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EDHE
ENTREPRENEURSHIP DEVELOPMENT
IN HIGHER EDUCATION



UNIVERSITIES
SOUTH AFRICA

REPORT

Entrepreneurship Education in Schools

Initiative

Train-The-Trainer Workshop 2026



Critical thinking



Innovation



Opportunity recognition



Creativity



Problem solving



Resilience



Collaboration



Equipping educators to cultivate
entrepreneurial mindsets in future generations.



9 - 11 June 2026



The Centurion Hotel, Gauteng

Target audience: Deans of Education and Curriculum Development Champions within the Education Faculties



24 UNIVERSITIES



50 CHAMPIONS



THOUSANDS OF
FUTURE TEACHERS



MILLIONS OF
LEARNERS IMPACTED



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WORKSHOP REPORT

Entrepreneurship Education in Schools Initiative

Train-the-Trainer Workshop 2026

Event	Train-the-Trainer Workshop, Entrepreneurship Education in Schools Initiative
Dates	9–11 June 2026
Venue	The Centurion Hotel, Gauteng
Organiser	Universities South Africa (USAf) – Entrepreneurship Development in Higher Education (EDHE)
Funder/Partner	Department of Higher Education and Training (DHET) and Absa Bank
Project Lead	Professor Melodi Botha, University of Pretoria
Target Audience	Deans of Education and Curriculum Development Champions from 24 public universities
Participants	Champions representing faculties of education across South Africa

Prepared for: Universities South Africa (USAf) and EDHE Programme Stakeholders

Date of Report: June 2026

Table of Contents

Executive Summary.....	4
1. Background and Context.....	5
1.1 About USAf and the EDHE Programme	5
1.2 The Entrepreneurship Education in Schools Initiative	5
1.3 The Enriched EC Framework	6
2. Setting the Scene: Voices from the Opening Session	6
2.1 Dr Edwell Gumbo — Director: Entrepreneurship, USAf.....	6
2.2 Ms Mandisa Cakwe — Director: University Capacity Development Programme, DHET	7
2.3 Mr Setlogela Manchidi — Managing Executive: Absa Corporate Citizenship.....	7
2.4 Professor Matshediso Mohapeloa — CoP for Entrepreneurship Learning and Teaching Chairperson and Dean of Commerce, Rhodes University	8
3. Professor Botha's Workshop Orientation: Design and Intent.....	9
3.1 Core Principles of the Workshop Design.....	9
3.2 Champions as Change-Agents	10
4. Workshop Proceedings by Day	10
4.1 Day 1 — 9 June 2026: The Conceptual and Experiential Foundation	10
4.2 Day 2 — 10 June 2026: From Framework to Curriculum Implementation	11
4.3 Day 3 — 11 June 2026: Identifying Ecosystem Partners and Piloting Implementation	13
5. Participant Engagement and Response.....	13
6. Key Themes and Emerging Insights.....	15
6.1 Entrepreneurship is Everyone's Subject.....	15
6.2 The Teacher as the Multiplier	15
6.3 Experiential Learning is Non-Negotiable	15
6.4 Contextual Adaptation is a Strength, not a Compromise	15
6.5 Systemic Change Requires Institutional Champions	16
6.6 Policy Alignment as an Enabler	16
7. Next Steps and the Road Ahead	16
7.1 Immediate: Institutional Action Plans	16
7.2 Short-Term: Network Activation	16
7.3 Medium-Term: Deans of Education Forum.....	16
7.4 Long-Term: A Movement, not a Moment	16
8. Conclusion.....	17
Appendix: Key Participants and Stakeholders	18
Annexure: Enriched EC Framework for Pre-Service Teachers	19
Gallery.....	20

Executive Summary

From 9 to 11 June 2026, Universities South Africa (USAf), through its Entrepreneurship Development in Higher Education (EDHE) Programme, convened a landmark Train-the-Trainer Workshop at the Centurion Hotel in Gauteng under the banner of the Entrepreneurship Education in Schools (EEIS) Initiative. Supported by the Department of Higher Education and Training (DHET) and Absa Bank, and led by Prof Melodi Botha of the University of Pretoria, this three-day workshop marked the first national effort of its kind to systematically embed entrepreneurial competencies into pre-service teacher education across South Africa's public university system.



