

Authors: Dr Antoinette Venter and Prof Venicia McGhie

Reflective Report on the role of Rotary Mentorship in the implementation of the Employability Entrepreneurship Education (DBE-E³) Pilot Programme in the Western Cape Province

TERMS OF REFERENCE

This reflective report documents the implementation process of the E³ Mentoring Programme in the ten (cohort 2) pilot schools that participated in the Employability Entrepreneurship Education (DBE-E³) Programme in the Western Cape Province. It reports on the successes, challenges and recommendations made during the pilot. The pilot started in July 2022 and ended in October 2022.

The implementation process was a collaboration among the Department of Basic Education (DBE), the Western Cape Education Department (WCED) and the Newlands Rotary Club. The objective of the collaboration was twofold. Firstly, to support the principals and champion teachers of the ten schools so they could deliver the E³ programme with maximum effectiveness. Secondly, to develop a mentoring model that could be used in the roll-out of all schools in South Africa.

BACKGROUND INFORMATION

In April 2014, the Human Resource Development Council of South Africa mandated the Department of Basic Education (DBE) to implement Entrepreneurship in education from Grades R – 12. As such, the DBE's Entrepreneurship in the Schools' Sector Plan to 2030 was endorsed at the DBE Lekgotla in 2018 and used to develop the DBE-E³ Programme. The DBE-E³ Programme aims to equip learners with skills and competencies needed for the workplace so that they can engage actively and meaningfully as entrepreneurs, entrepreneurial employees and/or life-long learners in the economy.

The DBE-E³ Programme is the flagship programme of the DBE and is key in achieving the target for the Medium-Term Strategic Framework (MTSF) 2020 - 2024. The MTSF 2020 – 2024 target

stipulates that all schools should implement entrepreneurship education in all subjects by 2024 as follows: 3 600 schools (in 2021/2022); 10 000 more schools (in 2022/2023); and a further 10 000 schools (in 2023/24). Besides the enormous academic value of this programme, it provides an alternative mindset to career opportunities and will address the enormous problem of unemployment in the Western Cape and South Africa.

The Western Cape Education Department (WCED) formed part of the Department of Basic Education's national Employability Entrepreneurship Education (DBE-E³) Programme at the beginning of 2018. In 2018, 14 schools formed part of the pilot and 19 schools in 2019. The WCED and the DBE-E³ programme started a collaborative partnership with the Newlands Rotary club in 2022 to test the concept of building enabling ecosystems to support 21st-century teaching and learning in ten schools in the province. Rotary is an international service organisation that brings together business, professional and community leaders who provide services to others, promote integrity, and advance goodwill, peace, and understanding in the world (Rotary, 2022). Rotary International has identified specific causes to maximise its local and global impact. Rotary acknowledges that different communities have different needs and promotes the support of educational projects in local communities. It promotes service above self (Rotary District 9350, 2022).

The Newlands Rotary branch believes that entrepreneurial education is important because it can address the unemployment challenge in South Africa. They argue that young people should be developed and equipped with skills and competencies to engage actively, meaningfully, and successfully in a technologically driven world. Rotary supports the Employability Entrepreneurship Education (E³) vision of experiential project-based learning (PBL). Mentoring refers to a process of serving as a mentor, or someone who facilitates and assists another person's development. The process of mentoring includes modelling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay, 1995). The role of the mentor is to provide advice, guidance, and feedback; offer encouragement and support to try new things and identify resources that will help mentees

with personal development and growth. Meanwhile, the mentees have their responsibilities, including identifying initial learning goals and measures of success for the mentoring relationship; being open to and seeking feedback; taking an active role in their learning and helping drive the process and scheduling and attending mentor conversations (Barret, 2021). Rotary recruited club and community members and trained them to support the E³ programme. The mentors engaged with the champion teachers in the ten pilot schools, conducted a situation analysis, established needs, and provided solutions.

The purpose of the collaboration was to support the champion teachers to achieve the following outcomes through the learning environments they created in their classrooms:

- Equip learners with 21st-century skills.
- Develop learners' self-concept and self-confidence; and
- Develop learners' agency by unlocking their mindsets to value themselves and be useful to others.

LITERATURE REVIEW

South Africa has a serious employment crisis with a large segment of unemployed working-age adults. Youth unemployment is estimated at 63,9% (Department of Basic Education, 2022). Much research has been conducted on the current state of public schooling provided to the youth, and many challenges have been identified and reported (Maree, 2022; Metelerkamp, 2022; Sterne, 2021). The DBE is the responsible governmental entity that should ensure that learners are adequately prepared for the fourth industrial revolution and revolutions to come (Department of Basic Education, 2022).

