skills in this regard.	0	1	2	3	4

4.4 All of the educators (teachers) of the aforementioned school are given the opportunity to develop their ability to successfully teach and implement entrepreneurship education.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

EWET provides the following training workshops to capacitate teachers for the delivery of entrepreneurship education at intermediate & secondary school level: Teacher or "YES Advisor" training that covers: what is EE (entrepreneurship education); YES (Youth Enterprise Society) club operations; club structure; starting clubs at my school; a local partnership, teachers as facilitators (brief introduction); facilitating activities; running the clubs: activities of whole society, activities of teams; the YES & EE Simama Ranta competitions, and ends the workshop with evaluation.

Teacher training here serves as an induction to entrepreneurship education which enables educators to immediately apply what they learned. Entrepreneurship education (EE) became a key to unlock the involvement of teachers within the broad context of child and youth development. EE touches on academic achievement, personality development, livelihood challenges, leadership, career guidance, economic participation, roles and responsibilities of a broad range of stakeholders inclusive of policy and decision makers as well as officials. Clubs developed support group characteristics. Central to these complex interchanges is the teacher, often with an extended workload.

A group of teachers involved within YES got together some years back, to work toward the establishment of something such as a network of entrepreneurship education teachers, similar to "AMESA" – the Association of Mathematics Education of South Africa. This initiative was a response to the unique challenges that teachers face such as a small knowledge base, when they engage within entrepreneurship education. The South African Council for Educators (SACE) encourages the involvement of teachers within activities such as EE while teachers receive recognition within the context of their Integrated Quality Management System (IQMS) for such involvement. In excess of 1000 teachers had been involved in EE since 1994 with some of them doing exceptional work demonstrated through the achievements of learners from their schools. These teachers serve as a base for membership of the network. The harnessing of these talents, knowledge and experience is an important foundation for the training and mentoring of teachers who newly enters the field of entrepreneurship education.

Principle no. 5:

Effective entrepreneurship education links in-school curriculum work with extra-mural activities where learners are able to apply and practice the theory through practical activities.

5.1 The school presents extra-mural activities that allow learners to further develop their entrepreneurial skills such as clubs.	0	1	2	3	4

5.2 Extra-mural entrepreneurship education work executed by learners are taken into consideration, included in the curriculum, so as to influence the academic achievement of the learners.	0	1	2	3	4

5.3 The school has a clear plan that illustrates the connection between extra-mural activities and classroom activities within the context of entrepreneurship education.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

YES (Youth Enterprise Society) club initiated within a school involves 60 members: 15 Grade 8 members – called YES Adventurers; 15 grade 9 members - called YES Pioneers; 15 grade 10 members - called YES Champions and 15 grade 11 members - called YES Entrepreneurs. Young people who graduated from YES are called YES Alumni. Each society of 60 members and 4 Advisors (volunteer teachers) meets once a week under the youth elected leadership, to take care of business that affects their society through adherence to parliamentary procedures.

YES Adventurer, YES Pioneer, YES Champion and YES Entrepreneur teams with 1 YES Advisor (Teacher) for each team, meet independently once a week during which time they execute projects and activities that relate to 17 business competencies. The challenges faced by the YES members in achieving the 17 competencies creates an awareness of enterprise - the Adventurers & Pioneers, taste of enterprise - YES Champions to mini-enterprise - YES Entrepreneurs. These 17 competencies are: Life Skills; Understanding the Market Economy; Business Ideas; Evaluate the Community; Setting Goals; Market Research; Plan the Business; Plan Business Finance; Plan Human Resources; Business Promotion; Selling the Product; Business Accounts; Business Records; Leading and Managing; Business Communications; Entrepreneurship as a Career; and Our Business. EWET supplies 68 competency booklets that contain two activities and a project each, to the YES clubs as part of their Learning and Teaching Support Materials (LTSM), together with other supplies required for club operations.

Growth Panels involving at least 2 local business people assess the attainment of each of the 17 business competencies by the YES members through the utilisation of rating sheets supplied by EWET. A case study exist of young people who were overcome by their socio-economic challenges that they had to face at home resulted for them to engage themselves within delinquent behaviour inclusive of drug abuse. Fellow YES members refused to give up on these members and kept on visiting them, with an attempt to engage them within the constructive activities of their club. They emphasized that they are fellow members and they need them to contribute as they did in the past. Finally, they made the change to disengage from answers that further complicate their life, face the challenges while pursuing constructive solutions through their active engagements within YES clubs.

