Developing a framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies

by

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DEDICATION

I dedicate this work to my mother, Hes Du Toit, who patiently taught me so many skills and who shared so much of her knowledge with me. I share her belief that hard work brings true joy.

DECLARATION

UNISA | college of agriculture and environmental sciences

I Adri Du Toit hereby declare that the thesis, with the title "Developing a framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies", which I hereby submit for the degree of Doctor of Philosophy in Consumer Science at the University of South Africa, is my own work and has not previously been submitted by me for a degree at this or any other institution.

I declare that the dissertation /thesis does not contain any written work presented by other persons whether written, pictures, graphs or data or any other information without acknowledging the source.

I declare that where words from a written source have been used the words have been paraphrased and referenced and where exact words from a source have been used the words have been placed inside quotation marks and referenced.

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I declare that during my study I adhered to the Research Ethics Policy of the University of South Africa, received ethics approval for the duration of my study prior to the commencement of data gathering, and have not acted outside the approval conditions.

I declare that the content of my dissertation/thesis has been submitted through an electronic plagiarism detection program before the final submission for examination.

Student signature: _____ Date: 25 May 2018

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SUMMARY

Entrepreneurship education can contribute beneficially to learners' schooling and should be structured and implemented (within programmes or curricula) to facilitate these benefits. In the South African secondary school curriculum, only Consumer Studies includes significant entrepreneurship education. Despite this potential of Consumer Studies, entrepreneurship education benefits do not always reach learners, due to under-prepared teachers and the ineffective implementation of the curriculum. The study aimed to explore how and to what extent entrepreneurship education is embedded in the intended and enacted curriculum for Consumer Studies, with the purpose of proposing a framework to provide guidance to teachers for the effective structuring and implementation of entrepreneurship education in Consumer Studies. A multi-phase sequential exploratory and descriptive mixed-methods research design, rooted in constructivism, was used. Document analysis, an online survey and focus group interviews were used for data collection. Initially, entrepreneurship education in the overall South African secondary school curriculum was explored. Subsequently, entrepreneurship education in the Consumer Studies curriculum was focused on, investigating (a) the potential value it contributes to the subject, (b) the extent to which the curriculum is structured to support entrepreneurship education, and (c) how teachers implement it in practice. Phase 3 identified best practice for entrepreneurship education internationally, which was compared to the findings from the previous two phases. Based on the previous findings, a framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies, was ultimately proposed. It was apparent from the findings that entrepreneurship education only appears infrequently, unstructured and in isolated subjects in South Africa. Furthermore, even though Consumer Studies has great potential to contribute value to learners' lives and is well-structured to support constructivist entrepreneurship education, it transpired that this potential does not always reach learners, owing to the ineffective structuring and implementation of the curriculum. This study revealed the dearth of well-structured entrepreneurship education as part of the South African secondary school curriculum, with the exception of Consumer Studies. We anticipate that the framework will enhance teachers' implementation of entrepreneurship education in Consumer Studies, which should augment the benefits thereof for learners.

Key words

Consumer Studies; curriculum analysis; entrepreneurship education; framework

TSHOBOKANYO

Thuto ya bogwebi e ka tshwaela ka tsela e e mosola mo go ithuteng ga morutwana mme e tshwanetse go rulaganngwa le go diragadiwa (mo mananeong gongwe kharikhulamo) go gokaganya dipoelo tseno. Mo kharikhulamong ya dikolo tsa sekontari tsa Aforikaborwa, ke fela Dithuto tsa Badirisi tse di akaretsang thuto e e botlhokwa ya bogwebi. Le fa go ntse go na le bokgoni jono mo Dithutong tsa Badirisi, dipoelo tsa thuto ya bogwebi ga di fitlhelele barutwana ka gale ka ntlha ya barutabana ba ba sa ipaakanyang mo go lekaneng le tiragatso e e seng mosola ya kharikhulamo. Maikaelelo a thutopatlisiso e ne e le go sekaseka gore thuto ya bogwebi e tseneletse go le kana kang le gone jang mo kharikhulamong e e lebeletsweng le e e fetisitsweng ya Dithuto tsa Badirisi, ka maikaelelo a go tshitshinya letlhomeso la go tlamela barutabana ka kaedi ya go rulaganya le go diragatsa thuto ya bogwebi mo Dithutong tsa Badirisi ka tsela e e mosola. Go dirisitswe mokgwa wa patlisiso wa magatomantsi le o o kopaneng mme o theilwe mo go lebeleleng maitemogelo. Go dirisitswe tshekatsheko ya dikwalo, tshekatsheko ya mo inthaneteng mmogo le dipotsolotso tsa ditlhopha tse di rileng go kokoanya data. Kwa tshimologong go ne ga sekasekiwa thuto ya bogwebi mo kharikhulamong ya dikolo tsa sekontari tsa Aforikaborwa ka kakaretso. Morago ga moo, go ne ga lebelelwa thuto ya bogwebi mo kharikhulamong ya Dithuto tsa Badirisi, go sekasekiwa (a) boleng jwa bokgoni jo e bo tshwaelang mo serutweng, (b) gore kharikhulamo e rulagantswe go tshegetsa thuto ya bogwebi go fitlha fa kae, le (c) ka moo barutabana ba e diragatsang ka gona. Legato la 3 le supile ditiragatso tse di gaisang tsa thuto ya bogwebi boditšhabatšhaba, tse di neng tsa bapisiwa le diphitlhelelo go tswa kwa magatong a mabedi a a fetileng. Go ikaegilwe ka diphitlhelelo tse di fetileng, go ne ga feleledi wa go tshitshintswe letlhomeso la go rulaganya le go diragatsa thuto ya bogwebi ka bokgoni mo Dithutong tsa Badirisi. Go ne go bonala go tswa mo diphitlhelelong gore thuto ya bogwebi e tlhagelela fale le fale, e sa rulagana mme gape e le mo dirutweng tsele le tsele mo Aforikaborwa. Mo godimo ga moo, le fa Dithuto tsa Badirisi di na le bokgoni jo bogolo jwa go oketsa boleng mo matshelong a barutwana mme di rulagane sentle go ka tshegetsa thuto ya bogwebi e e ikaegang ka maitemogelo, go tlhageletse gore ga se gantsi bokgoni jono bo fitlhelelang barutwana, ka ntlha ya thulaganyo le tiragatso e e seng mosola ya kharikhulamo. Thutopatlisiso eno e senotse tlhaelo ya thuto ya bogwebi e e rulaganeng sentle jaaka karolo ya kharikhulamo ya dikolo tsa sekontari

tsa Aforikaborwa, kwa ntle fela ga Dithuto tsa Badirisi. Re solofela gore letlhomeso le tlaa tokafatsa tiragatso ya barutabana ya thuto ya bogwebi mo Dithutong tsa Badirisi, tse di tshwanetseng go oketsa mesola mo barutwaneng.

Mafoko a botlhokwa

Dithuto tsa Badirisi; tshekatsheko ya kharikhulamo; thuto ya bogwebi; letlhomeso

KAFUSHANE NGOCWANINGO

Imfundo yezamabhizinisi (intrepreneurship education) ingalekelela kakhulu impela, ihlomulise umfundi emfundweni yakhe, futhi kumele ihleleke futhi iqaliswe (ngaphakathi ezinhlelweni zokufunda noma amakharikhulamu) ngendlela ezohlinzeka umfundi ngale mihlomulo. Kwikharikhulamu yezikole zamabanga aphezulu (amasekhondari) zaseNingizimu Afrika, yisiFundo Sezabathengi (Consumer Studies) kuphela esiqukethe ingxenye enkundlwana impela yemfundo yezamabhizinisi. Nakuba isiFundo Sezabathengi sihlinzeka ngalolu sizo, imfundo yezamabhizinisi ayivamisile ukufinyelela kubafundi, ngenxa yothisha abangavuthiwe kahle noma abangazilungiselele ngokwanele, kanye nokuqaliswa nokuqhutshwa kwekharikhulamu ngendlela engagculisi neze futhi engakhiqizi izithelo ezinhle. Lolu cwaningo kuhloswe ngalo ukuhlola nokuhlaziya ukuthi imfundo yezamabhizinisi ifakwe kanjani futhi kangakanani kwikharikhulamu ehlosiwe futhi esiphasisiwe yesiFundo Sezabathengi, ngenhloso yokwenza isiphakamiso sohlaka oluzolekelela futhi lube ngumhlahlandlela wothisha ekuhleleni kahle nokuqhuba imfundo yezamabhizinisi esiFundweni Sezabathengi. Kulolu cwaningo kwasetshenziswa idizayini yocwaningo ehlolayo ezigaba-ziningi ezilandelanayo kanye nedizayini yocwaningo esebenzisa izindlela ezixubile ezichazayo, ezigxile ku-constructivism. Ukuhlaziywa kwemibhalo, ucwaningokuhlola (isaveyi) lwe-inthanethi kanye nezimposamibuzo (interviews) ezigxile emaqenjini athile, kwasetshenziselwa ukuqoqa idatha. Ekuqaleni, kwahlolwa futhi kwahlaziywa imfundo yezamabhizinisi kwikharikhulamu yonkana yezikole zamabanga aphezulu zaseNingizimu Afrika. Emva kwalokho, kwagxilwa kwimfundo yezamabhizinisi esiFundweni Sezabathengi, kuphenywa (a) ubugugu nokubaluleka kwemfundo yezamabhizinisi kulesi sifundo, (b) izinga lokuhleleka kwekharikhulamu ukuze ikwazi ukweseka imfundo yezamabhizinisi, kanye (c) nokuthi othisha bangayiqalisa futhi bayiqhube kanjani ngokoqobo futhi ngendlela ephathekayo imfundo yezamabhizinisi. Isigaba 3 sahlonza inkambiso yemfundo yezamabhizinizi ephuma phambili emhlabeni wonke jikelele, eyaqhathaniswa nalokho okwatholwa ezigabeni ezimbili ezedlule. Ngokususela kulokho okwatholwa ezigabeni ezedlule, kwahlongozwa uhlaka lokuhlelwa nokuqaliswa kahle kwemfundo yezamabhizinisi esiFundweni Sezabathengi. Uma kubhekwa izinto ezatholakala ocwaningweni, kwabonakala ngokucacile ukuthi imfundo yezamabhizinisi yayithe gqwa gqwa laphaya nalaphaya, futhi itholakala ngendlela engahlelekile,

ezifundweni ezithile, ezimbalwa eNingizimu Afrika. Ngaphezu kwalokho, nakuba isiFundo Sezabathengi singaba nomthelela omuhle kakhulu ezimpilweni zabafundi futhi sikulungele noma sihleleke kahle ukuze sikwazi ukweseka i-constructivist entrepreneurship education, kwahlaluka ukuthi lo mthelela omuhle awuvamisile neze ukufinyelela kubafundi, ngenxa yokungahlelwa kahle kanye nokungaqaliswa ngendlela efanele kwekharikhulamu. Lolu cwaningo lwabonisa ukuntuleka kwemfundo yezamabhizinisi ehleleke kahle, njengengxenye yekharikhulamu yezikole zamabanga aphezulu zaseNingizimu Afrika, ngaphandle kwesiFundo Sezabathengi. Sibheke ukuthi lolu hlaka lwenze ngcono ukuqaliswa nokuqhutshwa kwemfundo yezamabhizinisi ngaphansi kwesiFundo Sezabathengi, futhi lokho kuyokhulisa imihlomulo yemfundo yezamabhizinisi kubafundi.

Amagama asemqoka

IsiFundo Sezabathengi; ukuhlaziywa kwekharikhulamu; imfundo yezabathengi; uhlaka

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LIST OF ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statements
DBE	Department of Basic Education
DoE	Department of Education
EEP	Entrepreneurship Education Programme
EMS	Economic and Management Sciences
FET	Further Education and Training (Phase)
NCS	National Curriculum Statements
NPA	National Protocol for Assessment Grades R-12
NPPPR	National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12
NQF	National Qualifications Framework
RNCS	Revised National Curriculum Statements
SP	Senior Phase
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WEF	World Economic Forum

CHAPTER 1
INTRODUCTION

"… the poor quality of general (basic) education and the lack of purposive entrepreneurship education and training in South African schools will continue to contribute towards high levels of youth unemployment and poverty…"

Steenekamp, 2013:6

High youth unemployment is a major challenge facing most countries worldwide (Hutchinson & Kettlewell, 2015:114; Meyer, 2014:281). The same challenge is also experienced in Africa (Tengeh, Iwu & Nchu, 2015:113) and in South Africa (Ndedi, 2012:57), where unemployment is a chronic problem and unemployment rates are amongst the highest in the world (Steenekamp, 2013:76). Unemployment negatively affects the long-term prosperity, health and well-being of individuals and therefore affects society immensely (Department of Basic Education [DBE], 2014b:20). Finding ways to address unemployment has therefore become an urgent need for many administrations and, in particular, the South African government.