For the above reasons, the DBE-E³ Programme has been endorsed and piloted in schools in the Western Cape Province in 2022. The national goal of the E³ programme is to reduce youth unemployment by equipping learners with the skills for a changing world to engage in the economy meaningfully and actively. They could become entrepreneurs, entrepreneurial employees, and lifelong learners.

The current situation in South African schools is that most learners in South African schools missed at least three-quarters of a school year over the 2020- 2021 period due to the Covid-19 pandemic and the national lockdown that necessitated school closures and rotational timetables to maintain social distancing in classrooms (Van der Berg, Hoadley, Galant, van Wyk & Böhmer, 2022).

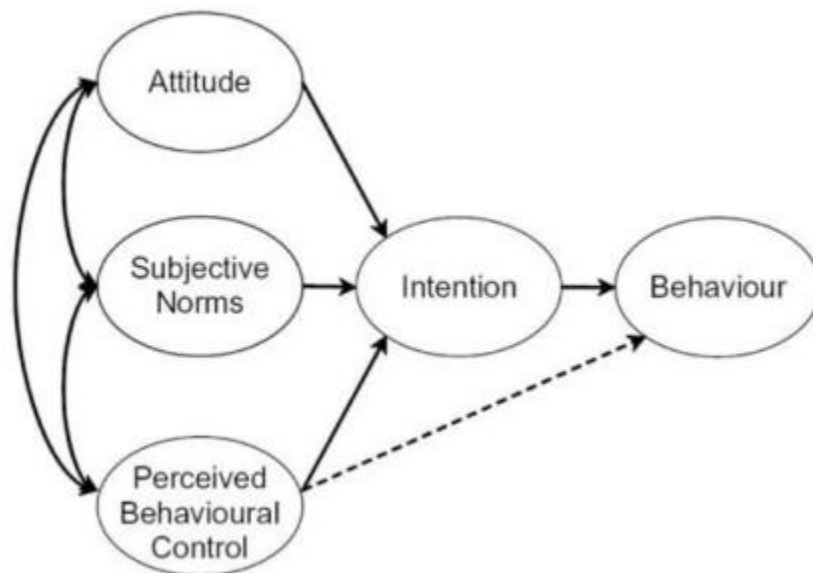
In addition, the South African schooling system is highly unequal and well-resourced schools could deal better with the pandemic than under-resourced schools (Maree, 2022). According to Pillay (2021), the challenges are large numbers of learners in classrooms, inadequate learner support material, poor quality of teaching, and inadequate support, especially in disadvantaged communities. Considering the youth unemployment crisis, we need to ask if the traditional style of teaching is relevant. Does it provide the learners with the necessary competencies and skills to become successful and active citizens? (Department of Basic Education, 2022). Therefore, the E³ programme seeks to create the building blocks of an entrepreneurial nation, which is capacitated to address socio-economic challenges, including poverty and unemployment (Department of Basic Education, 2022).

THEORIES USED

Two theories were used as the theoretical underpinnings of the pilot programme. The first theory was Project-based learning (PBL) (PBLWORKS, 2022). PBL provides a teaching method in which learners learn by actively engaging in real-world and personally meaningful projects (PBLWORKS, 2022). It encourages learners to work together to solve problems in new and innovative ways using knowledge from the curriculum (CAPS) and other sources, that are real, and which come from their daily lives (Department of Basic Education, 2022). PBL requires critical thinking, problem-solving, collaboration, and various forms of communication. To answer a driving question and create high-quality work, learners must do more than memorise information. Learners must use high-order thinking skills and learn to work as a team (PBLWORKS, 2022). The Department of Basic Education argues that PBL in schools will create opportunities for a changing world.

The second theory was Ajzen's (1991) Theory of Planned Behaviour (TPB). TPB is a general psychology theory about human beings' behaviour. Ajzen explains that human behaviour can be explained and even predicted from a person's intentions to engage in the behaviour. Behaviour intentions are a function of three determinants: an individual's attitude toward behaviour, subjective norms, and perceived behavioural control (Ajzen, 1991). The theory is illustrated in Figure 1 below.

Figure 1 Theory of Planned Behaviour (Ajzen, 1991).