Thus YES developed into a peer support group that served as a caring community, who lives the spirit of "Ubuntu." EWET's realization of this role of the clubs opened our eyes to observe and appreciate many similar occurrences.

Principle no. 6:

Effective entrepreneurship education involves parents, community members, business people, and other relevant stakeholders as partners in the development of the learners in pursuit of the creation of a culture of entrepreneurship.

6.1 The school involves business people and other knowledgeable people of relevance to entrepreneurship education to engage with learners and educators for mentoring and information sharing on entrepreneurship.	0	1	2	3	4
6.2 Learners are afforded the opportunity to visit businesses to gain exposure to actual businesses in operation and to learn from the business owners.	0	1	2	3	4
6.3 All stakeholders of the school are involved by the school in an effort to create a culture of entrepreneurship within the school's community.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

Local community support and ownership of entrepreneurship education (EE) is crucial to serve as the support base for the young people involved. Such ownership could be situated within: (a) the school's educators; (b) the whole school; (c) the School's Governing Body (SGB); a group of caring people from within the community where the school/s to be serviced are based; (d) the District Offices of the Department of Basic Education; (e) the local or district government; (f) a local business who engages for the social benefit of learners in schools in its area of operations; or, (g) a registered not-for-profit, public benefit organisation who wishes to expand its range of products and services to include the delivery of entrepreneurship education to secondary school attending youth. Any one of the Local Partners (LP) serves as EWET's entry point towards delivery.

(h) Sometimes it happens that individuals from a specific community request EWET to assist them with the initiation and establishment of a community based organisation or non-government organisation in the absence of the availability of such social infrastructure locally. EWET responds to such request with its "Partnership for Development Models" (PDM) approach to create a local home for entrepreneurship education (EE).

Workshop: *Local Partnership training covers the following content: checking in; mental models; team learning; partnerships; a first project; personal mastery; systems thinking; shared vision; and workshop evaluation. This workshop demonstrated its ability to enable diverse stakeholders to work together for the common good of their community.*

Critical to the local capacity requirements of a community is to have a local educator who has the competence to render core EWET services to participating schools within the locality. Our country's vast distances and increased presence of Entrepreneurship Education amongst schools causes for a saving in the traveling, accommodation and human resources costs when a local educator is capacitated to render some of EWET's services to schools locally. This approach enhances the level of autonomy and therefore level of ownership within the local community while contributing to sustainable delivery.

Principle no. 7:

Effective entrepreneurship education has clearly defined aims and objectives that it intends to achieve in a particular school. It measures itself regularly against these aims and objectives to evaluate progress made and to devise strategy.

7.1 The school has in place a monitoring and evaluation system in place to keep track of its successes and challenges within the delivery of entrepreneurship education.	0	1	2	3	4

7.2 The school keep track of its graduates, especially of those who have decided to pursue entrepreneurship as a career choice and is able to share some case studies of these alumni.	0	1	2	3	4

7.3 The school has a management and support system in place that is able to respond to challenges in the delivery of entrepreneurship education as identified through their monitoring and evaluation system.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

Example - Establishing targets and evaluation is a part of regular operational procedures instituted by EWET to manage programs and deliver services. Integrated monitoring and evaluations are captured within: the eleven principles of school assessments of “EE Simama Ranta”; learner assessments of “YES Simama Ranta”; ongoing assessments of learners involved and teacher assessments. The overall qualitative and quantitative target will differ in accordance with the specific assignment that EWET executes. In general, EWET structure its assessment in accordance with the following:

QUANTITATIVE TARGETS

YES Societies:

Societies: # of YES Societies in operation: Adventurers; Pioneers; Champions; Entrepreneurs.
 # of new YES Societies to be started: Adventurers; Pioneers; Champions; Entrepreneurs.
 # of schools participating in YES programme
 # of locations of YES programme
 # of YES society meetings/per society

Members: # of business competencies gained by a YES member; # of YES programme graduates
 # of YES members starting their own businesses

YES Programme Support System:

of LPs in operation; # of new LPs; # of YES Adult Advisors; # of new Adult Advisors

QUALITATIVE TARGETS

Level of satisfaction of YES members; observed improvement in academic performance of YES members; perception of school principals/teachers of the YES programme; perception of LP's members and other adults involved in the YES programme.