Entrepreneurship is recognised globally as having the potential to specifically decrease youth unemployment and has been a longstanding point of consideration in research (Co & Mitchell, 2006:349; Heinonen & Poikkijoki, 2006:80; Mueller, Wyatt, Klandt & Tan, 2006:3; Tremblay, Brière, Daou, & Baillargeon, 2013:2; World Economic Forum [WEF], 2009:7). The benefit of entrepreneurship is that it creates opportunities to generate employment rather than just creating employees that need to be employed by someone else (Muofhe, 2010:2).

Nevertheless, focusing only on the economic aspects of entrepreneurship disregards the importance of entrepreneurial behaviour in personal and social contexts (Blenker, Korsgaard, Neergaard & Thrane, 2011:422; Gibb, Hannon, Price & Robertson, 2013:5; Lackéus, 2015:23). The South African government considers entrepreneurship development as an important mechanism to support both economic and social transformation and development (Marks, 2012:4; Steenekamp, 2013:82). Entrepreneurship contributes to social transformation and development through value creation — a result of the application of entrepreneurship knowledge and skills to real-

life contexts to solve problems and address challenges in communities. The European Commission (2011:2) affirms this when they state that entrepreneurship education develops a broad set of learners' competencies, which can be applied "in every aspect of people's lives" to convey individual, social and economic benefits.

To attain such value, it is recommended that entrepreneurship should be introduced at an early age as part of young people's education and with the potential to link such entrepreneurship education to real-life situations (WEF, 2009:17). Introducing entrepreneurship education early contributes to more established and deeper cognitive learning, which supports the development of an entrepreneurial identity, or acceptance of the concept of being an entrepreneur, at an early age (Marks, 2012:43). Also, introducing entrepreneurship education before career choices are made might increase the probability that youth choose to pursue entrepreneurship as the preferred path for their own futures (Mwasalwiba, 2010:28).

The European Commission (2013:6; 2011:9) recommends that entrepreneurship education be included as an explicit requirement in school curricula, which should form part of a broader intentional entrepreneurship development plan. The Commission further recommends that entrepreneurship education be included in school curricula as a range of content, strategies, schedules and more, as part of existing subjects in curricula (European Commission, 2011:9) and should be linked to real-life experiences (p. 10). Meticulously designing and developing curricula to effectively support entrepreneurship education is therefore important (Sirelkhatim & Gangi, 2015:2; Steenekamp, 2013:11).

The next section clarifies the concepts selected for use in this study in more detail. From this concept clarification, a conceptual framework was developed for the research.

1.1 Concept clarification

The main concept in this study is entrepreneurship education. Entrepreneurship education, curriculum and Consumer Studies will be discussed in detail. An exploration of the issues regarding the optimal structuring of entrepreneurship within curricula as well as the implementation of entrepreneurship as part of the curriculum is included in the discussion of entrepreneurship curriculum. Other concepts — such as the intended

or enacted curriculum that support the main concepts — will also be described to elucidate their influence in the research.

1.1.1 Entrepreneurship

Before commencing a discussion of entrepreneurship *education*, the concept of entrepreneurship and how it is viewed in this study needs to be clarified. According to the World Economic Forum (WEF, 2009:7), entrepreneurship can contribute to "solving the global challenges of the 21st century, building sustainable development, creating jobs, generating renewed economic growth and advancing human welfare". Meintjes (2014:12) concurs, stating that entrepreneurship provides many benefits to citizens globally, including the creation of jobs. Entrepreneurship clearly holds several advantages, but clarifying the term itself, is challenging. In fact, Finland considers entrepreneurship so significant, that the implementation of entrepreneurship education is compulsory in their National Core Curriculum Basic Education (Deveci & Seikkula-Leino, 2015:28).

The concept of entrepreneurship has been in existence as far back as the thirteenth century and was derived from the French term "entreprendre", which loosely translates to "undertaking something", "being enterprising" or "taking initiative" (Conradie, 2011:6, 7; Marks, 2012:19). Despite this broad explanation, there is no consensus about or international acceptance of a single definition or meaning of the term "entrepreneurship" (Conradie, 2011:6; Heinonen & Poikkijoki, 2006:80; Jones & English, 2004:417; Marks, 2012:24; Sirelkhatim & Gangi, 2015:8; Steenekamp, 2013:27). As the term is interpreted differently by different people, the understanding of entrepreneurship varies widely (Mwasalwiba, 2010:21; O'Connor, 2013:547; Steenekamp, 2013:96). The purpose of this research was not to define or redefine entrepreneurship; however, it was important to consider the meaning ascribed to the term by other scholars.

Numerous definitions exist for entrepreneurship and these are addressed in more detail in Chapter 2. The following definition proposed by Conradie (2011:6) is simple, direct and was deemed a suitable starting point for this research, since it clearly identifies several elements that contribute to entrepreneurship, namely a process or plan of action; a person (the entrepreneur); an opportunity; and resources.

> "Entrepreneurship is the process when an entrepreneur constructs or seizes a feasible opportunity and, irrespective of the resources that are available at the start, implements his/her plan with success."

The purpose of entrepreneurship, according to this definition, is the effective implementation of a plan or process to achieve a successful outcome. Chapter 3 of this study reports in more detail on the planning and implementation of entrepreneurship education and the components that contribute thereto. All elements that contribute to entrepreneurship need to be carefully balanced and executed so as to support a successful outcome. Entrepreneurship does not 'just happen', and therefore, effectively planned and implemented education in entrepreneurship is essential.

1.1.2 Entrepreneurship education

The research was approached from the perspective that some aspects of entrepreneurship can be taught. Both local and international research underpins the perspective that knowledge, skills, attitudes, values and capabilities associated with entrepreneurship can be taught (Elert, Andersson & Wennberg, 2015:20; European Commission, 2014:9; Finkle, Soper, Fox, Reece & Messing, 2009:45; Henry, Hill & Leitch, 2005:107; Jones & English, 2004:417; Löbler, 2006:21; Marks, 2012:33; Mwasalwiba, 2010:40; Ruskovaara, 2014:49; Steenekamp, 2013:412; Valerio, Parton & Robb, 2014:36).

Worldwide, entrepreneurship education is one of the fastest growing fields in education (Sirelkhatim & Gangi, 2015:1). One key reason for this growing interest is that entrepreneurship education is anticipated to generate income and employment opportunities, thereby contributing to national economies (Nnditsheni & Du Toit, 2011:2). From this viewpoint, the derived purpose of entrepreneurship education is to educate people about entrepreneurship in order for them to be able to make a positive contribution to the economy.

As the interpretation of entrepreneurship is indistinct (see section 1.1.1), definitions for entrepreneurship education, the content thereof and the pedagogy used in such programmes are still contentious (Agbenyegah, 2013:41; Lackéus, 2013:4; Mwasalwiba, 2010:4; North, 2002:24; O'Connor, 2013:557; Sirelkhatim & Gangi, 2015:1; Valliere, Gedeon & Wise, 2014:113; WEF, 2009:8). Definitions for

entrepreneurship education that are too broad or general results in a loss of focus, whereas definitions that are too narrow or specific might not be inclusive enough (Steenekamp, 2013:102; Valliere *et al*., 2014:94).

A few examples of broad definitions for entrepreneurship education include the following:

> "… entrepreneurship education, seen as a process for enabling learners to turn ideas into action, and is intended to promote entrepreneurial skills known as "soft skills"" (European Commission, 2013:38)
>
> "… evolution of learning processes and methods from a didactical mode towards an entrepreneurial mode" (Fayolle & Gailly, 2008:574)
>
> "Entrepreneurial education can be viewed broadly in terms of the skills that can be taught and the characteristics that can be engendered in individuals that will enable them to develop new and innovative plans" (Jones & English, 2004:417)
>
> "… a continuous process that facilitates the development of necessary knowledge for being effective in starting up and managing new ventures" (Politis, 2005:401).
>
> "Content, methods and activities that support the development of motivation, competence and experience that make it possible to implement, manage and participate in value-added processes" (Rasmussen, Moberg & Revsbech, 2015:6).

The following definitions entail more detailed descriptions for entrepreneurship education, indicating how complex entrepreneurship education can be:

> "... a process through which learners acquire a broad set of competencies [that] can bring greater individual, social and economic benefits since the competences acquired lend themselves to application in every aspect of people's lives ... Entrepreneurship education is thus about life-wide as well as lifelong competence development. ... It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives" (European Commission, 2011:2).
>
> "Entrepreneurship education encompasses holistic personal growth and transformation that provides students with knowledge, skills and attitudinal learning outcomes. This empowers students with a philosophy of

> entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures" (Gedeon, 2014:238).
>
> "Entrepreneurship education is both product-focused, theory-based teaching and process-focused, practical training capable of nurturing desire, self-reliance, awareness of opportunity, adaptability to change and tolerance of risk and ambiguity by modifying attitudes, and instilling attributes, intentions, behaviours, knowledge and skills enabling individuals and groups to participate meaningfully in all aspects of life, create something of value, and gain financial independence, or personal satisfaction, or both" (Steenekamp, 2013:102).

The recurrence of the term 'process' in several definitions underscores that a planned and structured approach, utilising particular methods (active learning, real-life learning), should be used in entrepreneurship education. The development of learners' knowledge, skills, attitudes and competencies as part of entrepreneurship but also for application in their everyday lives, also emerged as an important aspect in entrepreneurship education. The more detailed definitions further implicate that entrepreneurship education should contribute value to the lives of learners and to others — indicating a purpose broader than just generating income or employment opportunities for individuals and their communities.

Whichever definition is selected, it is recommended that such a definition promotes ownership thereof so that learners, teachers and the community all have the same, shared understanding of what entrepreneurship education entails and what the outcomes thereof ought to be (European Commission, 2011:48). It is therefore important to develop a shared understanding of the purpose of entrepreneurship education in order to support its development and implementation as part of the curriculum. However, a lack of shared understanding of what entrepreneurship education is or what it should be is not the only barrier to its successful implementation.

According to Steenekamp (2013:2), entrepreneurship education is not being taught effectively or widely enough in South Africa, even though it is supposed to be included in the school curriculum. He suggests several factors that need urgent attention in an effort to remedy the current situation, namely "the design and structure of programmes; programme content and curriculum development; teaching methodology; teacher and trainer development", amongst others (Steenekamp, 2013:11). In other words, the

curriculum content ("what"), pedagogy ("how") and teacher and learner development ("who") all play important roles in entrepreneurship education (Steenekamp, 2013:145). The particular context, such as the classroom situation in which entrepreneurship education is provided, is also significant (Tremblay *et al.*, 2013:3), adding "where" (referring to the local context or classroom situation in which learning is implemented) to the list of elements affecting entrepreneurship education.

Effectively structuring entrepreneurship education (within programmes or curricula) as well as implementing it in practice is essential to support its effective facilitation. However, no explicit guidance or framework for the structuring and implementation of entrepreneurship education as part of the secondary school curriculum exists in South Africa, and international literature had to be explored to gain insight into the effective structuring and implementation of international curricula to support entrepreneurship education.

The inclusion of entrepreneurship education as part of the intended South African school curriculum, specifically focusing on the secondary school curriculum, will be explored in the next section.

1.1.3 Curriculum

Before delving into the South African curriculum, it is necessary to clarify the term curriculum, and specifically the terms *intended* and *enacted* curriculum, which were utilised in this study.

According to Thijs and Van den Akker (2009:9), the "Latin noun *curriculum* refers to both a 'course' and a 'vehicle'". This description suitably explains the functions of a curriculum as being both 'the course to take to get to the outcomes' as well as 'what will I do to get there'. Such an explanation aligns with that of other scholars, for example, Ebert, Ebert and Bentley (2013:1), who state that a curriculum is the planned and unplanned experiences used to attain learning outcomes. This definition resonates with Doll's (1996:15) statement that a curriculum refers to "… the formal [planned] and informal [unplanned] content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values". In an expanded definition, Baffour-Awuah (2015:21) declares that a curriculum not only includes "all the planned and guided learning by the institution", but that it also impacts on individuals and communities outside the institution. He adds that a curriculum

should “define and identify what, why, when, where, how and with whom to learn” (ibid., p. 21). Chisholm (2015:3) also puts forward a more detailed definition for curriculum, indicating that it is not just a written document, but that it includes content, pedagogical choices, facilities (or context) and access to resources. Chisholm (2015:3) concluded that a curriculum “encompasses intention, delivery and outcomes”. From these definitions it is clear that ‘curriculum’ is a broad term that includes various elements, that it should be planned while considering these elements and how each affects other elements, and that its impact is wider than just the learners for whom it is intended. Though many definitions exist for curriculum, an uncomplicated and direct definition provided by Thijs and Van den Akker (2009:9) that it is “a course for learning” is utilised in this study. Such a concise definition enables future elaboration for different types of curricula, their contexts, implementation, and more (Thijs & Van den Akker, 2009:9).