More than 30 Champions, drawn from education faculties of the country's 24 public universities, participated in a richly practical, experiential programme designed not merely to inform, but to transform. Through a deliberate methodology grounded in the Enriched Entrepreneurial Competency (EC) Framework, participants engaged with four competency clusters — Cognitive, Decision, Resilience, and Action — and experienced first-hand how entrepreneurial thinking can be embedded across all schooling phases, from Foundation Phase through Further Education and Training (FET).

The workshop generated extraordinary levels of engagement and ingenuity. Participants moved fluidly between the roles of learner and educator, designing practical activities, assessments, and curriculum integration strategies that their universities can begin implementing immediately. Prof Botha commended participants throughout for the depth of their creativity and commitment. The ultimate goal — transforming these Champions into institutional change-agents who will mobilise their colleagues, reshape faculty culture, and ultimately equip future teachers to cultivate entrepreneurial mindsets in South Africa's learners — was firmly set in motion over these three days.

Key Outcome: More than 30 university Champions leave equipped with a practical framework, a suite of adaptable activities, and an action plan to begin the systemic integration of entrepreneurial competencies into teacher education, with the potential to reach thousands of future teachers and millions of learners across South Africa.

1. Background and Context

1.1 About USAf and the EDHE Programme

Universities South Africa (USAf) is the representative body for all 26 public universities in the country. Within its mandate, USAf houses the Entrepreneurship Development in Higher Education (EDHE) Programme, a strategic national initiative with three interlocking focus areas: student entrepreneurship; entrepreneurship through teaching, learning and research; and the development of entrepreneurial universities.

At its core, the EDHE Programme is led by a conviction articulated powerfully by its Director, Dr Edwell Gumbo (right), at the opening of this workshop: entrepreneurship is not merely an economic activity, it is a mindset. A way of seeing opportunity where others see obstacles; of approaching challenges with creativity, initiative, resilience, and decisive action.



1.2 The Entrepreneurship Education in Schools Initiative

The Entrepreneurship Education in Schools (EEiS) Initiative represents a natural and necessary next step in the EDHE Programme's trajectory. As Dr Gumbo noted in his opening address, if South Africa is serious about building an entrepreneurial society, entrepreneurship education cannot wait until university because by then, many attitudes, beliefs, and behaviours are already formed. The initiative therefore targets the very source: teacher education.

Teachers are the bedrock of every profession. Every future entrepreneur, innovator, engineer, or researcher will have spent years under a teacher's guidance. If we want entrepreneurial learners, we need entrepreneurial teachers, and this means embedding entrepreneurial competencies into pre-service teacher education at our universities.

The multiplier effect is extraordinary: each university Champion trained at this workshop has the potential to influence dozens of colleagues, who will train hundreds of student teachers, who will in turn shape the thinking of thousands of young South Africans across the schooling system.



1.3 The Enriched EC Framework

The conceptual backbone of the EEiS Initiative is the Enriched Entrepreneurial Competency (EC) Framework, developed through rigorous research and practical testing by Prof Botha and her team at the University of Pretoria over the past decade. The framework organises 22 entrepreneurial competencies into four interlinked clusters:

1. Cognitive Cluster	2. Decision Cluster	3. Resilience Cluster	4. Action Cluster
• Curiosity • Opportunity Recognition • Innovation • Creativity • Entrepreneurial Alertness	• Problem-solving • Opportunity Assessment • Calculated Risk-taking • Autonomy • Values-driven thinking	• Growth Mindset • Resilience • Self-efficacy • Adaptability • Confidence	• Self-efficacy • Action Orientation • Leadership • Value Creation • Collaboration • Independence
<i>Foundation: Play-based learning (Monopoly money challenge)</i>	<i>Intermediate: Pay-it-forward & campus food shop simulations</i>	<i>Senior: Role model exposure, storyboards & reflection journals</i>	<i>FET: Leadership tasks, AI-enhanced approaches, design thinking</i>

Crucially, the framework is not a siloed, theory-heavy model. As Prof Botha emphasised repeatedly, it is methodology-driven: competencies are developed through doing, experiencing, and reflecting, not through lectures about what creativity or resilience means. The clusters are also deeply interconnected: developing problem-solving naturally strengthens autonomy and values-driven thinking; growth mindset, once activated, amplifies resilience and adaptability. This interdependency is by design.