Principle no. 8:

Effective entrepreneurship education supports initiatives that have been initiated by learners in a manner that enhances the self-motivation of such learners.

8.1 The school has a system in place that allows for learners involved in entrepreneurship education to make suggestions for related initiatives which receive the support of the school if approved.	0	1	2	3	4
8.2 Learners of the school are afforded opportunities to take on leadership roles in the execution of parts of the school's entrepreneurship education program.	0	1	2	3	4
8.3 Learners of the school who has viable business ideas, the generation of which the school assist with, are encouraged to pursue such ventures while maintaining balance to not negatively affect the learners education.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

(a.) Each member of a YES (Youth Enterprise Society) club receive a club handbook as part of the Learning and Teaching Support Materials (LTSM) that covers: a draft constitution for the club; code of conduct; organizational structure; functions and duties of office bearers (president, vice-president, secretary, treasurer, public relations officer, constitutional advisor, team chairpersons), executive committee functioning, inauguration, temporary committees, conducting meetings, keeping minutes, budgeting, planning for year, what good leadership is, etc.

(b.) It is possible to escalate the existing leadership structures to promote "economic citizenry" amongst the South African youth. The leadership structure to build will be at municipal, district, provincial and national level. A voice from this "YES" youth lead "rights-based movement" will enable these young people to engage with those in positions of authority and power together with duty bearers in order to hold them accountable for children's rights. Emphasis is from the perspective of the provision of access to economic opportunity as a children's right in order to combat poverty. The youth leadership plays an important role within the advocacy of young people rights to access to economic opportunity. They furthermore have an important role to play in support of emerging entrepreneurs amongst the youth.

Principle no. 9:

Effective entrepreneurship education ensures whole school involvement in a manner that appreciates and enhances the role that the provincial Department of Basic Education (DBE), DBE district offices, the School Governing Body (for government schools), the principal, school management, administrative staff and teaching staff has to play.

9.1 The school pursue the advancement of entrepreneurship education when the school community engages with officials from the Department of Education as well as with members of the School Governing Body.	0	1	2	3	4
9.2 The Principal, management, educators and support staff of the school exploit opportunities within the normal functioning of the school, where entrepreneurship could be applied insofar that the learners are exposed to an entrepreneurial environment to learn from – whilst at school.	0	1	2	3	4
9.3 Entrepreneurship education is being taken seriously, ensuring that all involved with and in the school are exposed to entrepreneurship.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

(a.) School premises represent the sites for YES club operations since 1994. EWET follows a bottom-up approach in reaching learners through trained volunteering teachers. Collaboration from teachers and school management is excellent. Such cooperation as evolved from 23 years back as it advanced from local schools to district offices, to the provinces to national within the Directorate Rural Education (phased out). This collaboration is building upon mutual respect and trust between DBE and EWET as it evolved over the years.

(b.) Stronger engagement from the District Offices saw officials overseeing progress with EE implementation as a school governance matter that gave teachers freedom to engage within EE while also reporting. Of critical importance is the Education Specialist (ES) from the District as well as the Heads of Departments (HOD) at the schools for actual delivery of Entrepreneurship Education Syllabi materials in the classrooms as well as it's linkage with the practical done within the YES clubs. The context of these developments is the ability of EE to speak effectively to the Curriculum Assessment Policy Statement (CAPS).

The 11 principles on the basis of which all schools compete to be the: (c.) Provincial; and (d.) National winning Entrepreneurship Education (EE) School as captured within the annual "EE Simama Ranta" competition. The principles speak to the principles on the basis of which the Department of Basic Education (DBE) measures individual school effectiveness in terms of: developmental appraisal; performance measurement; and whole school evaluation. The learners gain credits within the context of General Education and Training (GET) as the work they do integrate with the National Curriculum Statement of the specific subject they are working on.

Principle no. 10:

Effective entrepreneurship education promotes entrepreneurship as a career choice amongst all the learners of a school.