Various theories and models inform curriculum planning and construction, though that is not the focus of the current research. Important to note, though, is that curriculum structure should serve to support its use and implementation. Notwithstanding careful planning, a curriculum is, however, implemented by different people (teachers), with particular resources available to them, in specific contexts, and with learners who have differing needs and backgrounds. These factors contribute to the differentiation between intended, enacted and attained curricula, as explained by Thijs and Van den Akker (2009:10):

The *intended curriculum* refers to the formal, written or ideal curriculum envisaged and ‘put on paper’. It encompasses the rationale or vision for the curriculum and specifies the intentions for the curriculum. More often than not, however, there is a gap between the planned curriculum and how teachers implement the curriculum in practice (Hoadley & Jansen, 2009:171; see section 3.2.1). The *enacted curriculum* includes the perceptions and interpretations of its users (teachers), in other words, how the curriculum is implemented in practice through teaching and learning. Esene (2015:15) describes the implementation of the curriculum as the process of bringing the paper plan (the intended curriculum) to the learners to effect the planned learning. The *attained curriculum* is how the curriculum is experienced or perceived (by learners) and what the learning results of the curriculum embody (Thijs & Van den Akker, 2009:10). The differentiation between an intended, enacted and attained curriculum echoes Chisholm’s (2015:3) conclusion that a curriculum comprises its intentions, how it is delivered and its outcomes. In South Africa, there are often discrepancies between the

curriculum policy and the way it is implemented in practice (Booyse & Du Plessis, 2014:7; Lelliott, Mwakapenda, Doidge, Du Plessis, *et al*., 2009). The ineffective implementation of the intended curriculum results in gaps in the learning that was intended for learners and therefore the curriculum as a whole (intended, implemented and assessed) should preferably be planned as a whole.

The onus rests on governments to ensure that curricula are socially relevant and of sustainable quality. For this reason, governments often refer to international frameworks and developments to inform decisions surrounding curriculum development (Thijs & Van den Akker, 2009:22), such as the structuring or implementation thereof. Several educational policies have been implemented to provide a framework for transforming education and training in South Africa since 1994 (DBE, 2014b:8) to make the curriculum more socially relevant. Considering the high levels of unemployment in South Africa (Ndedi, 2012:57), it would be expected that Government would include a framework for entrepreneurship education in educational policies to support the implementation of this important mechanism so as to assist in addressing youth unemployment and value creation. However, although the 2014 Country Progress Report regarding 'Education for All' (DBE, 2014b), which reports on the state of education in South Africa, include several references to utilising education in the reduction of unemployment, it does not contain a single reference to entrepreneurship. This indicates that entrepreneurship has still not taken its rightful place as a potential contributor to the reduction of youth unemployment in South African education and that there is room for improvement to address this situation.

Since entrepreneurship education can make a significant contribution to reducing youth unemployment and creating social value, it is essential to develop guidance for its structuring and implementation so as to attain these intended advantages. This study focuses on entrepreneurship education planned in the intended curriculum for South African secondary schools as well as on how entrepreneurship education is implemented in one secondary school subject (Consumer Studies) as part of the enacted curriculum.

1.1.3.1 The South African secondary school curriculum

According to Steenekamp (2013:160), several programmes aimed at youth entrepreneurship development exist in South Africa, but this study focuses explicitly

on entrepreneurship education that forms part of the formal secondary school curriculum and, in particular, on the subject Consumer Studies.

Political changes in South Africa included extensive modifications to the school curriculum to reflect the aims of Government to effect change and to foster democracy (DBE, 2011e, n.p.). The curriculum currently in use (the Curriculum and Assessment Policy Statements, or the so-called CAPS), was phased in from 2011, with the first exit-level exams for that curriculum written in 2014. It was developed over a number of years, after implementing and then abandoning two prior major curriculum changes, namely outcomes-based education through *Curriculum 2005* and the Revised National Curriculum Statement (RNCS) (DBE, 2011e:n.p.; Umalusi, 2014:3-4; Zenex Foundation, 2013:2).

Secondary school in South Africa comprises Grades 8 through 12, with learner ages ranging from 14 years to about 18 years old. Grades 7, 8 and 9 form part of the Senior Phase. Grade 7 is, however, completed as part of primary school education and did not form part of this research. Up to and including Grade 9, all subjects in the curriculum are compulsory for all learners. The Further Education and Training Phase (FET Phase) in secondary schools includes Grades 10, 11 and 12 (DBE, 2014b:18). Grade 12 is the exit level for this qualification, which is on Level 4 of the National Qualifications Framework (NQF) of South Africa. In the FET Phase, learners are required to have four compulsory subjects (two languages, a mathematics subject, and a subject called Life Orientation) as well as a minimum of three other elective subjects (DBE, 2011m:28-29).

In view of the important goals of entrepreneurship education to address youth unemployment in South Africa and to contribute to social development through value creation, its inclusion within the formal secondary school curriculum should be investigated in more detail.

1.1.4 Entrepreneurship education in the South African secondary school curriculum

It is important to investigate where and how entrepreneurship education appears in the curriculum to understand what the intention of the inclusion of such content is. Additional insights can be gained through considering the phasing in of entrepreneurship as part of the curriculum. A brief overview of prior versions of the

curriculum, and how entrepreneurship education was included in those curricula, is followed by a more comprehensive breakdown of entrepreneurship education found in the current CAPS.

1.1.4.1 Entrepreneurship education in previous South African curricula

Entrepreneurship education was included formally in the South African school curriculum for the first time during the implementation of *Curriculum 2005* (Marks, 2012:31). In a detailed User's Guide developed by the Department of Education[1] (DoE) for users of *Curriculum 2005,* only a single reference to entrepreneurship was included as part of the critical cross-field outcomes. The inclusion reads as follows:

> "In order to contribute to the full personal development of each learner and the social and economic development of the society at large, he/she should be made aware of the importance of... developing entrepreneurial abilities" (DoE, 1997:18).

Entrepreneurship education was therefore considered valuable as it was viewed as part of learners' 'full personal development'. Due to challenges experienced with the implementation of *Curriculum 2005,* it was reviewed and the Revised National Curriculum Statement (RNCS) was implemented in 2004. The RNCS was supposed to be less complicated, use more direct language, and include better teacher support and training (Western Cape Education Department, 2004:9). In virtually the same words as in the previous curriculum, one of the developmental outcomes in the RNCS was to envisage learners who are able to "develop entrepreneurial opportunities" (DoE, 2002a:11). However, evidence of this developmental outcome can be found in the Senior Phase in only two subjects, namely Economic and Management Sciences (EMS) (DoE, 2004:209-219) and Visual Arts (DoE, 2004:177, 186). Entrepreneurship education seems to have been relegated from contributing to 'full personal development' to being included to a limited extent in only two subjects in the Senior Phase.

---

[1] The former National Department of Education was split into the Department of Basic Education and the Department of Higher Education and Training from 2009. Prior to that year, it was dealt with as only one Department of Education (DBE, 2014a).

Entrepreneurship education is more pronounced in the FET Phase of the RNCS. The same developmental outcome that learners should "develop entrepreneurial opportunities" is found across the FET Phase curriculum (DoE, 2003d:2). References to entrepreneurship are included throughout the RNCS documents across Grades 10, 11 and 12 for thirteen subjects, namely Agricultural Management Practices (DoE, 2003a); Agricultural Sciences (DoE, 2003b); Agricultural Technology (DoE, 2003c); Business Studies (DoE, 2003d); Civil Technology (DoE, 2003e); Consumer Studies (DoE, 2003f); Economics (DoE, 2003g); Electrical Technology (DoE, 2003h); Engineering Graphics and Design (DoE, 2003i); Hospitality Studies (DoE, 2003j); Mechanical Technology (DoE, 2003k); Tourism (DoE, 2003l); and Visual Arts (DoE, 2003m). Entrepreneurship education contained in the RNCS is somewhat vague in several instances due to the outcomes-based approach that was used, which lacked clear and concise descriptions of the intended learning content (Umalusi, 2014:31) and details about the implementation thereof are non-existent in the original curriculum documents.

Difficulties reported and experienced with the implementation of the RNCS resulted in the formation of a Ministerial Committee to investigate the claims (Dada, Dipholo, Hoadley, Khembo, Muller & Volmink, 2009). The resulting Report of the Task Team for the Review of the Implementation of the National Curriculum Statement produced the findings of the investigation and the recommendations from that report were used as the foundation for the development of the National Curriculum Statement (NCS) CAPS (DBE, 2011e:n.p.; Umalusi, 2014:3-4). The appearance of entrepreneurship education within the current CAPS is investigated in more depth in the next section.

1.1.4.2 Entrepreneurship education in the CAPS secondary school curriculum

In the Senior Phase, only a single subject, namely Economic and Management Sciences (EMS), deals with entrepreneurship (Du Toit, 2016). According to the EMS curriculum document, 30% of the curriculum and 20% of the formal assessment in Grades 8 and 9 should be dedicated to entrepreneurship education (DBE, 2011k:9, 28). No other references to entrepreneurship could be uncovered from Senior Phase CAPS documents for other subjects. It seems that the appearance of entrepreneurship education has been reduced even further in the Senior Phase due to the change in curriculum from the RNCS to the CAPS.

References to entrepreneurship education appear in the curriculum documents of the CAPS FET Phase in twelve of the same thirteen subjects as in the RNCS, specifically Agricultural Management Practices (DBE, 2011a); Agricultural Sciences (DBE, 2011b); Agricultural Technology (DBE, 2011c); Business Studies (DBE, 2011d), Civil Technology (DBE, 2014c); Consumer Studies (DBE, 2011e); Economics (DBE, 2011f); Electrical Technology (DBE, 2014d); Hospitality Studies (DBE, 2011h); Mechanical Technology (DBE, 2014e); Tourism (DBE, 2011i); and Visual Arts (DBE, 2011j). The exception is Engineering Graphics and Design (DBE, 2011g), which does not contain any entrepreneurship in its CAPS curriculum, although it did in the RNCS. Technical Sciences (DBE, 2014f), a new subject in the CAPS, also includes entrepreneurship. However, an initial search of the inclusion of the term 'entrepreneur' and related terms, such as 'entrepreneurship' or 'entrepreneurial', in the teaching-learning content for these thirteen subjects, revealed that entrepreneurship appears explicitly in the content of only seven of these subjects, and often just briefly.

Of the seven subjects that do contain entrepreneurship as part of their teaching-learning content, five subject curricula only deal with this content in one of the three grades in the FET Phase. Entrepreneurship appears explicitly in the Business Studies curriculum in Grades 10 (Term 2-3, about three weeks) and 11 (Term 3, one week only) and not at all in Grade 12 (DBE, 2011d). Entrepreneurship education can be found throughout the Consumer Studies curriculum across Grades 10 (Term 1 and Term 4, about five weeks), 11 (Term 4, about five weeks) and 12 (Term 1, about six weeks) and includes entrepreneurship content, practical skills development and linkages to real-life application of learning (DBE, 2011e).

From the overview of all non-language subject-specific curriculum documents included in the NCS, it can be inferred that entrepreneurship education only appears infrequently and in isolated subjects in the South African secondary school curriculum. Of these subjects, Consumer Studies[2] mandates the most teaching time for entrepreneurship (16 weeks over three years), has a prominent section dedicated to this particular topic and also incorporates entrepreneurship within many aspects of the

[2] Consumer Studies replaced Home Economics as a subject in the South African curriculum in 2003, but the subjects are not exactly the same. More detail in this regard have been included in section 3.4.1.

subjects' cognitive content and skills development (DBE, 2011e:8; Koekemoer & Booyse, 2013:545; Umalusi, 2014:19). Consumer Studies therefore has the potential to make a significant contribution to entrepreneurship education in the South African secondary school curriculum. Disappointingly, this potential does not always reach learners due to various reasons, which include under-prepared teachers and ineffective implementation of the curriculum (Koekemoer & Booyse, 2013:456). Providing better guidance to Consumer Studies teachers for the facilitation of entrepreneurship education within the subject could promote the potential benefits to learners in their classes in this regard.