Attitude towards the behaviour refers to the degree to which an individual has a positive or adverse evaluation or assessment of the behaviour in question. Subjective norm refers to the perceived social pressure to implement or not to implement a specific behaviour. Finally, perceived behavioural control refers to the perceived ease or difficulty of performing a given activity (Ajzen, 1991).

The theory was implemented in the mentor and mentee or teacher relationship. The mentors' roles were to guide, support and enhance the learning process of the mentee. The mentors tried to achieve that the mentees implemented the E³ projects effectively and efficiently so that the programme was successful. The mentees' behaviour was determined by the buy-in, support from the School Management Team (SMT), resource availability, and willingness to implement

the projects. These were the guiding factors used to analyse the data to ascertain the extent and effectiveness of the pilot schools.

METHODOLOGICAL PROCESS FOLLOW

A multiple case study research design was used to collect the data. Nickerson (2022) explains that a case study design is an intensive, longitudinal study of a phenomenon with at least one research site that intends to derive detailed, contextualized inferences and understand the dynamics that underlie the phenomenon that is being studied.

Cohort 1 schools are deep research schools, and the national E³ team takes more charge of these schools. The Western Cape has 12 cohort 1 schools, and all these schools attended the training. It was 26 hours from April to June 2022. The major challenges of the cohort 1 schools were resources, time management and lack of understanding of the goals and outcomes, SMT and parental involvement, other educators' buy-in, financial challenges and support from DBE-E³. There must be effective communication and support for the successful implementation of the projects.

The cohort 2 schools the onus falls more on the province. A total of 38 schools from the 72 cohort 2 schools attended the training and it took place online on 27 June – 30 June 2022. The teachers who attended the online training for the 4 days were on days 1, 56; day 2, 58; day 3, 50 and day 4, 54 teachers.

The following table identifies the programme of the training for the four days:

Table 1: Training programme of the cohort 2 schools

Day 1	Day 2	Day 3	Day 4
<ul style="list-style-type: none">E³: What, why and how? An introduction	<ul style="list-style-type: none">Generations X, Y, Z & A	<ul style="list-style-type: none">Presentation from Rotary Club	<ul style="list-style-type: none">Implementation of EMS and Life Skills explained
<ul style="list-style-type: none">Project-based learning: various models	<ul style="list-style-type: none">SPECIAL classroom	<ul style="list-style-type: none">Economic and Management Sciences (EMS) projects explained	
<ul style="list-style-type: none">Teaching in a changing world		<ul style="list-style-type: none">Life Skills projects explained	

The DBE-E³/Rotary launch was on Saturday 23 July 2022. The 12 selected schools from cohort 2, were invited to the launch. The schools were selected according to the following criteria: the schools formed part of the Partners for Possibilities programme; it was selected out of 5 districts, 6 primary schools, 5 high schools, and 1 combination school.

Communication with these 12 schools was done by e-mails and telephone calls. Two schools did not attend the workshop and the sample was decreased from 12 schools to 10 schools. The total number of participants that attended the launch was 34.

Ten schools (cohort 2) in urban and rural districts from the Western Cape Province participated in the pilot with Rotary. There were six primary schools, three high schools and one combination school. The participants consist of ten principals, ten champion teachers, twelve subject teachers, and five mentors of Rotary. However, only four principals and ten teachers completed the reflection forms.

The data collected consisted of reflection forms that the teachers, school principals and mentors completed, and the mentor/mentee discussion reports. The same questions were

asked in the reflection forms for the teachers and principals to compare the responses. The questions were:

- An indication of whether the participant is a principal or teacher
- If they participated in the DBE/E³ programme during 2018 – 2022
- If they attended any E³ training
- Their understanding of PBL
- About the implementation of the projects in Term 3 of 2022
- About the successes, challenges, and recommendations of the implementation of the projects
- Mentor support
- About the best practices, shortcomings/challenges, and recommendations to help the mentor programme

In the reflection forms for the mentor, the following questions were asked:

- About the successes, challenges, and recommendations of the implementation of the projects
- About the engagements with the mentees, the role as a mentor and the successes and challenges
- About recommendations, the mentor proposed to help E³ succeed in the effective implementation of this programme in schools

There were five mentors. Each mentor completed the discussion reports. The mentor/mentee discussion report consists of the following aspects: the goals, the current reality, the options, what actions would be taken, and what support was needed/available.