10.1 All learners from the school are able to explain what an entrepreneur is and what career options are open to them if they decide to pursue it as a career.	0	1	2	3	4
10.2 All learners from the school have benefited from the development of enterprising skills that will suit them well after school, even if they decided not to pursue entrepreneurship as a career.	0	1	2	3	4
10.3 Learners have an appreciation for the role that entrepreneurs play and for their contribution to society as a whole.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

EWET focuses specifically on career options open to entrepreneurs within the broader context of the Department of Education's general activities on career guidance. Three competency booklets called "Entrepreneurship as a Career" pitched at the "basic" (Grades 8 and 9), intermediate" (Grade 10) and "advanced" (Grades 11 and 12) levels caters for this priority. Each booklet contains two activities (in-classroom) and a project (in YES clubs) to be facilitated by teachers and executed by learners. This forms part of EWET's Learning and Teaching Support Materials (LTSM) supplied to schools. The underlying principles are that: entrepreneurship represents one career option amongst many others; there are many career options within the field of entrepreneurship; and some of these options require further study, a clear message that academic achievement at school is important.

EWET makes provision to support schools with entrepreneurship career days. The schools themselves decide on the format of the entrepreneurship career day. Examples are: a market day where students trade with the school's community normally for fund raising purposes; invitations to successful entrepreneurs to come and speak to learners; visits by learners to successful businesses in operation; a day at the school allocated to their Youth Enterprise Society (YES) club members to advance entrepreneurship; etc.

Principle no. 11:

Effective entrepreneurship education makes use of effective outreach and networking strategies.

11.1 The school utilises its entrepreneurship education approach to benefit those less fortunate who live within the broader community of the school.	0	1	2	3	4
11.2 Entrepreneurship education from within the school is linked within a broader local, district, provincial and / or national network of entrepreneurship education practitioners such that the school could benefit and contribute to the advancement of entrepreneurship education.	0	1	2	3	4
11.3 All participants in entrepreneurship education from within the school are able to link their activities and programmes to what is transpiring within the South African economy.	0	1	2	3	4

Hint: (The aim of the hint is to give you practical information from a EWET perspective, on what could be covered under this principle. Please use your own information? Reference to EWET within your information will not give you an unfair advantage nor will you be penalised if there is no reference to EWET).

(a.) EWET's own existence and the support that EWET gained over the years for its work bear testimony to the fact that entrepreneurs care about the communities and people. A reality that demonstrates the sentiment of entrepreneurs that goes beyond the mere profit motive. This "outreach" is being inculcated amongst participating learners the effectiveness of which is illustrated through a number of YES society projects over the years such as: caring for the aged; cleaning-up campaigns; etc. It is and had always been core to successful entrepreneurs to care for those less fortunate contrary to the perception sometimes held, that entrepreneurs are driven only by greed which represents one of the seven "deadly sins." This "outreach" represents a core element of YES society operations.

(b.) While some schools implement a number of YES clubs, others have only one such club at their school. Interaction through networking amongst the schools who are involved in the delivery of entrepreneurship education provides for the opportunity to: share experiences; build a shared support system for key stakeholders from within their community such as business people, local government and people of substance in civic engagement; joint activities and action; as well as coordination. Networking started spontaneously amongst schools located within some geographic areas. The resulting impact is such that all schools are encouraged to engage locally within such activities in order to enhance impact and to contribute to the creation of a culture of entrepreneurship.

(c.) A component of the Entrepreneurship Education (EE) network that is evolving is the "graduates" of EE that EWET calls "YES Alumni." The increase in YES societies were followed by a substantial increase in graduates of the YES programme to a number of around 12 000 young people. EWET brought together some of these alumni and engaged with them to better understand their needs and to find out where they are. All demonstrated a commitment to YES and some YES Alumni engaged themselves in a voluntary capacity to initiate and support YES societies.

Budget Template (Sample)

Date:

Name of project:

	R
Income:	
Eskom Prize Money	
Donations	
Services rendered	
Sales of products	
Less: Expenses	
Rent	
Water and electricity	
Stock	
Raw materials	
Administration (paper, print cartridges, etc.)	
Total expenses	
Profit	
(School / club account) Savings	

**WE ARE LOOKING FORWARD TO RECEIVING YOUR ENTRY FOR ESKOM'S SIMAMA
RANTA ENTREPRENEURSHIP EDUCATION INTERMEDIATE / SECONDARY SCHOOLS
COMPETITION.**

Remember this quote from
South Africa's former president
Nelson Mandela:

“Everything seems undoable until it is done.”

We wish you all the best for the preparation of your entry. Remember
we'll advice and guide you, if you need our assistance.

Please remember to like EWET's FaceBook page to enable you to stay updated?

<https://www.facebook.com/EwetEducationWithEnterpriseTrust/>