Guidance or frameworks for entrepreneurship education in the South African secondary school curriculum or for Consumer Studies, specifically, are not available. An investigation into existing South African secondary school entrepreneurship curriculum content, as well as how it is structured and implemented is therefore necessary to shape an understanding of entrepreneurship education in the intended curriculum. The structuring and implementation in practice of entrepreneurship education in Consumer Studies, in particular, have to be analysed to determine strengths and potential weaknesses of the enacted curriculum in order to support teachers in their facilitation of this important element in Consumer Studies. In addition, investigating existing international frameworks for entrepreneurship education is necessary to gain insight into the features they have in common, their unique qualities, their structuring and specific recommendations regarding the implementation of entrepreneurship education in practice. Findings of these investigations can be utilised to develop guidelines and a framework for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies.

Based on the literature review, these main concepts have been organised in a conceptual framework for the study.

1.2 Conceptual framework

The conceptual framework created from the literature is included in Figure 1.1. This framework shows how the concepts and sections of the planned research are scaffolded to address the research problem. The importance and value of entrepreneurship education is ascertained as a foundation for the research. From the literature, curriculum transpired as a key component in the development and support

of entrepreneurship education. Working from a broad perspective to a narrow and focused investigation, the framework was developed to initially investigate entrepreneurship education in the broader South African curriculum, where after it was narrowed to a single subject in that curriculum, focusing only on entrepreneurship education in Consumer Studies.

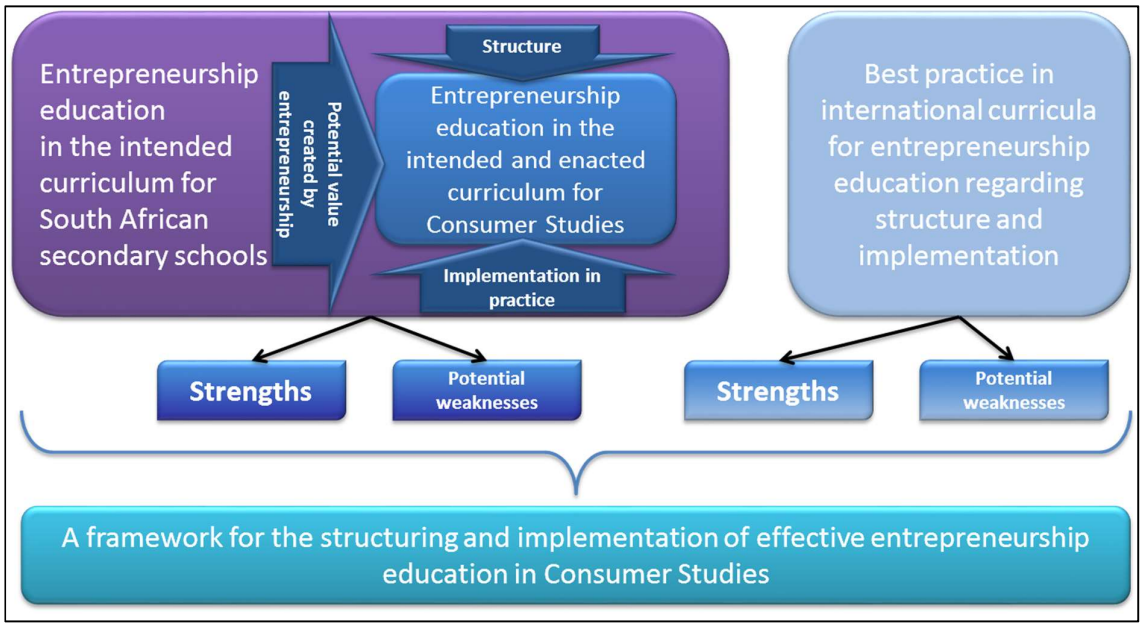

Figure 1.1: Conceptual framework for the study

The manner and extent to which entrepreneurship education is included in the intended and implemented curriculum for Consumer Studies were then compared to suggested frameworks for entrepreneurship education so as to determine best practice and recommendations for pedagogical guidance for this topic, since there is none in the curriculum at present.

First and foremost, the comprehensive inclusion of entrepreneurship as part of Consumer Studies in the South African secondary school curriculum renders it suitable for further investigation on entrepreneurship education in both the intended and enacted curriculum. The inclusion and appearance of entrepreneurship in the intended curriculum for secondary school learners will be investigated as a starting point. Secondly, the potential value that entrepreneurship education can contribute to individuals and society, through the subject Consumer Studies, will be investigated. Thirdly, the inclusion and appearance (structure) of entrepreneurship in the intended

and enacted (curriculum in practice) curriculum of Consumer Studies will be investigated, as this is the subject with the most compelling entrepreneurship teaching-learning content in the South African curriculum. Insights gained from the structuring and implementation of entrepreneurship education in the Consumer Studies curriculum as well as best practice from international programmes in this regard, will be used to develop a framework that can inform and strengthen entrepreneurship education in subjects that form part of the South African secondary school curriculum. Improving entrepreneurship education in the whole secondary school curriculum might increase the benefits for South African learners and could potentially contribute to reducing youth unemployment.

To further clarify the intended research, the following problem statement was formulated, supported by an explanation of the rationale for the study.

1.3 Problem statement and rationale

Entrepreneurship education has been part of the South African school curriculum for several years. Youth unemployment in South Africa has, however, not decreased significantly. Although the researcher acknowledges that entrepreneurship education is not the only mechanism that can be utilised to help reduce youth unemployment, the question still remains why entrepreneurship education is not making a bigger impact in developing entrepreneurs amongst the youth of South Africa.

Various studies have been conducted on entrepreneurship education in South Africa; yet no research has been published on investigations into guidance for entrepreneurship education in Consumer Studies as part of the most recent South African school curriculum since its implementation in 2011. Several studies have been conducted on entrepreneurship education at secondary school level in South Africa, but many of those are outdated, since those studies were conducted before the introduction of the current NCS. To illustrate the latter statement, some examples include research on the difficulties experienced with the implementation of entrepreneurship education in Gauteng schools in South Africa (Smith, 2000); North's (2002) analysis of a decade of entrepreneurship education in South Africa, which focused on Intermediate Phase learners and included teacher training and modification of a pilot syllabus; and research conducted by Isaacs, Visser, Friedrich and Brijlal (2007) on the appearance of entrepreneurship education in the FET Phase.

Some studies have been conducted to develop or investigate models for entrepreneurship education, for example Pretorius, Nieman and Van Vuuren's (2005) critical evaluation and integration of the Entrepreneurial Performance Education model and the Entrepreneurial Education models; and the development of an experiential learning model for entrepreneurship education in South African higher education institutes described by Dhliwayo (2008). Marks (2012) studied the effectiveness and pedagogical basis of entrepreneurship education programmes but focused on students' perspectives on the experiential learning utilised in the study. In his research, he refers to two models used in entrepreneurship education, specifically entrepreneurship as an ecosystem and the model described by Neck and Greene (2011), which states that teaching and learning entrepreneurship comprises a multidisciplinary approach to a method rather than a process (Marks, 2012:44). Recently, Steenekamp (2013) conducted a study in secondary schools in South Africa, investigating the impact of entrepreneurship education and training on young learners. His study incorporates an interesting section on the use of the GENIE model to support effective entrepreneurship education. The conclusions of his research include that 'content and methodology borrowed from other countries may not be suited for the South African context' and emphasises the need for 'purposive South African entrepreneurship education' (Steenekamp, 2013:412). Tremblay *et al*. (2013) echoed this finding when they investigated the possibility of implementing a Canadian entrepreneurship support model in the South African context and found that the particular context in South Africa made it difficult to 'just adopt' existing international practices for the local context. No research could be uncovered about a model for entrepreneurship education as part of a subject such as Consumer Studies, which offers entrepreneurship knowledge content together with the development of making (practical) skills for product development.

Mwasalwiba (2010) reviewed (amongst other elements) the objectives and teaching methods used for entrepreneurship education across the world (including South Africa). He found that pedagogical approaches applied at present are not fully aligned with the expectations of stakeholders (and teachers) for entrepreneurship education and that varying contexts played a significant role in this apparent non-alignment (Mwasalwiba, 2010:24). Syden and Shaw (2014) investigated entrepreneurial awareness among secondary school learners in Buffalo City Municipality in South Africa, which included a section on the presence of entrepreneurship in the hidden

curriculum, but they did not investigate other aspects of the curriculum, such as the intended or implemented curriculum. They concluded that there is a need for developing and promoting entrepreneurship education and reiterated the important role that teachers play in disseminating entrepreneurship education. Research dealing with the structuring of the curriculum for effective entrepreneurship education, particularly the intended and implemented curriculum, could not be found.

Despite all this (and other) research, the problem persists that entrepreneurship education in the curriculum is not reaching the youth in the ways it was intended to. Steenekamp (2013:ii) blames a deficiency of purposive entrepreneurship education as a major contributor to the high levels of youth unemployment experienced in South Africa. No purposive guidance or framework for the structuring and implementation of entrepreneurship education as part of the secondary school curriculum in the South African context could be uncovered. The aforementioned examples of research on entrepreneurship education emphasise the importance of effective planning and structuring of the intended curriculum, the role of teachers as implementers of the curriculum in practice and taking into consideration the particular context for which entrepreneurship education is planned.

In Consumer Studies – a secondary school subject with abundant entrepreneurship education potential – the lack of research and explicit guidance or a framework to support teachers in the effective structuring and implementation of entrepreneurship education is limiting the potential entrepreneurship benefits to learners in those teachers' classrooms. In view of the potential contribution of effective entrepreneurship education to value creation and reducing youth unemployment, this lack of guidance for teachers in a subject with significant entrepreneurship content is a substantial problem that needs to be investigated.

In the next section, the purpose of the research will be explained and clarified through the research questions developed to guide the research.

1.4 Purpose of the study

The purpose of the study was to develop and propose a framework that will provide guidance to teachers for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies education. The study aimed to develop a clearer understanding of how entrepreneurship education embedded in

the intended curriculum for Consumer Studies is currently structured and implemented in practice. Such an understanding provided insights that could be used to improve the potential benefits of entrepreneurship education for learners. A comparison of the findings from both the South African curriculum investigation and Consumer Studies curriculum with best practice (for structuring and implementation of entrepreneurship education) internationally, were used to identify possible strengths or areas for improvement in the local curriculum. It may also be utilised to provide guidance in the structuring and implementation of entrepreneurship education in other subjects that form part of the South African secondary school curriculum.

1.5 Aim and objectives of the study

The aim of this research was to develop a better understanding of how and to what extent entrepreneurship education is embedded in the intended curriculum for Consumer Studies and how it is currently structured and implemented in practice, with the purpose of develop and propose a framework that will provide guidance to teachers for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies education. To accomplish this aim and purpose of the study, the objectives for this investigation were as follows:

- **Objective 1**: To explore the structuring of entrepreneurship education content as part of the intended curriculum currently in use for South African secondary school learners, and
- **Objective 2**: To investigate and delineate the potential value created through the inclusion of entrepreneurship education as part of the Consumer Studies curriculum, and
- **Objective 3**: To investigate the entrepreneurship embedded in Consumer Studies regarding

  3.1 content,

  3.2 structure and

  3.3 implementation of the enacted curriculum in practice, as well as

- **Objective 4**: To investigate and identify best practice regarding the structuring and implementation of entrepreneurship education internationally, with the overarching intention of developing a framework for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies.

The study was planned according to four phases, to address each of the objectives stated above (see Figure 1.2), which will be discussed in detail in Chapter 4. The following research questions were used to guide the research to assist in the realisation of the abovementioned objectives.

1.6 Research questions

The main research question, in line with the overarching intention and purpose of the research, was:

> *How can a framework be developed for the effective structuring and implementation of entrepreneurship education as part of the Consumer Studies curriculum?*

The sub-questions for the research were developed in line with the research objectives and were dealt with in four phases. To address the main purpose of the study, the following sub-questions were utilised sequentially to guide the research:

1. In which way and to what extent does entrepreneurship education appear in the South African secondary school curriculum?

2. How does the inclusion of entrepreneurship education create value as part of the Consumer Studies curriculum?

3. How and to what extent is the curriculum for Consumer Studies structured to support entrepreneurship education?

4. How is entrepreneurship education in Consumer Studies implemented in practice?

5. What can be learnt from studying best practice in international curricula regarding the structuring and implementation of entrepreneurship education?