The software package Atlas.ti was used to analyse the data and structure, retrieve, and display the participants' responses (Henning, Van Rensburg & Smit, 2005). The advantage of using Atlas.ti was that retrieving information was easy as the software attached a number to a document or quote. When the coding was completed, the functions 'code manager' and 'output' were used to view the codes and quotations. Thereafter, hard copies of the codes, quotations and memos

were printed for the researcher to be able to write a report of the reflection forms and discussion reports. Lastly, cross-case conclusions were drawn to establish emerging outputs in the data.

RESULTS/FINDINGS

THE RESULTS AND FINDINGS OF THE COHORT 2 TRAINING

The feedback on the training was as follows: The sessions were informative and insightful; the presenters were well prepared; the content was relevant; there were clear objectives; there were internet connection challenges due to load-shedding; teachers were thankful that the presenters equipped them with the necessary skills to empower their learners in a fast-changing world.

The projects that were implemented in Term 3 were aligned with CAPS and formed part of the assessment in Term 3. It has been implemented in Life Skills (Gr 4 – 6) and Economic and Management Sciences (Grades 7 – 9). However, the Grade 6 project about bullying was covered in Term 2 and did not form part of the content of Term 3.

THE RESULTS OF THE ROTARY MENTORSHIP IN THE 10 PILOT COHORT 2 SCHOOLS

REFLECTION FORMS: TEACHERS

Out of the ten teachers, two teachers did not participate in the DBE/E³ programme during 2018 – 2022 and did not attend any E³ training in the past. One teacher did participate in the DBE/E³ programme in the past but did not attend E³ training in the past. Seven teachers did participate in the DBE/E³ programme and did attend training in the past. Nine teachers are familiar with PBL and see the value of PBL to improve learning in the classroom. One teacher is not familiar with PBL but sees the value of implementing PBL to improve learning in the classroom. Six teachers indicated that they do not have the required resources to implement PBL in the classroom. Four teachers indicated that they have the required resources to implement PBL in the classroom.

Implementation of projects in term 3

Nine of the teachers implement the E³ projects in Term 3 in 2022 and one teacher did not implement the E³ project in Term 3.

Successes in the implementation of projects

The nine teachers who implemented the projects explained the following successes. The market day in Grade 7 was a success. The learners were excited, worked as a team and divided the responsibilities. The learners made a profit and could gain a lot of knowledge and skills for example responsibility and honesty. The other teachers and parents were involved and supportive. The learners asked questions about being a successful entrepreneur. One teacher taught the theory of the project in the third term and the actual market day would be in term 4. One novice teacher took on the role of the champion teacher and marks improved in this school.

Challenges in the implementation of projects

The following challenges were indicated: some of the learners did not work well in their groups; absenteeism of learners; not enough products for the demand; not adequate time in class to plan; the coupons system failed, because learners accepted cash and could not refund the learners with coupons; also, pricing of the products; time-management on the market day regarding time to do the layout of the different stalls. Communication with the staff was a challenge, to get all the teachers involved and to get the support of the school's principal. The projects were seen as an add-on and not part of the curriculum and need a mindset change.

Teacher support from mentors

All ten teachers did receive support from a Rotary mentor.

Best practices in the mentor support

The best practices were the following: the champion teacher and mentor had regular meetings and the champion teacher gave feedback. The mentor was always available, and supportive and gave guidance to the champion teacher. The mentor was involved from the start and visited the school. Meetings were regularly on Zoom, WhatsApp, and emails.

Shortcomings in the mentor support

The following shortcomings/challenges were indicated in the mentoring programme: there was not enough time allocated for the project; lack of resources; and the teacher's interest and commitment towards the project; direct contact with the persons involved to explain what needs to be done was a challenge; the meeting times clashed with other commitments; the

teachers' morale; workload of the teachers; need training, and all the teachers must be involved in the programme.

REFLECTION FORMS: PRINCIPALS

Only one of the four principals attended E³ training in the past. Three of the four principals are familiar with PBL. All four principals see the value in implementing PBL to improve learning in the classroom. Two principals indicated that they have the required resources to implement PBL in the school and two principals indicated that they do not have the required resources.

Implementation of projects in term 3

All four principals indicated that they did implement E³ projects in Term 3 of 2022.

Successes in the implementation of the projects

The following successes were explained: The learners were excited, creative, and innovative. The project-based teaching was actual problem-solving, and projects were more relevant to life after school. The marketing of Entrepreneurs Day was important to announce and brief the staff and that all teachers supported it.

Challenges in the implementation of the projects

The following challenges were identified: the grade 6 topic was covered in Term 2. Group work was a struggle initially regarding disruptive learners. But the weaker learners showed great initiative in group work. The quality of the learners' work was not up to standard; there was not enough time given to learners to work on the project. It was a challenge to involve the entire school and parent involvement was lacking.