The framework further maps teaching methodologies to each schooling phase: play-based learning for the Foundation Phase (Grades R–3); inquiry-based for the Intermediate Phase (Grades 4–6); problem-based for the Senior Phase (Grades 7–9); and design-thinking and real-world case studies for the FET Phase (Grades 10–12). This phase-appropriate scaffolding ensures that entrepreneurial competency development feels natural, contextually relevant, and pedagogically sound across all levels of schooling.

2. Setting the Scene: Voices from the Opening Session

Day 1 opened with a compelling series of addresses from senior stakeholders who together framed the purpose, urgency, and ambition of the initiative. Their words were not merely ceremonial — they set a tone that reverberated throughout the three days.

2.1 Dr Edwell Gumbo — Director: Entrepreneurship, USAf

Dr Gumbo's keynote address drew a vivid picture of a world undergoing rapid transformation, characterised by technological disruption, shifting labour markets, climate uncertainty, and an economy that has been shedding traditional jobs. His central argument was clear and urgent: knowledge alone is no longer sufficient. Young people need to think critically, solve problems, collaborate, demonstrate initiative, and possess the resilience and confidence to create opportunity rather than merely wait for it.

Key insight: "Entrepreneurship is not only an economic activity, but it is a mindset. A way of seeing opportunities where others see obstacles — approaching challenges with creativity, initiative, resilience, and action." — Dr Edwell Gumbo

He challenged participants to rethink how universities approach their sharpest graduates; rather than cloning academics back into the institution, what if those minds were sent back to society with solutions? He reminded the audience that the faculties of education represented in the room occupy a uniquely powerful position: the teachers they produce will shape learners who will shape South Africa's future. This, he said, is both a tremendous responsibility and a tremendous opportunity.

Dr Gumbo also clarified that the goal is not to turn every learner into a business owner: "What we're suggesting is that every young person should be equipped with the ability to create value, to act on opportunities, and to navigate uncertainty with confidence." Whether a learner becomes a teacher, engineer, doctor, or public servant, these competencies remain relevant and invaluable.

2.2 Ms Mandisa Cakwe — Director: University Capacity Development Programme, DHET



Ms Cakwe (left) brought the department's perspective and an important policy lens to the conversation. Notably, she shared findings from a University of Johannesburg study showing that entrepreneurship education had not yet been fully consolidated in South Africa's primary education sector, a gap that squarely implicates the very faculties of education represented in the room.

She pointed to several policy levers that universities can and should activate: the National Development Plan 2030, the Economic Reconstruction and Recovery Plan, the White Paper on Post-School Education and Training, and the National Plan for Post-School Education and Training — all of which underscore entrepreneurship skills development as a priority. She also highlighted that the UCDP's forthcoming new three-year cycle (commencing 2027) offers a direct funding opportunity for universities to pilot entrepreneurship integration in teacher training, covering staff development, curriculum development, and student support.

Policy opportunity: DHET is reviewing the policy on minimum requirements for teacher education qualifications — an opening to formally embed entrepreneurial competencies into the national qualification framework for teachers.

Ms Cakwe also noted that the Department of Basic Education's E-Tuned programme reported to have reached over 11,000 teachers and subsequently, 500,000 learners with entrepreneurial learning approaches; meaning that universities will increasingly receive learners who have some grounding in entrepreneurial thinking, and must be prepared to build on it, not neglect it.

2.3 Mr Setlogela Manchidi — Managing Executive: Absa Corporate Citizenship

Speaking in his inaugural address as Absa's Managing Executive for Corporate Citizenship, Mr Manchidi (below) brought both warmth and wisdom to the room. He was candid about the importance of long-term thinking, contrasting what he called the "microwave approach" to social change with the sustained, systemic investment that education requires. "The impact may not always be immediate," he

acknowledged, "but if we get it right, it gives us a generation of young people who think and behave very differently."



His frame for the workshop was memorable: participants are not merely curriculum developers, they are shapers of a future. "It's not just about what learners go on to do," he reflected. "It is most importantly what they become. Because the skills we are talking about — creativity, resilience, critical thinking, problem-solving — are life skills. They help people adapt, navigate complexity, and contribute meaningfully to society. This is not about preparing young people for work. It is about preparing them for life."

He positioned Absa's support as a deliberate investment in the economic inclusion and human dignity of South Africa's youth, noting that active economic participation restores a sense of worth, purpose, and contribution. He closed by naming participants "multipliers of change," and charged them with the responsibility of ensuring that what was learned in the room would travel from lecture halls to classrooms to communities.