In the next section, the paradigm chosen for the research will be explained, followed by a section detailing the empirical investigation.

1.7 Paradigmatic choices

Constructivism, including some components of social constructivism, was selected as philosophical worldview. Constructivism is one of several approaches that developed from the original idea of interpretivism, which focuses on the theory and practice of interpretation (Creswell, 2009:59).

Based primarily on the original work of Piaget, constructivism explains how people make meaning of or construct knowledge from content, objects, experiences or interactions with others (Bhattacharjee, 2015:65; Creswell, 2009:8; Pritchard & Woollard, 2010:2; Schrader, 2015:24). 'Intellectual adaptation' — a process of assimilation, adaptation and equilibration — is utilised to create increasingly more complex understandings and to fit new knowledge into existing experiences (Pritchard & Woollard, 2010:12-13; Schrader, 2015:24). Bhattacharjee (2015:66-67) suggests four main considerations for learning as part of knowledge construction, which were considered important in this research as part of entrepreneurship education: (1) learners or knowledge users construct their own meaning and make sense of information within their context; (2) prior knowledge serves as a scaffold for the construction of new knowledge; (3) social settings that allow the sharing and exchanging of ideas, support knowledge construction; and (4) authentic or real-life tasks support meaningful learning. These considerations align closely with the constructivist approach selected for the current research.

Several of the same underlying assumptions can be found in social constructivism, a subdivision of constructivism, which was primarily informed by the work of Vygotsky (Pritchard & Woollard, 2010:8; Schrader, 2015:23). In social constructivism, others play a more prominent role in knowledge construction. Dialogue, collaboration, interaction and problem-solving contribute to the internalisation of language to understand and interpret learning and knowledge (Bhattacharjee, 2015:68; Creswell, 2009:8; Pritchard & Woollard, 2010:36; Schrader, 2015:25). Sharing knowledge construction with others, who are often more expert or experienced, contributes to meaningful construction of knowledge. In addition, social constructivism supports reflection on discrepancies and might lead to adaptation of conceptions through the influence of others (Bhattacharjee, 2015:68).

Constructivism was considered suitable for this research to investigate how (structure) and why (intention) entrepreneurship education is included in the intended curriculum.

Several researchers promote a socio-constructivist approach to the teaching and learning of entrepreneurship (Verzat *et al.,* 2016:3). During this investigation, social constructivism was prominent, as the interaction between people, such as subject advisors and teachers, teachers and learners, influenced the enacted curriculum. The implementation of the curriculum is open to interpretation (Umalusi, 2014:62), often resulting in conflicting opinions, and it was interesting to distinguish best and non-desirable practices from the experiences of participants. The researcher also appreciated that her own experiences would influence the research and that findings are created rather than discovered, as she had to interpret the found reality.

The current study followed a similar approach to that found in contemporary literature, which refers to constructivism (as a paradigm, philosophy or theory) and constructivist learning (as a teaching-learning or didactical method) interchangeably (Bada, 2015:66; Bhattacharjee, 2015:66; Clements & Joswick, 2018:157; Davidson-Shivers, Rasmussen & Lowenthal, 2018:51; Pritchard & Woollard, 2010:2; Schrader, 2015:24; Topolovčan & Matijević, 2017:52), since the theory and implementation of constructivist learning is viewed as being inseparable.

In the next section, the empirical investigation and how it aligns with the paradigmatic choices will be explained.

1.8 Empirical investigation

This section leads with a description of the research design and reasons for selecting this research design, followed by details about the sampling procedures and methods for data collection and data analysis. The section will be concluded with the ethical considerations and quality criteria that were used to support the investigation.

1.8.1 Research design

A multi-phase sequential exploratory and descriptive mixed-methods research design was utilised in the study (Figure 1.2). According to Creswell (2009:212), such a design is particularly suitable in research that aims to develop frameworks or instruments, as was the case in this study.

Mixed-methods research designs in general involve the combining or mixing of both qualitative and quantitative research approaches, methods, techniques, concepts and

language into a single study and is increasingly being used in research (Ary, Jacobs, Sorensen & Walker, 2014:589; Creswell, 2009:203; Onwuegbuzie, Johnson & Mt Collins, 2009:115; Vogt, Vogt, Gardner & Haeffele, 2014:428). The purpose for selecting a mixed-methods design in this study was twofold, namely *complementarity* and *development*.

Complementarity has the particular purpose to expand, augment or illuminate the findings from one research method through using the results from another. It is used to "measure different facets of a single phenomenon" (Ary, Jacobs, Sorensen & Walker, 2014:593). Different facets of the phenomenon of entrepreneurship education and, in particular, the subject Consumer Studies, were analysed and measured in the different research phases, illuminating the findings from previous and subsequent research phases.

The purpose of *development* in mixed-methods research designs is to use the findings from one research method to develop or inform another research method (Ary *et al*., 2014:593). In this research, findings from qualitative methods were used to develop questions, scales and constructs for the quantitative research in the same or subsequent phases of the overall study. The sequential phases, including the aims and the methods for each phase, are set out cursorily in Figure 1.2.

Figure 1.2: The multi-phase sequential exploratory and descriptive mixed-methods research

The research became more focused with each phase, starting with a broad overview of the planned or intended entrepreneurship education in the secondary school curriculum for South African schools in Phase 1; then narrowing to one particular subject, Consumer Studies in Phase 2. Phase 2 entailed delimiting the value creation of entrepreneurship in the subject and investigating how entrepreneurship education is structured and implemented in that curriculum. Phase 3 focused only on international best practice regarding the structuring and implementation of entrepreneurship education. Finally, from the previous phases, the 4th Phase aimed to pinpoint and *develop* preferred structuring and guidelines for the implementation of entrepreneurship education as part of a framework.

As indicated in Figure 1.2, the analysis of data from the survey questionnaires in Phase 2 added depth and insight into teachers' implementation of the curriculum. These findings informed and *complemented* the open-ended questions used in interviews of Consumer Studies teachers regarding their implementation of entrepreneurship education. The qualitative investigations in all phases were interpretative and focused on how knowledge construction is structured or planned (intended curriculum) (in Phases 1, 2, 3, and 4) and implemented (enacted curriculum) (in Phases 2, 3 and 4).

The next sections will provide detail of data sources and sampling methods as well as explanations of data collection and analyses procedures that were used for each phase of the study. An outline of the research methods and procedures is presented in Table 1.1 according to the four phases planned for the research.

Subsequently, the methods and procedures planned for each phase and how they complement each other will be discussed in more detail.

1.8.1.1 Data sources

The main sources of data for the research were documents and Consumer Studies teachers (Table 1.1). South African educational documents in the public domain related to entrepreneurship education at secondary school level, as well as the curriculum documents for all subjects offered in South African secondary schools were analysed for their entrepreneurship education content or references thereto in Phase 1. Phase 2 was a focused analysis of the Consumer Studies curriculum document and

scholarly literature to explore in detail how and to what extent entrepreneurship education has been incorporated in that curriculum and how it creates value as part of that particular subject. Consumer Studies teachers were surveyed and interviewed to add data about the implementation of entrepreneurship education as part of the Consumer Studies curriculum in practice (see section 1.8.1.2). Phase 3 sourced data from obtainable international literature, documentation and curricula that prominently include entrepreneurship education. In Phase 4, data obtained from all three previous research phases as well as documents (scholarly literature) that particularly explain frameworks for entrepreneurship education, were used.

	Sources of data	Sampling strategies	Research site	Data collection	Data analysis methods
Phase 1	Curriculum documents in the public domain for all subjects offered in the Senior and FET Phases in South African secondary schools.	Purposive sampling to achieve representativeness or comparability.	University library: • EBSCOhost Online Research Database. • Detailed internet-searches.	Methodical document analysis. Identifying direct (explicit) references to entrepreneurship education in secondary school curriculum.	*A priori* coding with codes identified from literature and *a posteriori* coding using emerging codes.
Phase 2	South African curriculum documents in the public domain for Consumer Studies (CS) since the subject's first introduction.	Purposive sampling to achieve representativeness or comparability.	University library: • EBSCOhost Online Research Database. • Detailed internet-searches.	Methodical document analysis. Identifying direct (explicit) references to entrepreneurship education in the CS curriculum documents.	Document and secondary data analysis. *A priori* coding with codes identified from literature and *a posteriori* coding using emerging codes.
	CS teachers from each of the nine provinces in South Africa, including subject advisors and teachers.	Purposive convenience sampling of one (or more) CS subject advisor(s) per province. Snowball sampling to reach a minimum of 15 CS teachers per province.	Self-administered web-based GoogleDocs® questionnaire.	Survey using a purposely designed questionnaire as instrument, with both open and closed questions.	Data matrix with existing codes for categorical data, developing graphs and charts in excel document to identify and visually present patterns, relationships and tendencies from quantitative data. Systematic coding of qualitative responses to open-ended questions to identify trends and discrepancies.
	CS teachers from each of the nine provinces in South Africa that completed the questionnaire and who were able to attend the on-site meetings.	Purposive convenience sampling of three (or more) CS teachers per province that have completed the questionnaire.	Prearranged on-site meetings in each of the nine provinces: Eastern Cape; Gauteng; Kwa-Zulu Natal; Limpopo; Mpumalanga; Northern Cape; North West, and Western Cape.	Semi-structured focus group interviews with at least two to three CS specialists per province to clarify and add details regarding data gained from the questionnaires.	Refining and adjusting codes to clarify patterns, relationships, trends and discrepancies that emerged from the analysis of questionnaires. Adding detail to the existing data patterns.
Phase 3	Obtainable literature and documentation from international curricula that prominently include entrepreneurship education.	Purposive sampling to achieve representativeness or comparability.	University library: • EBSCOhost Online Research Database. • Detailed internet searches.	Methodical primary and secondary analysis of international curricula and literature that include entrepreneurship education.	*A priori* coding with codes identified from literature and *a posteriori* coding using emerging codes. Identifying patterns and themes regarding the structuring and implementation of entrepreneurship education in international documents.
Phase 4	Documents, literature and findings from the previous three phases of the study.	All documents, data and findings from the previous three phases of the research.		Data from the previous three research phases in this study on the structuring and implementation of entrepreneurship education.	Data analysis to particularly identify strengths and areas for improvement regarding the structuring and implementation of entrepreneurship education. Identifying main elements to inform the development of a framework.

Table 1.1: Sampling, data collection and data analysis overview

1.8.1.2 Population and sampling

In Phase 1, the curriculum documents for the seven non-language subjects that are compulsory for all learners in the Senior Phase as well as the 30 approved non-language subjects that comply with the programme requirements of Grades 10 to 12 in the FET Phase of the South African secondary school curriculum, were used. This is required as the Senior Phase and FET Phase form part of the South African secondary school curricula. For the document analyses in Phase 3 of this research, the sample size was determined by saturation or redundancy — therefore, when no more new information was forthcoming from additional documentation (Onwuegbuzie, Johnson & Mt Collins, 2009:131; Sandelowski, 2008:875). Also, saturation was the determining factor in the documents analysed in Phase 4.

The population for the research in Phase 2 comprised all Consumer Studies teachers in South Africa who had at least one complete year of teaching experience in the subject (Table 1.1).

According to the (then) Deputy Director for the Services Subjects[3], there were approximately 1,384 government schools in South Africa in 2016 that offered Consumer Studies (Weston, 2016) — therefore, there were probably at least as many Consumer Studies teachers. To attain statistical significance in sampling Consumer Studies teachers, the following reasoning was used: Based on the assumption that each of the government schools in South Africa that offer the subject Consumer Studies has one Consumer Studies teacher, there are approximately 1,384 Consumer Studies teachers working in government schools (Weston, 2016). If 15 Consumer Studies teachers from each of the nine provinces participated in the research (n=135), the number of participants would represent about 10% of all Consumer Studies teachers in government schools in South Africa and would represent all provinces in this country.

Purposive convenience sampling was used for the survey in Phase 2: the researcher initially made contact with Consumer Studies teachers (teachers and/or subject advisors) with whom she had established connections in each of South Africa's nine provinces and

[3] The Services Subjects is a grouping of subjects which include learning about consumer services and consist of three subjects namely Consumer Studies, Hospitality Studies and Tourism. This grouping has one Deputy Director who co-ordinates all information regarding the three subjects at national level in the Department of Basic Education.

invited them to participate in the research by completing the survey questionnaire (also see section 1.8.2 on Ethical considerations). These participants were then asked to identify other potential participants whom the researcher could approach to complete the questionnaire (snowball sampling).