Principal support from mentors

All four principals point out that they receive support from a Rotary member

Best practices in the mentor support

The best practices regarding the support from the mentors were as follow. The teachers and mentors had regular meetings.

Shortcomings in the mentor support

The shortcomings or challenges regarding the support from the mentors were that the mentor only supported the champion teacher and that all the teachers had to be involved.

REFLECTION FORMS: MENTORS

Of the five mentors that completed the reflection forms, two mentors indicated that some of their teachers did not implement the E³ projects in Term 3 in 2022.

Successes in the implementation of the projects

For the mentees that implement the project, the following successes were discussed. The mentors and mentees discussed the outcomes, expectations and weekly engagements and feedback took place.

Challenges in the implementation of the projects

The challenges with the implementation of the projects were the following: Multiple teachers were teaching the subject and not all are enthusiastic or open-minded to change. They were resistant to change.

DISCUSSION REPORTS: MENTORS/MENTEES

The mentors completed seventeen discussion reports. These reports were completed after each session with the mentee. The results are the following:

What were the goals of the sessions?

To touch base and give feedback on how the week went; to give advice to the teacher to organise learners into groups for PBL to take place; to share best practices for more effective implementation; to complete the projects by the deadline; to discuss improvements and reflect; final preparations for the entrepreneur's day; to achieve change in the understanding of the subject and content and to improve reading skills.

What was the current reality?

There was a lack of communication from management to the champion teacher; a lack of resources; poor planning of entrepreneur's day; training and planning interventions; miscommunication (Afrikaans and English); not the buy-in of all parties; there was resistance to change; teachers were not at the workshop; different teaching styles; lack of technology; poor learner discipline; infrastructure of the school; projects must be more open to innovation and creativity; the standard of learners work not of high quality and too many WCED workshops after school.

What were all the options?

The teachers had to attend the training workshops; if PBL was implemented in other subjects to share experiences; using different ways to facilitate the content that learners need; participation of all the learners in the group; the rubric did not allow learners to take initiative and explore different ideas they may have; entrepreneurship must be a stand-alone subject; to get more support and buy-in of the other teachers; to discuss the issues and challenges; get clarity; to give on-site training and understanding of learners; delegation; informative peer discussions; and brainstorming of ideas.

What actions would be taken?

To assign tasks and implement ideas for a successful entrepreneur's day; to encourage reading; proper planning, resource management and execution; communication; there must be discussions points between the teachers; stick to the agreed plan of the entrepreneur's day; a written instruction that the project must be implemented; to have a reflection meeting to give feedback on this years' experience; learners were given multiple opportunities to improve their mark; group sessions were planned, and to get more information about the programme.

What support was needed/available?

There was support on WhatsApp with the mentor and from the SMT; support toward the PBL process to make it more lively, stimulating, and practical. Resources, such as Poster Paper, Colour Pens, and other props were provided when requested. The teachers supported each other's, and collaboration and clear communication took place; there was support from the mentor, subject adviser, and department.

DISCUSSION

According to the Rotary international conference that was hosted in South Africa (Cape Town) in 2016, a broad plan emerged that would create guidelines for Rotary clubs and their business, academic, government and civil society partners, to support entrepreneurs in their communities in the following way: to target entrepreneurship in education. Rotary will develop processes to ensure entrepreneurship concepts and practical entrepreneurial opportunities are introduced into pre, primary, high, and tertiary education to encourage all to move away from

the attitude of expecting to get a job, to understand the importance of creating a business for themselves and others (Sunter, 2016).

REFLECTION FORMS: TEACHERS

There was confusion regarding the Grade 4 – 6 projects which differed from English and Afrikaans. It is also mentioned that there was no provision made for entrepreneurship in Grade 4 – 6 projects and it was lengthy.

The aim of E³ was confusion as well as the purpose of mentorship. The correlation between the Life Skills projects and the E³ objectives was not clear. The Grade 6 project was not aligned with the CAPS, the content was covered in Term 2. There was a lack of community involvement and financial resources. The learning barriers of the learners also prohibited the teacher to act as a facilitator as stipulated by PBL. Many of the learners in Grade 7 could not read, write, or do basic mathematics calculations, which were required by the project. The length of the project was too long for printing purposes and a lack of resources for example computers, the internet, and stationery. The support and buy-in from other teachers, management, and the district were not adequate.