2.4 Professor Matshediso Mohapeloa — CoP for Entrepreneurship Learning and Teaching Chairperson and Dean of Commerce, Rhodes University

Prof Mohapeloa (right) offered a practitioner's perspective from eight years at the heart of the EDHE ecosystem. She chairs the Community of Practice for Entrepreneurship Learning and Teaching — one of six CoPs within EDHE — and spoke with both authority and candour about the challenges and possibilities ahead.

Her challenge to the room was direct: teachers who only know how to deliver curriculum content are no longer sufficient. "We need you to be able to spot opportunities where others see problems. To mobilise resources when budgets are tight. To collaborate across disciplines, cope with ambiguity, and learn from failures — not despite the classroom, but within it."



She normalised failure as part of the entrepreneurial learning process, urging participants to model this orientation for their students.

She also made a practical point about financial literacy: at her own institution, first-year students arrive with NSFAS funding allowances and frequently do not know how to manage it. If financial and entrepreneurial thinking were cultivated earlier in the schooling system, those same students could arrive at university seeing their NSFAS allocation not as an entitlement but as a seed fund. It was a vivid illustration of the very real stakes of the work begun at this workshop.

Her closing invitation to participants was elegant in its simplicity: "Transform one champion, one tool, one conversation at a time." Change, she reminded the room, does not happen through what the dean says in the office. It happens through what practitioners do — when they try one new activity, share one reflection, and invite a colleague to try it too.

3. Professor Botha's Workshop Orientation: Design and Intent

When Prof Melodi Botha (below) took the floor, she set a tone that would define the next three days: direct, energising, collaborative, and unapologetically practical. Before a word was said about entrepreneurship, laptops were closed, phones were stacked in the centre of tables, and participants were already on their feet, pairing off to find their matching cards and sharing the most entrepreneurial thing they had ever done — an icebreaker that was itself an entrepreneurial act.



She was emphatic about the workshop's design philosophy: "I'm going to make you work. It's not going to be: I talk, you listen, you catch up on emails." The train-the-trainer format meant that participants would experience each activity from both sides — as learners and as educators — examining not just what an activity is, but how to teach it, assess it, and adapt it across schooling phases and institutional contexts.

3.1 Core Principles of the Workshop Design

- Learning through doing: No activity was introduced through theory alone. Each competency was experienced before it was analysed.

- **Reflection as the site of learning:** As Prof Botha explained, the activity is the vehicle, but the reflection is where the actual learning takes place — a principle that mirrors the broader framework's commitment to metacognitive alertness and critical thinking.
- **Adaptability as a given:** The framework is not a rigid prescription. It must be adapted to each university's culture, resource environment, student profile, and ecosystem. Participants were consistently reminded that their contextual knowledge is an asset, not a limitation.
- **No-excuse resourcefulness:** Prof Botha, who has taught entrepreneurship across South Africa for 26 years — in hotels, community halls, and spaza shops alike — was clear that resource constraints are not barriers to entrepreneurship education. "You just need a willing student and a willing lecturer with that entrepreneurial mindset."
- **Technology as a tool, not a threat:** Rather than lamenting students' use of AI tools like ChatGPT and Claude, Prof Botha invited participants to engage with them strategically, acknowledging that students are often far ahead of their lecturers, and that the pedagogical challenge is to harness AI in ways that develop rather than replace competency.

3.2 Champions as Change-Agents

A recurring theme throughout Prof Botha's orientation was the role of participants as institutional Champions — not consumers of knowledge, but catalysts for systemic change. "We cannot train all of the lecturers in education in all of the universities," she noted. "You have been selected to represent your university. You are that champion that needs to go back, have a meeting with your staff, and indicate: this is what we're going to do, and this is how we need to do it."

The framework would not implement itself. Champions were charged with returning to their institutions, convening their colleagues, and finding entry points — whether through a standalone entrepreneurial competency module or, more likely, through embedding entrepreneurial thinking into existing subjects and assessments. The days of working in disciplinary silos, she emphasised, are over.

4. Workshop Proceedings by Day

4.1 Day 1 — 9 June 2026: The Conceptual and Experiential Foundation

Day 1 was anchored in building a shared understanding of the EC Framework and experiencing the first three competency clusters through practical, hands-on activities. Following the morning's opening addresses, Prof Botha led participants through a comprehensive orientation to the framework before launching the first wave of group work.