Purposive convenience sampling was also conducted for the interviews that formed part of Phase 2. Interviews were scheduled at specific times and in each province to attempt to meet these experts in a convenient location and to enable the interviewing of at least four or more Consumer Studies experts per province.

1.8.1.3 Data collection

Data were collected and analysed holistically but sequentially (Figure 1.2) so that the findings from each phase (and sections within Phase 2) can inform the next phase of the research. Data were collected using documents, a survey questionnaire and face-to-face interviews (Table 1.1).

Only **documents** that were part of the public record and with proven authenticity, as described by Merriam (2009:140, 151), were used in the document analysis of the different phases. The advantage of surveys is that credible information can be collected from a relatively large population and many variables can be collected simultaneously (McMillan & Schumacher, 2010:236). These reasons, coupled with the potential of survey questionnaires to collect data using both open- and closed-type questions, directed the inclusion of surveys as part of the data collection methods.

The **survey questionnaires** included a cover letter to explain the nature of the research and obtained informed consent from participants. A combination of list questions, category questions and Likert-type scaled items, befitting the nature of the different questions, were included. GoogleDocs® software was used to compile a web-based or online questionnaire. Data from the self-administered web-based GoogleDocs® questionnaires were collected electronically.

The follow-up face-to-face **interviews** with Consumer Studies teachers were semi-structured, containing a list of open-ended questions that were compiled after the initial curriculum document analysis and data analysis of the questionnaires (Table 1.1) with the purpose of expanding on and clarifying data emerging from the questionnaires. Interviews were recorded digitally, with the permission of the participants, and were transcribed afterwards to enable analysis.

1.8.1.4 Data analysis

Sequential mixed data analysis was used iteratively and included typology development, since the analysis of one phase's data set yielded a set of substantive categories, which then were applied as a scaffold for analysing the next set of data in the same or subsequent phases.

Analysis of qualitative data took place concurrently with data collection. Memoing was done throughout the process, and the memos were kept as part of the researcher's field notes. The qualitative data analysis began with open coding, followed by analytical coding and developing categories from emerging patterns.

Some codes and categories were identified or developed from the literature in advance (*a priori*), whereas others emerged from the data itself (*a posteriori*), as described by Creswell (2009:187). Themes developed from the data analysis were used to develop a framework for the structuring and implementation of entrepreneurship education in Phase 4. The help of a co-analyst was employed to assist with data coding and analysis.

The responses to open-ended questions were analysed qualitatively (in the same manner as described above) and answers to survey-type (closed) questions in the questionnaire were analysed quantitatively to indicate patterns and discrepancies regarding the implementation of entrepreneurship education as part of the Consumer Studies curriculum. Quantitative data from the surveys were added to and analysed in a data matrix (excel document). Graphs and charts were developed from the survey data captured in an excel document to present data visually.

Some of the collected qualitative data were converted into numbers (quantification), and some collected quantitative data were converted into narratives (qualification). The conversions unified different data sets and supported comparison of the categories and findings.

Several ethical issues were considered in this research, as described in the next section.

1.8.2 Ethical considerations

Approval from the Ethics Committee of the College of Agriculture and Environmental Sciences of the University of South Africa (UNISA) for the research was mandatory before commencement. Guidelines proposed in the UNISA Policy on Research Ethics (2013) were applied to support the protection of the rights and interests of human participants

and institutions. As a courtesy, written permission was requested from the Department of Basic Education to conduct the document analysis, since all the documents used was available in the public domain.

There were also ethical considerations with regard to the questionnaires and interviews to protect the anonymity and rights the participants. Each questionnaire contained a section that included informed consent, outlining that participation was voluntary, that data would be treated as confidential and that participants' anonymity would be protected. Participants completed the survey electronically and anonymously, using GoogleDocs®.

Focus group interviews were also conducted with selected participants. Interviewees were required to sign an informed consent document, which included permission for the digital recording of interviews. The identities of participants were not disclosed and were anonymous, and arbitrary numbers were assigned to interviewees in each province for referencing purposes.

The raw and analysed data will be stored in hard copy and electronically for five years and will be administered confidentially. In addition to these ethical considerations, a number of quality considerations were also scaffolded into the research, as discussed in the subsequent segment.

1.8.3 Quality criteria

This section describes the quality criteria that were implemented to strengthen the trustworthiness of the research. Lincoln and Guba (1986:218) described four conventional criteria for trustworthiness, that is: internal validity, external validity, reliability, and objectivity. These criteria and their implementation in this study will be described, concluding with a section on the trustworthiness of the research.

1.8.3.1 Validity and reliability

Reliability is sometimes described as 'a precondition for validity' (Lincoln & Guba, 1986:292, 316) and was therefore considered as part of the discussion on validity. Internal validity was pursued by utilising several different methods for collecting and measuring data about the construct (entrepreneurship education). When conducting document and secondary analysis, it is essential that the authenticity, or validity and reliability, of the documents be assessed by the researcher prior to their inclusion as part of the research (Strydom & Delport, 2005:317). To support qualitative validity, electronically recorded

data (interviews and questionnaires) – using a variety of data collection methods, member-checking, and reporting that includes negative or discrepant data – were used. Triangulation between the findings from the document analysis, questionnaires and interviews in addition contributed to the validity of the study.

The questions used in the questionnaire and the interviews were internally validated by experts in the field of Consumer Studies. A pilot test was conducted with a number of Consumer Studies teachers to assist in the refinement of the questions for the questionnaire. The completed data analysis of the questionnaires and interviews were made available to a selection of participants to authenticate its external validity and to potentially support its conformability (member checking).

Checking transcripts for accuracy, writing memos regarding codes to prevent drifting in definition of codes, and co-ordinating communication between data analysts (inter-coder agreement) were used to contribute to the reliability of the research.

1.8.3.2 Objectivity

Objectivity can exist when personal influence and/or values are removed from the research (Lincoln & Guba, 1986:300). The researcher had to be cautious and vigilant to not become too involved or subjective in the process of interviewing participants. The researcher kept a reflexive journal to minimize subjectivity, keeping record of decisions and choices made regarding methods, coding, interpretation and own thoughts about the research process.

1.8.3.3 Trustworthiness

The criteria of validity, reliability (section 1.8.3.1) and objectivity (section 1.8.3.2) all contribute to support the trustworthiness of research. Quotations and verbatim extracts from participants were included in the reporting of the findings to reflect the 'participants' voice'. Kornbluh (2015:398) recommends using member checks as a practical technique to establish trustworthiness in research, and her suggestions were implemented in the study in an effort to support trustworthiness.

The second-last section of this chapter details the justification for this study and its potential contribution to the body of knowledge on this topic.

1.9 Justification for and relevance of the research

The development of a framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies will lead to the identification of potential strengths and weaknesses in this regard in the Consumer Studies curriculum. Identified strengths and weaknesses can be used to formulate recommendations to strengthen the existing curriculum.

It is anticipated that the development and distribution of a framework for the structuring and implementation of entrepreneurship education will enhance teachers' teaching and learning of this significant content. Teacher training programmes to support entrepreneurship education as part of Consumer Studies will be developed from the findings and presented to teachers to contribute to their professional development. This, in turn, should increase the benefits of entrepreneurship education for learners. The relevance of improved entrepreneurship education is that it can potentially contribute to youth being better prepared to embark on their own entrepreneurial paths, which may help to reduce unemployment in South Africa. The prospective value that entrepreneurship education can contribute to individuals and communities makes research in this field significant and it should therefore be supported.

Investigating the current structuring of entrepreneurship education in the overall South African secondary school curriculum would provide insight into the breadth and depth (or lack) of this important learning across subjects and phases in the current curriculum. No such investigation has been conducted before and the findings from this research can be used to inform subsequent curriculum reform or changes. Comparing entrepreneurship education in the South African curriculum to best practice internationally would further strengthen subsequent information to be used for curriculum reform and can help to make new curricula more relevant to the needs of the country, when considering the high levels of youth unemployment.

It was further anticipated that this study would confirm constructivism as a suitable paradigm for investigating entrepreneurship education. The majority of literature however use constructivism as a paradigm for learning focussed on business development, rather than the process of entrepreneurship education. This study could give insights into the suitability of using constructivism as a lens for investigating the process of entrepreneurship education, rather than the result thereof, which is business development.

Finally, the framework that was developed might also be utilised to analyse other subjects for their entrepreneurship content and could be used to strengthen those subjects' curricula.

1.10 Division of chapters

The thesis comprises nine chapters, which will be laid out as follows:

Chapter 1: Introduction and overview of the research to provide background and context for the research. Concepts are clarified and presented in a conceptual framework to provide insight into the planning and scaffolding of the research.

Chapter 2: Literature review focusing on entrepreneurship education, describing the typology used in this study as well as the value created by entrepreneurship education. The chapter comments on the components that contribute to the effectiveness of entrepreneurship education and describes several existing frameworks for entrepreneurship education.

Chapter 3: Literature review focusing on 'curriculum' as a key component that contributes to entrepreneurship education. In this chapter, curriculum is defined, and a differentiation is made between the intended, implemented and assessed curriculum. It then narrows the focus to entrepreneurship education in the South African school curriculum and ends with an investigation of entrepreneurship education in one particular school subject in the South African school curriculum, namely Consumer Studies.

Chapter 4: Details the empirical investigation, including the research design, data sources, population, and data collection and analysis methods, as well as the ethical aspects addressed in the research.

Chapter 5: Unpacks, explains and discusses the set of findings from the data analysis for Phase 1. The chapter reports the findings on the inclusion and distribution of entrepreneurship education across all the subjects in the South African secondary school curriculum.

Chapter 6: The chapter describes and discusses the findings from the three subsections of Phase 2 of the research, which only focused on the

Consumer Studies curriculum. These subsections investigated (1) the value of entrepreneurship education in Consumer Studies, (2) entrepreneurship education in the intended Consumer Studies curriculum, and (3) entrepreneurship education in the enacted or implemented Consumer Studies curriculum.

Chapter 7: The chapter reflects and deliberates the findings for Phase 3, which aimed to identify best practice for the components included in entrepreneurship education frameworks, as well as their structuring in such frameworks, from international literature.

Chapter 8: The chapter describes the development of general guidelines for entrepreneurship education and culminates in the development of a framework that could be used to provide Consumer Studies teachers with guidance for the effective implementation of entrepreneurship education as part of the subject.

Chapter 9: The conclusions of the study, informed by the findings and framework, are presented in the final chapter. Based on these conclusions, recommendations are made for future research. The limitations associated with the study are also stated.

A reference list includes the sources referenced throughout the study.

CHAPTER 2
LITERATURE REVIEW: ENTREPRENEURSHIP EDUCATION

"All learners benefit from Entrepreneurship Education, as the qualities and skills needed to be an entrepreneur can also be used beneficially in life in general. Pupils who have gone through an entrepreneurship programme will understand the world they live in and will be able to contribute to it in an informed way."

Gouws, 2002:47

2.1 Introduction

Entrepreneurship education has been considered by some as the panacea for youth unemployment in South Africa; however, the implementation thereof as part of the school curriculum was found to be lacking (Herrington, Kew & Kew, 2009:49; Marks, 2012:6; Steenekamp, 2013:11, 64). Statistics South Africa reports that the youth unemployment rate in this country was 38.6% in the third quarter of 2017, which was 10.9 percentage points above the national average at that time (Stats SA, 2017a). This high level of youth unemployment, together with the potential that entrepreneurship holds for reducing unemployment, accentuates the importance of reappraising entrepreneurship education as part of the school curriculum in South Africa in order to determine if and how it can be strengthened to benefit the youth in this country.

As definitions for entrepreneurship education is still contentious (see section 1.1.2), the literature review commences by explaining in more detail the reasoning behind the entrepreneurship terminology and typology selected for use in this study. This reasoning is unpacked by looking at the significance or value of entrepreneurship education, followed by the components that contribute toward the success of entrepreneurship education. These components are organised or scaffolded into frameworks that are used for entrepreneurship education to support its effectiveness. The chapter concludes with an investigation into existing frameworks for effective entrepreneurship education.

Research into entrepreneurship education is one of the fastest growing fields in education (Kuratko & Morris, 2018:11; Sirelkhatim & Gangi, 2015:1) and several issues related to it are debated in literature. The approach in this study was based on the assumption that entrepreneurship can be taught (see section 1.1.2) and therefore, that particular debate is excluded from the literature review. Other issues include (but are not limited to) the terminology and typology to use, the significance or value of entrepreneurship education for learners, the contribution of various components to the effectiveness of entrepreneurship education, how it should be structured, as well as how it should be taught, as explained in the following sections. The chapter will therefore start by establishing an understanding of each of these issues.