Teacher support from mentors

The mentor expected accountability from the teachers. The mentors gave multiple scenarios of how to overcome challenges and shared best practices from other schools. There was constant engagement to ensure that the project was a success.

REFLECTION FORMS: PRINCIPALS

One school could borrow capital from the School Governing Body (SGB) if it was paid back. The Entrepreneurs Day was a success because learners experienced how to make a profit by selling goods/services and it was rewarding for all learners.

Not all the teachers involved attended the training and were not as committed and excited as the teachers who attended the training. Regarding Entrepreneurs Day, social challenges in the

community hampered upfront capital for learners to start a business and limited financial resources from the school assist learners. Limited manpower to have workshops with the learners to prepare them for Entrepreneurs Day. Time management and communication on the market day were shortcomings. Some adults (parents and family members) tried to exploit the situation by trying to run a private income source. Some learners of other grades steal goods and damage the stall. Was difficult to get all learners involved. There were limited physical resources to advertise E³ to the community because of data and infrastructure constraints to use social media more frequently.

Principal support from mentors

Support was given to the champion teacher and guidance given was instrumental in the teachers' success in the implementation of the project. The sharing with the mentor created a platform for reflection on the projects and the mentors kept the principal confident and positive.

REFLECTION FORMS: MENTORS

The champion teacher took an inspirational role despite the challenges she was confronted with. Teachers were passionate about their subjects, had a deep understanding of them and were well-prepared. The entrepreneurs' day was a success with the profit made going towards the learners' prom. There was parental and community involvement. The learners completed the project in the given timeframe and the learners had inspirational and enthusiastic participation. Once the SMT and teachers experience success, they become positive, and they invest more time and effort in the projects.

Not all the teachers were invited to the launch, thus some information was lost in the handover. The teachers had too many classes (workload) and commitments and were not able to attend the sessions. The teachers were uninformed about the projects (did not attend the training workshop) and were hampered by administrative burdens at the start of term 3. The learners did not immediately buy into the PBL process. The champion teachers did not have the full support of all the staff members. There was a lack of resources, for example, a town hall.

Also, a lack of financial resources, to acquire funding for the products of learners. There were also safety and security challenges in the environment in which the school was situated. The commitment of SMT toward the projects and not buy-in the programme and the absenteeism of the learners were also challenges.

On average the total engagements that the mentor had with the mentees were 5. One mentor visited the school at least 2 times and discussions and communication took place via WhatsApp, emails, and calls. At one school, meetings were set up, and a multitude of attempts took place via phone calls, and WhatsApp to reschedule, but to no avail.

The mentors explained their role as a mentor as follows: Although they explained that they want to fulfil a supportive role, it was felt that it was a check-in and monitoring exercise. The mentors were facilitators, sounding boards, guiding the champion teachers, supporting the process, finding solutions for the challenges, and giving advice and other options as well as the sessions became more relaxed as we progressed.

The successes of the role of the mentor and mentee were positive and motivating sessions with the champion teachers. To be patient, that understanding, and empathy can help the process and project. The champion teacher did not feel under pressure to do things in a certain way to please me as a mentor but rather ensured that the learners were on track to complete the project before the end of the term. The mentee learnt many valuable insights into business and changed her way of teaching learners to think for themselves. The following challenges were identified: time, organisational challenges, location of the meeting, contact sessions that suited both the mentor and mentee, willingness to make a success of the project, and unwillingness of the mentee to meet.

RECOMMENDATIONS AND CONCLUSION

Based on the results and discussion, the following recommendations are proposed to streamline the successful implementation of in public schools in South Africa.

RECOMMENDATION FOR TEACHERS

Implementation of projects in term 3

- To make the objective of the E³ clear and fitting for the targeted grades
- To provide the resources required to do the project successfully
- All teachers, school principals and Senior Management teams must be educated about E³
- To have sessions with the learner to involve learners to gain interest in E³
- To allocate more time for market day, not just during break time and it must be included in the school calendar.
- To get the community, all teachers and support staff involved benefiting the learner and the school
- The planning must be efficient, must start at the beginning of the year and the purpose of the projects must be explained during terms one to three
- E³ must be actively involved by creating posters, visiting schools, and speaking to principals and parents
- If more than one teacher is teaching the same subject and grade, they must communicate and discuss their approaches.

RECOMMENDATIONS FOR THE MENTOR PROGRAMME

There must be more guidance or mentorship and workshops about the projects. There must be more visibility of mentors in schools for monitoring purposes.