Highlight activities on Day 1 included:

- **Speed Networking (Icebreaker):** Participants used matching cards to find pairs, then shared the most entrepreneurial thing they had ever done — immediately activating the Cognitive Cluster's competencies of curiosity, opportunity recognition, and entrepreneurial alertness in a lived context.





- **Cognitive Cluster — The Monopoly Money Challenge:** Groups were given R100 of Monopoly money and tasked with designing a plan to double it within an hour, followed by a two-minute elevator pitch to the full group. The exercise simultaneously activated curiosity, creativity, opportunity recognition, and innovation, while also developing presentation, persuasion, and collaborative planning skills. Participants engaged with characteristic ingenuity — several groups drawing on experiences from their own universities or communities to devise practical doubling strategies. Peer assessment via Mentimeter gave participants direct experience of technology-enabled formative assessment.
- **Decision Cluster — Problem-Solving and Risk-Taking Activities:** Participants explored teaching approaches for developing problem-solving, opportunity assessment, and calculated risk-taking competencies. Activities included a pay-it-forward exercise, a campus food/coffee shop management simulation game, and storyboard design using AI tools — all designed to require participants to make decisions under uncertainty, weigh trade-offs, and defend their reasoning.
- **Resilience Cluster — Growth Mindset, Self-Efficacy and Adaptability:** Participants worked with activities designed to build resilience and adaptive capacity, including role model exposure boards, reflective journaling, and peer assessment via Mentimeter. The cluster's emphasis on normalising failure and learning through setbacks resonated deeply with the room, participants sharing their own professional experiences of resilience.
- **Day 1 Reflection — Journals, Peer Feedback and Synthesis:** The day closed with structured journaling and peer feedback — a deliberate demonstration of the reflective practice that Prof Botha had described as the true site of learning.

Prof Botha's commendation: *Throughout the workshop, Prof Botha commended participants for the remarkable ingenuity and depth of their responses across all cluster activities, noting that their creative approaches to the tasks exceeded what she typically encounters even with student cohorts far more familiar with entrepreneurial thinking.*

4.2 Day 2 — 10 June 2026: From Framework to Curriculum Implementation

Day 2 sharpened the focus from experiencing the framework to implementing it, moving participants from the role of learner into the role of curriculum architect. The day's theme was "From Framework to Curriculum Implementation," and it delivered exactly that.

Key activities and sessions included:

- **Action Cluster — Leadership, Value Creation, and AI-Enhanced Approaches:** The final competency cluster was introduced and experienced through activities that required participants to demonstrate leadership, create value for an imagined stakeholder, and engage thoughtfully with AI tools. The cluster's emphasis on action orientation and independence was particularly striking. Participants were challenged to not just plan for change, but to commit to it.
- **Assessment Design Workshop:** Working with the Business Model Canvas, the Book Creator App, and various AI tools, participants designed and refined their own assessment instruments. Prof Botha had included rubrics for each assessment in the participants' resource pack, modelling what she expected Champions to provide their own students and colleagues when they returned to their universities.



- **Curriculum Integration — CAPS Mapping and Phase-Based Lesson Design:** One of the most practically significant sessions of the three days, this workshop required participants to map the EC Framework's competency clusters onto the Curriculum and Assessment Policy Statement (CAPS), identifying where entrepreneurial activities can be embedded within existing subjects without requiring wholesale curriculum redesign. The creativity and rigour with which participants approached this task was a highlight of the workshop.

- Ecosystem Connections — Industry Partners, Mentors and Community Collaboration: Participants explored how to identify and engage their respective university's ecosystem partners — from industry mentors and community organisations to school principals and alumni entrepreneurs. This session underscored that entrepreneurship education does not live within the university walls alone.
- Day 2 Reflection — Readiness Plans: Each participant began developing a personalised readiness plan — a structured outline of how they intend to introduce and champion the EC Framework within their faculty upon returning. These plans formed the bridge between the workshop and real-world implementation.

4.3 Day 3 — 11 June 2026: Identifying Ecosystem Partners and Piloting Implementation

The final day was deliberately structured as a practical, university-level implementation planning session. Under Prof Botha's facilitation, participants — grouped by university or clustered by context where individuals were representing institutions alone — worked through the EC Framework hands-on, applying their learnings to their specific institutional reality.