2.2 Entrepreneurship education terminology and typology

Discrepancies exist regarding the preferred terminology to use, such as discrepancies between the terms 'entrepreneurship' and 'enterprise', which are sometimes indistinctly combined in literature (Sirelkhatim & Gangi, 2015:5; Steenekamp, 2013:96) and at other times, judiciously isolated (Jones & Iredale, 2010; Sirelkhatim & Gangi, 2015:3). Entrepreneurship education focuses more on entering into or creating a business — in other words, on the process of learning, whereas enterprise education focuses on the management of a business (Sirelkhatim & Gangi, 2015:3; Steenekamp, 2013:97) or the outcome or result of learning.

Another example of differences in terminology used, is the distinction Robb, Valerio and Parton (2014:14) draw between entrepreneurship *education*, which is about "building knowledge and skills about or for the purpose of entrepreneurship" and entrepreneurship *training*, which is about "building knowledge and skills, explicitly in preparation for starting or operating an enterprise". In the current study, the term entrepreneurship education is used, as this investigation was about the process of developing learners' entrepreneurship knowledge, skills and competencies rather than on the result of entrepreneurship education, which is to establish or manage an own venture or enterprise.

As part of the typology (and process) of entrepreneurship education, scholars differentiate between approaches *about*, *for* and *through* entrepreneurship (European Commission, 2011:2; Lackéus, 2013:4, 2015:10; O'Connor, 2013:549; Pittaway & Edwards, 2012:780; Ruskovaara, 2014:12; Sirelkhatim & Gangi, 2015:5; Vestergaard,

Moberg & Jørgensen, 2012:12). Education *about* entrepreneurship is based on developing learners' knowledge and understanding about the field of entrepreneurship, increasing their awareness regarding entrepreneurship and its potential for self-employment and is often content-based (Lackéus, 2013:4; Sirelkhatim & Gangi, 2015:5). Education *for* entrepreneurship focuses more on the development of knowledge, skills, values and competencies of learners (Lackéus, 2013:4) and has the purpose of increasing learners' entrepreneurial intentions (Sirelkhatim & Gangi, 2015:5). Education *through* entrepreneurship is practically orientated to align the teaching of entrepreneurship closer to real-life examples, using experiential learning (Lackéus, 2013:4) to support venture creation and advance entrepreneurs (Sirelkhatim & Gangi, 2015:5).

The researcher in the current study included all three above typologies in her investigations of the process of entrepreneurship education. Since entrepreneurship education is limited in the South African school curriculum (Du Toit, 2016:15), it is important to include education *about* entrepreneurship, which will contribute to learners' knowledge about entrepreneurship and will foster their understanding of entrepreneurship's potential for self-employment. Education *for* entrepreneurship will contribute to the development of the knowledge, skills, values and competencies that learners will need, should they have the intention of becoming entrepreneurs. Education *through* entrepreneurship links learning to the real-life experiences of learners and makes learning more tangible and valuable to learners' lives, especially if they intend to develop their own entrepreneurial ventures. The current study views the three typologies as interconnected, each contributing value to learners' experience of entrepreneurship education.

In the next section, the significance or value of entrepreneurship education, specifically for learners, will be explored.

2.3 The value of entrepreneurship education

According to Öykü İyigün (2015:1230), "entrepreneurs have contributed significantly to the world's society, economy, as well as human kind through job creation, utilization of business opportunities, and product innovation". The process of developing entrepreneurship and creating entrepreneurs — referred to as entrepreneurship education — contributes to the value that entrepreneurs bring to the world through

providing a foundation of knowledge, skills and competencies that they can utilise (Ndedi, 2012:59). In line with this view, the Danish Foundation for Entrepreneurship (2017) maintains that the purpose of entrepreneurship education is to provide learners with "skills and competences to think in new ways, discover opportunities and translate ideas into value."

'Value' is a perception of consumers, and addressing the needs and wants of consumers, will add to the perceived value of a product, service or organisation (Davidow, 2015:24; Dollinger, 2008:37). Creating value is cited as one of the core goals of entrepreneurship education (Bacigalupo, Kampylis, Punie & Van den Brande, 2016:6; Lackéus, 2015:10; Steenekamp, 2013:123) and contributes to the development of the competencies associated with entrepreneurship (Lackéus, 2015:10; Rasmussen *et al*., 2015:14; Sirelkhatim & Gangi, 2015:4). The value created through entrepreneurship education should benefit individuals (such as the learners themselves) as well as others (such as community members) (Bacigalupo *et al*., 2016:10; Lackéus, 2016:18). Entrepreneurial value creation can and does take place in all spheres of life (Bacigalupo *et al.*, 2016:15; Vestergaard *et al*., 2012:12).

Subsequent sections focus specifically on the economic, social and environmental value that entrepreneurship education can create for learners.

2.3.1 Economic and employment value

The most widely recognised value of entrepreneurship education is probably its positive economic potential to create income and/or employment (Agbenyegah, 2013:24; Du Toit & Gaothlobogwe, 2018:38; Marks, 2012:43; Neck & Greene, 2011:56; Van Praag & Versloot, 2007:353). Economic value (income or employment) is created through the development and implementation of ideas to create products or services that fulfil the needs or wants of consumers. Learners who participated in entrepreneurship education are three to six times more likely to start a business some time in their lives than learners who had no exposure to such education (European Commission, 2014:4). Entrepreneurship education also makes learners "more employable" by providing them with skills and competencies that are preferred in the workplace (European Commission, 2014:4; Gibb *et al.*, 2013:5; Kurczewska, 2016:42; Rae, 2010:603; Tengeh *et al*., 2015:112). Therefore, entrepreneurship education

contributes positively to learners' employability, even if they do not intend to start their own businesses.

However, the European Commission (2014:17) cautions that entrepreneurship education is often too narrowly associated only with business, commercial objectives and employment. Frederiksen (2017:1) concurs, stating that entrepreneurship education can be of value to "all" and not just those who intend to start new businesses. Blenker *et al.* (2011:421) elaborate on the same idea, explaining that entrepreneurship education creates value through its potential to support economic enterprise and profit, but it also creates and contributes to value in communities and for individuals (for example, through self-realisation).

The value of entrepreneurship education can (and should) reach far wider than the classroom and can positively affect individuals and communities by contributing economic or social value (Rasmussen *et al.*, 2015:7; Vestergaard *et al.*, 2012:11). Therefore, focusing only on the economic value of entrepreneurship disregards the importance of the potential social value embedded in entrepreneurship education (Blenker *et al.*, 2011:422; Gibb *et al.*, 2013:5; Lackéus, 2015:23).

2.3.2 Social value

Noyes and Linder (2015:115) observe that, although different motives underpin social entrepreneurship or social value through entrepreneurship education, its "chief goal is to maximize social impact [or social value] rather than economic profits". Lackéus (2016:18) describes the social value created by entrepreneurship education as "making other people more happy or relieving their suffering" or that it is for "the public good" (p. 31). Social entrepreneurship furthermore creates value through promoting social cohesion (Ribeiro, Santos & Bernardino, 2015).

Social value is created when social problems, issues or opportunities serve as inspiration to inform entrepreneurship education and innovation (for example, providing clean drinking water or affordable education), which will benefit individuals as well as a community or society, when those issues are addressed to some extent, or solved (Birnkraut, 2018:172; Blenker, Frederiksen, Korsgaard *et al.*, 2012:419; Marques & Albuquerque, 2012:55; Noyes & Linder, 2015:115). Blenker *et al.* (2011:425) suggest that learners should evaluate such social problems, issues or opportunities together with potential solutions, for the value it can create for others in their communities. This

type of entrepreneurship necessitates that proficiency in problem-solving should form part of learners' entrepreneurship education (Meintjes, Henrico & Kroon, 2015:1) to enable them to add value to their communities through addressing societal issues.

The value of social entrepreneurship education is strengthened through real-life experiences (Neck & Greene, 2011:63), making learning deeper and more meaningful to learners (European Commission, 2011:48; Lackéus, 2013:35; Ruskovaara, Pihkala, Seikkula-Leino & Järvinen, 2015:64). When learners experience the immediate and direct usefulness of the social value produced by the application of their knowledge and learning, it motivates them and contributes to deeper learning (Lackéus, 2013:35). Moreover, social entrepreneurship increases learners' motivation to develop or establish a venture through which to address social issues (Ribeiro *et al*., 2015).

Social and economic value are not mutually exclusive, but should both be goals for entrepreneurship education (Kurczewska, 2016:32; Ribeiro *et al*., 2015; Singer, Amorós & Arreola, 2015:8). In addition, it should be considered that value is created, not only for the entrepreneur (the individual) or the community, but also for the environment in which entrepreneurship manifests. Such an integrative approach is evident in the definition of entrepreneurship provided by Bruyat and Julien (2000:168), which states that several aspects impact on entrepreneurship, specifically mentioning the entrepreneur, the value created, the process, as well as the environment in which entrepreneurship takes place. The next section therefore considers the environmental value of entrepreneurship education.

2.3.3 Environmental value

In the context of this study, environmental value refers to the value created when environmental issues and related environmental entrepreneurship initiatives are included in entrepreneurship education. Environmental entrepreneurship is also referred to in literature as 'green entrepreneurship', 'inclusive entrepreneurship', or 'eco-entrepreneurship' and is often associated with sustainable entrepreneurship (Berglund & Wigren, 2012:19; Dean & McMullen, 2007:51; Jenkins, 2018:65; Öykü İyigün, 2015:1229; Slavova & Heuër, 2015:2). This type of entrepreneurship education aims to preserve earth's natural resources (Berglund & Wigren, 2012:19) and address (or redress) environmental degradation (Dean & McMullen, 2007:51; York, O'Neil &

Sarasvathy, 2016:695). Environmental entrepreneurship is motivated by “compassion, rather than wealth creation” (York *et al*., 2016:696).

Although research on environmental entrepreneurship is limited (Kurczewska, 2016:44; York *et al*., 2016:696), the increasing demand from consumers that environmentally degrading activities should cease as well as their willingness to pay for the reduction of such activities, underline the potential value of such entrepreneurship education (Dean & McMullen, 2007:51). Despite this potential value, the use of entrepreneurship to address environmental issues is still a contentious issue (Dean & McMullen, 2007:51). Entrepreneurship can address environmental issues through the development of environmental ventures or products that solve ecological problems (such as water purifiers), but it can also contribute to ecological (and resource) degradation if thoughtless or unhealthy practices are employed during production and distribution (Hörisch, Kollat & Brieger, 2017:47). On the positive side of the debate, Shepherd and Patzelt (2011:137) enumerate that entrepreneurship can “preserve ecosystems, counteract climate change, reduce environmental degradation and deforestation, improve agricultural practices and freshwater supply, and maintain biodiversity”. Komarkova, Conrads and Collado (2015:161) also mention several social and environmental issues — such as environmental risks, pollution and related health impacts, scarcity of resources, or responsibility for public goods — as factors creating the necessity for environmental entrepreneurship.

The value of including environmental entrepreneurship in entrepreneurship education is embedded in the constructive moral development of learners. It adds value through educating learners to consider the impact of their choices during the planning, process and results of their entrepreneurial ventures as well as to adopt sustainable strategies and sustainably use resources (Öykü İyigün, 2015:1230). The earth’s resources are an essential part of many entrepreneurial processes and ventures, however, those resources are limited, and learners should be taught how to use them responsibly and sustainably.

Entrepreneurship education has the potential to contribute to and create value for learners on several levels, including economic-, social- and environmental levels, and to support deeper and more meaningful learning. Notwithstanding this potential, several components impact on the effectiveness of entrepreneurship education (both positively and negatively), as will be described in the next section.

2.4 Components contributing to effective entrepreneurship education

Researchers disagree on the effectiveness of entrepreneurship education: some agree that it is an essential vehicle to develop knowledge, skills and competencies required to become successful entrepreneurs (Agbenyegah, 2013:370; Davidsson, 2015:2; Martin & Iucu, 2014:4398; Martin, McNally & Kay, 2013:222), whereas others describe the challenges that hinder its effectiveness, which they attribute to an inadequate curriculum and ineffective teaching strategies used (Nchu, 2016:96; Ndedi, 2012:62).

Although scholars differ about the effectiveness of entrepreneurship education, it is evident that there are many components that affect entrepreneurship education. Entrepreneurship education incudes much more than just relevant content — it also includes other components, such as effective curricula and trained teachers, to support its implementation (Du Toit & Gaotlhobogwe, 2018:38). Meintjes (2014:24) refers to these components as 'efficiency enhancers of entrepreneurship'. Steenekamp (2013:145) mentions that curriculum content ("what"), pedagogy ("how") and teacher and learner development ("who") are all important components in entrepreneurship education. The context or learning environment in which entrepreneurship education is provided, is also significant (Tremblay *et al.*, 2013:3), adding "where" (referring to local context) to the list of components affecting entrepreneurship education. These respective components, in the particular context of the current study, are discussed in detail in Chapter 3.