To build on the current relationship to grow and be a better team for the future. The mentors must be outside of the education department and part of the business world.

To provide a learner workbook to support the teachers and learners in implementing the project. The principals and SMT must be involved in the programme and a detailed description of what needs to be rolled out; there must be clear guidelines for teachers and mentors. The mentors must understand the curriculum and the expectations of the curriculum.

To liaise with principals and SMT to get the buy-in and support of the teachers. Also, to have the circuit manager and subject advisers involved in the programme. To provide adequate timeframes to be implemented at school. To provide financial as well as human resources; to provide workshops for the teachers to bring about a change mindset. Not to use a one size fits all approach and to look at each school's social context and challenges.

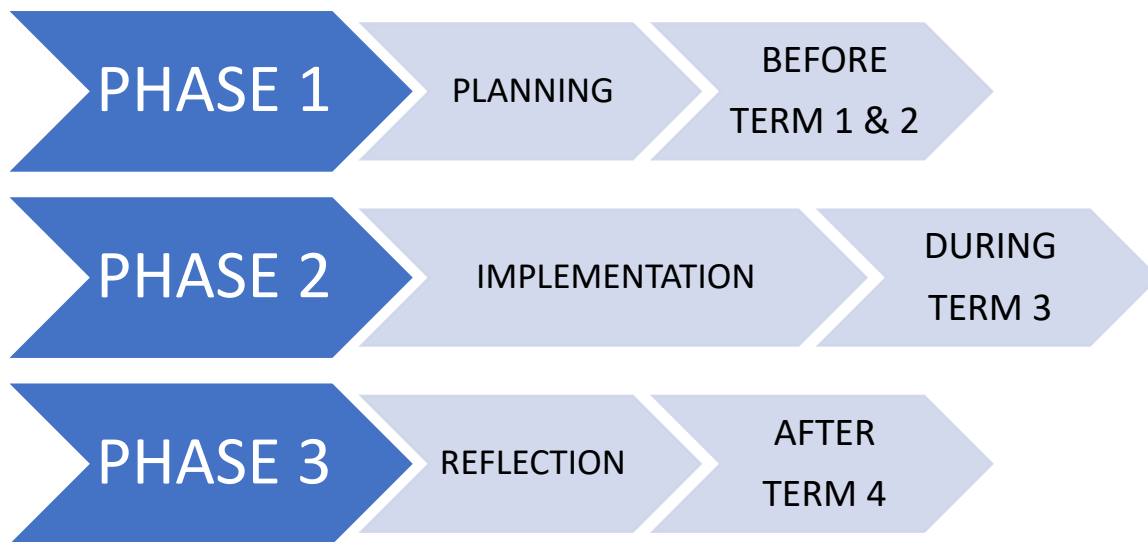
The mentoring programme is needed and should continue. The principal and SMT must be on board to support the champion teacher and the rest of the staff more. That the SMT must monitor the implementation and collaboration with the champion teachers are essential. If the mentor visits the school, all the teachers and SMT must be present.

There must be more workshops for the mentees, more communication, and open channels for all the stakeholders involved in the process. There must be a collaboration with local social partners in the community, also sharing of best practices. All the parties (parents, community, teachers, principals, learners, subject-advisers) must be enthusiastic, support and have the buy-in of E³ and understand the “why”. To select a suitable champion teacher at each school.

The two mentors indicated that their schools did not implement the E³, the following reasons were specified. A high rate of absenteeism by both the learners and teachers. Poor planning and not part of the strategic planning of the school. Overcrowded classes, heavy workload of the teachers, poor support from top to down, unresponsive mentee, no support from colleagues, lack of commitment, knowledge and funds, and the projects were not compulsory.

The following three-phase model for mentoring is recommended and explained in the figure below:

Figure 2: The three-phase mentoring model



PHASE 1: PLANNING

The planning phase must start at the beginning of the year. The roles and responsibilities of each stakeholder must be clear. The DBE-E³ team is responsible for the advocacy, institutionalisation of the programme, and provision of resources and support to the province. The province and the district are responsible for advocacy, training of SMTs and teachers, providing resources and monitoring and evaluation. The province must inform the SMTs, and champion teachers and teachers of what, why and how. They must attend the training and understand that it is not an add-on, but part of the curriculum. The schools must apply if they want a mentor to support and assist the process. The mentors must also attend the training with the mentees. In the planning sessions with the schools, all the role-players must be involved including the parents, learners, and the community.