Day 3 activities centred on:

- Practical implementation of the EC Framework through hands-on sessions with the university's Champions — moving from framework familiarity to implementation specificity.
- Identification of ecosystem partners: Each university Champions mapped out the specific industry partners, community organisations, mentor networks, and institutional resources available to them — building a bespoke ecosystem architecture to underpin their implementation.
- Action plans and wrap-up: Each participant completed a written action plan committing to specific next steps — including timelines, colleagues to involve, pilot modules or activities to introduce, and indicators by which they would measure progress. These action plans are the tangible outputs that will drive the initiative's momentum in the months ahead.
- Closing Remarks: The workshop concluded with acknowledgements, reflection on the collective journey of the three days, and encouragement from Prof Botha and the EDHE team. The mood was energised and purposeful — participants leaving with a clear sense not just of what they had learned, but of what they were going back to do.

5. Participant Engagement and Response

By any measure, the level of engagement across the three days was exceptional. Participants arrived as academics, deans, and curriculum specialists — professionals accustomed to being on the delivering rather than receiving end of learning — and were met with a workshop that demanded they become learners

again. They rose to that challenge with an openness and enthusiasm that set the tone from the first icebreaker.

The vibrancy of participation was evident in multiple dimensions. In the Cognitive Cluster activities, groups brought genuinely creative strategies to the Monopoly money challenge — demonstrating that entrepreneurial thinking was not absent from the room, only uncultivated. In the Decision Cluster activities, participants engaged seriously with the ethical dimensions of risk-taking and values-driven decision-making, bringing their own professional experiences into dialogue with the framework. In the Resilience Cluster activities, reflection and peer feedback were approached with an honesty that reflected both vulnerability and trust.

Prof Botha commended participants throughout for their ingenuity and engagement. In her own assessment, the group demonstrated an understanding of the practical implications of the framework that went beyond surface-level participation — grappling with the real tensions of curriculum integration, resource constraints, and institutional inertia in ways that enriched every discussion.

Participants also engaged substantively with the technology dimension of the programme. Rather than being intimidated by the AI and digital tools introduced — including Mentimeter, the Book Creator App, the Business Model Canvas, and ChatGPT — they interrogated them as educators: how can these tools be used in ways that deepen rather than shortcut competency development? This pedagogical reflexivity was one of the workshop's most encouraging features.

A note on representation: With Champions from 24 universities across all nine provinces, the workshop ensured that the EC Framework was stress-tested against the full diversity of South Africa's higher education landscape — from well-resourced metropolitan universities to regional institutions serving rural and peri-urban communities. The adaptations discussed and designed during the workshop reflect this breadth.



6. Key Themes and Emerging Insights

Across the three days, several powerful themes crystallised from the presentations, activities, and conversations.



6.1 Entrepreneurship is Everyone's Subject

One of the most liberating insights to emerge from the workshop was that entrepreneurial competencies are not the exclusive domain of commerce or business faculties. As Dr Gumbo articulated in his opening remarks, entrepreneurship can be integrated into mathematics through problem-solving, into natural sciences through experimentation and innovation, into languages through communication and persuasion, and into social sciences through opportunity recognition and community problem-solving. The workshop validated this conviction through practice — participants from across disciplinary backgrounds found natural entry points for the framework in their own teaching contexts.

6.2 The Teacher as the Multiplier

A consistent refrain across all three days was the extraordinary leverage that teacher education provides. If entrepreneurial competencies can be credibly embedded in how student teachers are trained — not as an add-on, but as a way of thinking that permeates pedagogy, assessment, and professional identity — the downstream impact on South Africa's schooling system is immeasurable. Every Champion in the room represents a faculty. Every faculty trains hundreds of student teachers. Every student teacher will spend a career shaping young minds. The mathematics of impact are compelling.

6.3 Experiential Learning is Non-Negotiable

A recurring finding — both from Prof Botha's own research and from participants' lived experience of the workshop's activities — is that entrepreneurial competencies cannot be transmitted through lectures. They must be cultivated through experience, reflection, and iteration. This has direct implications for how Champions must approach their faculty colleagues: the conversation cannot stop at distributing the framework document; it must involve modelling and co-experiencing what entrepreneurial pedagogy actually looks like in practice.

6.4 Contextual Adaptation is a Strength, not a Compromise

The workshop surfaced the diversity of institutional contexts across South Africa's university sector as an asset rather than a complication. A framework that can be adapted to a play-based activity in a community hall using printed Monopoly money is a framework that can survive budget cycles, load-shedding, and connectivity challenges. Champions were encouraged to own this adaptability — to see the framework as a living, contextually sensitive tool rather than a fixed prescription.

6.5 Systemic Change Requires Institutional Champions

The train-the-trainer model at the heart of this workshop is itself an act of systemic thinking. Individual interventions — however inspired — rarely survive institutional inertia. By investing in Champions who understand not just the framework but the politics and practicalities of driving change within their faculties, the EDHE Programme is betting on a sustainable model of transformation. The action plans developed on Day 3 are the first tangible expression of this bet.

6.6 Policy Alignment as an Enabler

Ms Cakwe's address on Day 1 was a reminder that the policy environment is more favourable than many practitioners realise. From the NDP to the UCDP, there are both frameworks and funding mechanisms that support exactly the kind of work being advanced through the EEiS Initiative. Champions were encouraged to use this policy alignment strategically — as a legitimising argument when engaging resistant colleagues or institutional leadership.

7. Next Steps and the Road Ahead

7.1 Immediate: Institutional Action Plans

Each participating Champion left the workshop with a written action plan outlining their immediate next steps. These include convening faculty meetings to share the EC Framework, identifying one or two pilot entry points for embedding entrepreneurial activities in existing modules, approaching ecosystem partners, and connecting with the EDHE CoP for peer support. The diversity of these plans — shaped by each university's unique context — is itself an indication of the framework's adaptability.

7.2 Short-Term: Network Activation

USAf and the EDHE Programme will support Champions in connecting with one another through the Community of Practice for Entrepreneurship Learning and Teaching. This network will be the primary space for peer learning, troubleshooting, and iteration as universities begin implementing. Champions are also encouraged to identify additional colleagues within their faculties who can be drawn into the movement — extending the reach of the train-the-trainer model beyond the individuals who attended the workshop.

7.3 Medium-Term: Deans of Education Forum

As Dr Gumbo indicated in his opening address, the EC Framework developed through this workshop will be presented at the USAf's Education Deans Forum — a community of practice through which all 24 deans of education in the public university system will have the opportunity to debate, refine, and formally adopt the framework within their institutional strategies. This is a critical step in moving from a champion-led initiative to an institutionalised, sustainable programme.

7.4 Long-Term: A Movement, not a Moment

The ambition behind the EEiS Initiative is generational. As Mr Manchidi of Absa reminded participants, the impact of this work will not be measured in the short term — it will be measured in a generation of young South Africans who think differently, who see opportunity where others see obstacles, who possess the resilience and creativity to contribute meaningfully to a rapidly changing world. That future begins with the conversations, activities, and commitments made over these three days in Centurion.

8. Conclusion

The Entrepreneurship Education in Schools Train-the-Trainer Workshop 2026 was, by every account, a milestone in South Africa's higher education landscape. It brought together more than 30 Champions from across the country's university system — people with the knowledge, the institutional standing, and, after three days in Centurion, the tools and confidence to drive a fundamental change in how teachers are trained and how learners are prepared.

The workshop was more than a curriculum development exercise. It was an experience of what entrepreneurial education actually feels like — energising, practical, challenging, and deeply collaborative. Participants left not just with a framework and a set of activities, but with a renewed sense of purpose and a clear understanding of their role in a larger national movement.

USAf, EDHE, DHET, and Absa have together created the conditions for something remarkable. The momentum now rests with the Champions — and with the institutions, colleagues, student teachers, and learners who will feel the effects of what was started here.

In Prof Mohapeloa's words: *"You will not transform overnight, but will transform one champion, one tool, one conversation at a time." The three days of this workshop were the first of those conversations. Many more are to follow.*