The project that should be implemented must form part of the school's strategic planning and all the project's goals must be clear. All the challenges must be addressed in this phase. The mentor plays a vital role in giving ideas, to encourage an entrepreneurial mindset through challenging their own. It is not only the overarching goals in terms of the project that must be addressed but also personal goals for personal growth.

PHASE 2: IMPLEMENTATION

The implementation phase will take place during Term 3. Meetings between the mentors and mentees will consist of how the implementation is going, and discussions of best practices, challenges, and recommendations. The mentor will assist and support the teacher during this phase. It is not only the mentor supporting the mentee, but also the collaboration and communication between the SMT, champion teacher and the rest of the staff as well as the parents/community.

In this phase, the teacher must be a facilitator and researcher and be willing to have an entrepreneurial mindset to prepare the learners with 21st-century skills for a changing world. Growing an entrepreneurial mindset needs a caring and emotionally safe learning environment where learners can take risks and make mistakes. It is also an environment where social interaction, purpose, curiosity, iteration, active learning, and learner autonomy is present. The SMT, parents and community must be involved in the implementation of the projects.

PHASE 3: REFLECTION

The reflection on the programme will be done in term 4. The DBE-E³ and WCED will do the monitoring and evaluation of the projects. It is important to reflect on what worked and did not and propose recommendations. All the role-players must be involved in this phase. It is not only about reflection on the implementation of the projects, but also a reflection on the relationship between the mentor and mentee. The following questions should be answered:

1. What personal growth happened during the process for the mentor and mentee?
2. Did you as a teacher take ownership and accountability for your growth?
3. Did your classroom management strategies improve?
4. Did your learners achieve competencies, for example, creativity, critical thinking, reasoning, communication, collaboration, and problem-solving?
5. How successful was the mentor in supporting the mentee?
6. Did the mentor guide, and assist the mentee in that more effective implementation took place?

7. Which personal growth and development took place for both the mentor and mentee?

In conclusion, the findings, recommendations, and mentoring model could be used to implement this programme with maximum effectiveness in the Western Cape and all nine provinces.

REFERENCES

Ajzen, I. 1991. The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50(2): 179-211.

Barret, M. 2021. *What exactly is the mentor's role? What are the mentees?* [Online]. Available: <https://www.td.org/insights/what-exactly-is-the-mentors-role-what-is-the-mentees> [2022, August 13].

Department of Basic Education. 2022. *Teacher training manual 2022*. Pretoria: Department of Basic Education.

Henning, E., Van Rensburg, W., & Smit, B. 2005. *Finding your way in qualitative research*. Pretoria: Van Schaik.

Maree, J.G. 2022. Managing the Covid-19 pandemic in South African Schools: turning challenge into opportunity. *South African Journal of Psychology*, 52(2): 249 – 261.

Metelerkamp, T. 2022. *South African education system needs significant reform to address low literacy rates of children*. [Online]. Available. <https://www.dailymaverick.co.za/article/2022-02-01-south-african-education-system-needs-significant-reform-to-address-low-literacy-rates-of-children/> [2023, January 6].

Nickerson, C. 2022. *Interpretivism Paradigm & Research Philosophy*. Simply Sociology. [Online]. Available: <https://simplysociology.com/interpretivism-paradgm.html> [2022, August 4].

PBLWORKS. 2022. *What is PBL?* [Online]. Available. <https://www.pblworks.org/what-is-pbl> [2022, July 22].

Pillay I. 2021. The impact of inequality and COVID-19 on education and career planning for South African children of rural and low-socioeconomic backgrounds. *African Journal of Career Development*, 3(1), a36.

Rotary, District 9350. 2022. *What is Rotary?* [Online]. Available. <https://www.findmyrotary.co.za/what-is-rotary/> [2022, July 23].

Rotary, 2022. *Rotary Club of Sandton*. [Online]. Available. <https://www.sandtonrotary.org/> [2022, July 24].

Sterne, M. 2021. *The true state of South Africa's schools*. [Online]. Available. <https://mg.co.za/education/2021-10-03-the-true-state-of-our-schools/> [2023, January 5].

Sunter, C. 2016. *Economic Development Conference report*. Hosted by Rotary in Southern Africa 2016 Rotary International Presidential Conference Series.

Van der Berg, S., Hoadley, U., Galant, J, Van Wyk, C., Böhmer, B. 2022. *Learning losses from Covid-19 in the Western Cape. Evidence from systemic tests*. RESEP: University of Stellenbosch.