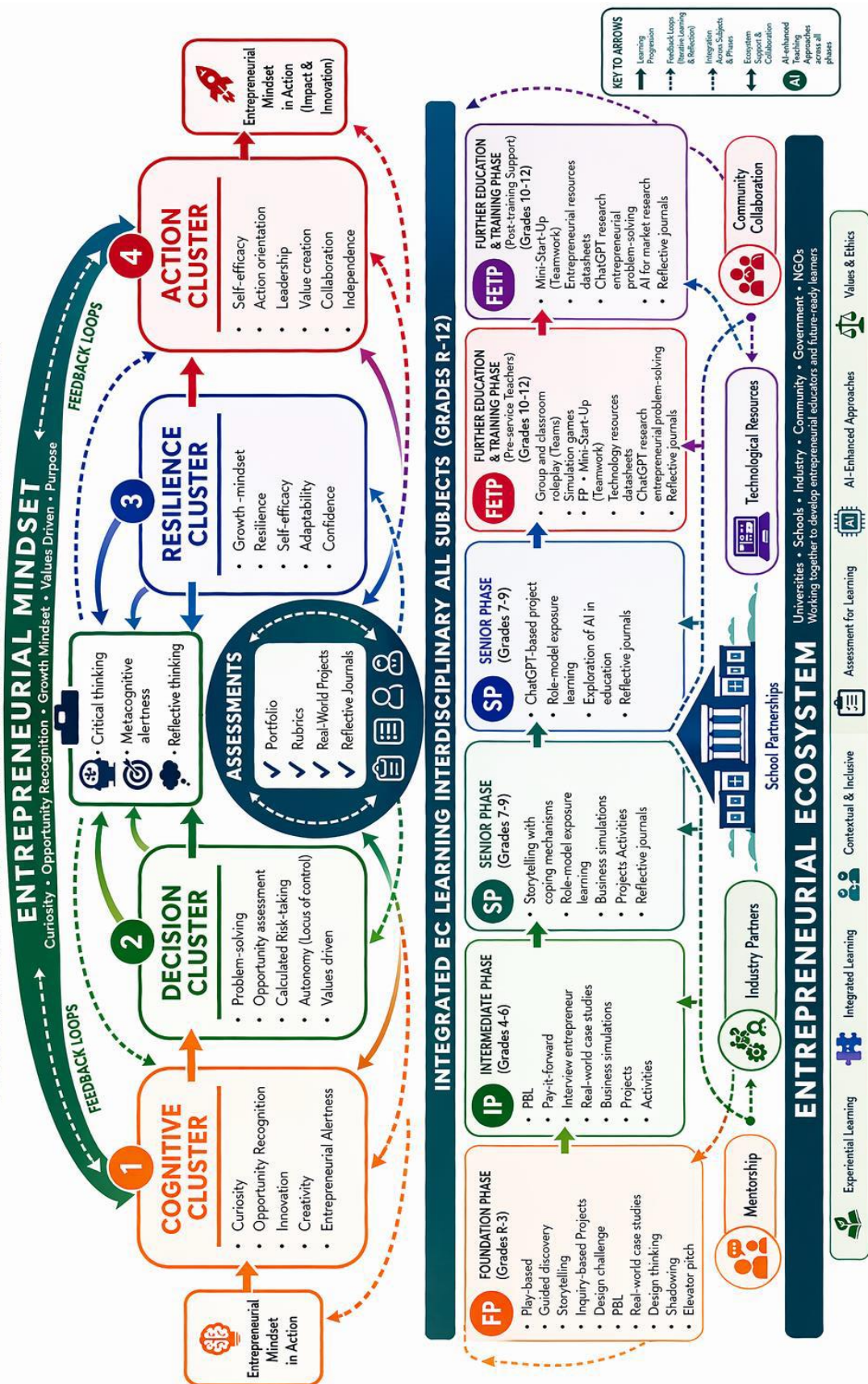


Appendix: Key Participants and Stakeholders

Dr Edwell Gumbo	Director: Entrepreneurship, Universities South Africa (USAf). EDHE Programme Director and driving force behind the EEIS Initiative.
Professor Melodi Botha	Full Professor, Department of Business Management, University of Pretoria. NRF C2-rated researcher. Project Lead, Entrepreneurship Education in Schools Initiative.
Ms Mandisa Cakwe	Director: University Capacity Development Programme, Department of Higher Education and Training (DHET).
Mr Setlogela Manchidi	Managing Executive: Corporate Citizenship, Absa Bank. Author and social impact expert.
Professor Matshediso Mohapelo	Dean of Commerce, Rhodes University. Chairperson, EDHE Community of Practice for Entrepreneurship Learning and Teaching.
University Champions	Deans of Education and Curriculum Development Champions from 24 public universities across South Africa, representing all nine provinces.

Annexure: Enriched EC Framework for Pre-Service Teachers

ENRICHED EC FRAMEWORK FOR PRE-SERVICE TEACHER EDUCATION PROGRAMMES AT PUBLIC UNIVERSITIES



Gallery



















For more pictures click the link below:

<https://providencecreative.pixieset.com/edheentrepreneurshipeducationinschools/>

www.edhe.co.za