Each of these components (why, what, where, how and when learning takes place, and who will be learning) affect the other components and impact on the effectiveness of entrepreneurship education – for both the process and the result of learning (Kuratko & Morris, 2018:18; see section 2.2). Careful consideration and planning is required to structure and combine these components in a manner that will contribute to effective entrepreneurship education. Steenekamp (2013:170-171) recommends that the planning and structuring of entrepreneurship education should include:

- clear objectives or outcomes for the learning process as part of the curriculum;
- an integrated approach for teaching and learning, including active and experiential learning, linked to real-life experiences;

- allowance for the fact that all learners will not become entrepreneurs but that the knowledge and skills taught in entrepreneurship is valuable to all learners;
- the context in which the learning takes place; as well as
- consideration of the nature of the learners and teachers.

This example by Steenekamp (2013:170-171) of the components that affect entrepreneurship education shows how complex the planning and structuring of entrepreneurship education can be. Planning and aligning objectives, suitable teaching-learning strategies, variances in learner competencies, complex learning contexts and the countless requirements of teachers and learners result in a complex learning situation that has to be carefully managed. As entrepreneurship education can contribute significant value to the lives of learners, it is essential to develop guidance for its structuring and implementation to attain these intended advantages. For these reasons, numerous scholars have developed and suggested frameworks for the structuring of entrepreneurship education to augment its effectiveness. Investigating and analysing existing frameworks for entrepreneurship education will provide insight into the components utilised and structuring of elements in such frameworks. These insights can be used to inform subsequent or new frameworks that are developed for alternative contexts. The next section describes a selection of the existing frameworks that was uncovered in the literature.

2.5 Frameworks for effective entrepreneurship education

In 2008, Fayolle and Gailly (p. 571) reported that, although 'teaching models' were often found in educational studies, it was a scarcity in entrepreneurship research. In the decade since their study was published, research on entrepreneurship education, including models or frameworks for entrepreneurship education, has proliferated globally. For instance, Finland conducts extensive research on entrepreneurship education and is often referenced or used as a case in point in the entrepreneurship reports of the European Commission (Deveci & Seikkula-Leino, 2015:24; European Commission, 2014:16; European Commission, 2013:12; European Commission, 2011:30; Ruskovaara, 2014:26). Finnish researchers assert that the 'partnership model' and the 'cross-boundary model' are utilised successfully to integrate entrepreneurship education into other subjects in their school curriculum (Deveci & Seikkula-Leino, 2015:28; Marks, 2012:29; Ruskovaara *et al.*, 2015:69; Syden & Shaw,

2014:149). Scientific investigations in Finland established that several components are frequently included in their entrepreneurship education models or frameworks: these components include teamwork, visits to businesses or the workplace, inviting entrepreneurs as guest speakers, problem-based learning, experiential learning (learning-by-doing), and active, learner-centred teaching-learning strategies (Deveci & Seikkula-Leino, 2015:35).

Studying the frameworks for entrepreneurship education, comparable components and/or structures could be identified. To elucidate the similarities and differences between the various types of frameworks for entrepreneurship education, the different frameworks were organised in three sets and tabulated. Table 2.1 includes entrepreneurship education frameworks with a process structure, and Table 2.2 includes frameworks with closely comparable components, but the frameworks do not utilise a set structure or order for these components. Alternative frameworks for entrepreneurship education, with atypical components or structures, have been tabulated in Table 2.3.

2.5.1 Process frameworks for entrepreneurship education

Three frameworks identified in the literature review use a similar process structure (Table 2.1), specifically Hynes' (1996) Process Model (one of the earliest process models for entrepreneurship education), the Progression Model of Rasmussen, Moberg and Revsbech (2015), and the Systematic Framework proposed by Ghina, Simatupang and Gustomo (2015).

These three frameworks are each structured in three stages, starting with input components (or a 'starting point' in Rasmussen *et al*.), followed by the learning process and its related components, and ending with particular outputs (called a 'product' in the model of Rasmussen *et al.*). Comparable components were identified across the three frameworks.

Learners (the target audience) and the context (institution or community) are included in the input stage of all three frameworks, and resources appear in the initial stage of the frameworks for both Ghina *et al*. (2015) and Rasmussen *et al*. (2015) (Table 2.1). The inclusion of the community or institution (Ghina *et al*., 2015) or macro environment (Hynes, 1996) or global issues or context (Rasmussen *et al*., 2015) clearly indicates that entrepreneurship education should not take place in isolation. The context in which

the learning takes place as well the needs of the community (issues) and the experiences of learners in that context, should inform entrepreneurship education.

Table 2.1: Comparison of three process frameworks for entrepreneurship education

Process model **(Hynes, 1996:12)**	Inputs • requirements & needs of learners, such as prior knowledge, motivation or values • context (micro & macro environments)	Process • content focus: knowledge & skills related to entrepreneurship, e.g. idea generation, finance, marketing • implementation (teaching focus): pedagogy, skill building, problem-solving, team-work	Outputs • personal, e.g. confidence • knowledge, e.g. business management and marketing skills, problem-solving proficiency • career, e.g. skills useful in the world of work
Systematic framework **(Ghina, Simatupang and Gustomo, 2015:79)**	Input • target audience, resources, teachers, expectations of the community, institution, entrepreneurial capabilities	Processes • teaching, learning, research, support services and activities	Output • entrepreneurial innovation and inventions or enterprises, or students' perception of their own learning
Progression model of entrepreneurship education **(Rasmussen, Moberg and Revsbech, 2015:39)**	Starting point • clear goal • personal resources knowledge and experience of learners, ideas, challenges, local or global issues • content & context	Process • value creation • activities, knowledge, problem-solving, • curriculum and teaching methodology (experience-based), entrepreneurial competences, motivation	Product • evaluation, assessment and reflection

Rasmussen *et al*. aimed to develop a framework that is broad enough to support entrepreneurship in 'a great variety of professional and educational contexts' (2015:7). However, Tremblay *et al*. (2013:12) conclude that the specificity of context in entrepreneurship education makes it difficult to merely transfer existing frameworks to new entrepreneurship programmes.

The process stage revolves around the learning process, or the implementation of learning content, in all three frameworks (Table 2.1). Active, learner-centred experiential learning is recommended as the preferred pedagogy in all three frameworks. Hynes (1996) differentiates a content focus and an implementation focus as part of the learning process. Rasmussen *et al*. (2015) include a substantial focus on value creation, irrespective of if the goal of the learning is real or potential value creation. A step-by-step process is recommended to add control to the learning process, but it should not be applied too rigidly as that will hinder learners' progress and might demotivate them (Rasmussen *et al*., 2015:34-35).

The output stage includes the results or outcomes of the learning process. In the frameworks of Hynes (1996) and Ghina *et al*. (2015), the outputs are entrepreneurial knowledge, skills and competencies. Reflection is emphasised as an essential component of entrepreneurship education to support learning, competence-building and the transferability of knowledge and skills (Rasmussen *et al*., 2015:38).

Although similar components occur in all three frameworks (such as the learners, context and content), the stages in which some of these components appear differ in a few instances. For example, Hynes (1996) and Ghina *et al*. (2015) include learning content as part of the learning process, whereas Rasmussen *et al*. (2015) include learning content as part of the starting point for entrepreneurship education. Hynes (1996) also positions evaluation and assessment in the process stage, whereas Rasmussen *et al*. (2015) include it as part of the product or result stage. The connections or links between the components as well as their positioning in the framework are therefore interpreted differently by various scholars.

These three frameworks are examples of structured frameworks, where order, progression or a particular system is utilised to plan, structure and organise entrepreneurship education. Several comparable components that are essential in entrepreneurship education are recurrently included in all three these frameworks.

Other frameworks focus much more on the components of entrepreneurship education rather on the structuring of the process, as described in the following section.

2.5.2 Frameworks for entrepreneurship education based on similar components

Various frameworks for entrepreneurship education that incorporate similar or closely comparable components were found. The similarity of components is especially evident when these frameworks are compared in Table 2.2. It became apparent that these frameworks include components that aim to answer the same set of questions that were originally posed by Fayolle and Gailly (2008:569) when they developed a conceptual framework for entrepreneurship education, inspired by education sciences, as explained in the next segment.

In the development of their 'teaching model framework' for entrepreneurship education, Fayolle and Gailly (2008) included several dimensions: on the ontological level as well as on an educational level. On the ontological level, they propose that both 'entrepreneurship' and 'education' should be explicitly defined and delimited, and that the roles of teachers and learners should be demarcated to inform the framework in which it would be used (Fayolle & Gailly, 2008:571). On the educational level, they suggest that five interrelated questions should be used to structure entrepreneurship education. These five questions are:

(1) Why (objectives, goals)?

(2) For whom (targets, audiences)?

(3) For which results (evaluations, assessments)?

(4) What (contents, theories)?

(5) How (methods, pedagogies)? (Fayolle & Gailly, 2008:575).

These questions inform the components (in brackets next to the questions above) that are often used in frameworks for entrepreneurship education. Based on educational research at that time, Fayolle and Gailly (2008:575) insisted that these five questions should be addressed in the order in which they are numbered. Although some more recent frameworks also endorse the interrelatedness of the components, the latest frameworks emphasise that these components should be included in entrepreneurship education frameworks in a less structured and non-linear manner (Maritz & Brown,

2013:244), instead, advocating the iterative and dynamic integration of components (Huq & Gilbert, 2017:159; Maritz, 2017:472; Verzat *et al*., 2016:8). Maritz (2017:476) further states that no entrepreneurship education framework "is cast in stone", which allows for the iterative and dynamic application of the various components in frameworks. For these reasons, the frameworks in Table 2.2 were deconstructed into their main components without heeding any particular order so as to clarify similarities between the components in these frameworks.

Table 2.2: Comparison of components in entrepreneurship education frameworks

	Intention (objectives)	Consequences (outcomes)	Circumstances (context)	Learners (audience)	Curriculum (content)	Implementation (pedagogy)	Results (evaluation & assessment)
Teaching model framework for entrepreneurship education Fayolle & Gailly (2008)	✓			✓	✓	✓	✓
Pedagogical framework Huq & Gilbert (2017)	✓	✓	✓	✓	✓	✓	✓
Conceptualised components of an EEP Maritz & Brown (2013)	✓	✓	✓	✓	✓	✓	✓
Validated framework of entrepreneurship education programs Maritz, Koch & Schmidt (2016)	✓	✓	✓	✓	✓	✓	✓
Justified, legitimate and validated model for EEPs Maritz (2017)	✓	✓	✓	✓	✓	✓	✓
Effectual educational design Verzat, Toutain, O'Shea, Bornard, Gaujard & Silberzahn (2016)	✓			✓		✓	
Macro integrative perspective Wu & Gu (2017)	✓		✓	✓	✓		✓

Although Fayolle and Gailly reference other scholars who have pointed out a lack of research regarding the outcomes of entrepreneurship education (2008:577), they did not include outcomes in their own framework. Another key question that is missing from Fayolle and Gailly's (2008) framework, is "where (does the learning take place)?" — referring to the context or circumstances in which the learning will take place (Table 2.2). Verzat *et al.* (2016:6) report that entrepreneurship education "tools and methods are [still being] replicated" without regard for the particular context in which the learning will take place. As these frameworks provide the foundations and structure for entrepreneurship education, they have to be contextualised to the circumstances in which the learning will take place (Maritz, 2017:76), since different learners have different learning needs and will be learning in different circumstances.

Huq and Gilbert developed an iterative pedagogical framework for entrepreneurship education, underpinned by design thinking and using five key questions which they "identified through literature synthesis" (2017:157). Their five key questions are effectively the same as those proposed by Fayolle and Gailly (2008), also referring to 'the why', 'for whom', 'for which results', 'the what' and the 'choice of pedagogical methods'. The aim of Huq and Gilbert's study was to focus on the learning process or method (pedagogy) rather than on the content and was centred on "design-led experiential and interactive learning" (Huq & Gilbert, 2017:158). These scholars propose the selection of a pedagogy that is suitable for the objectives, content and context of entrepreneurship education, accentuating that a thorough understanding of the profile and background of the participants in the process (i.e. teachers and learners) is necessary, echoing the emphasis placed on context by Verzat *et al.* (2016) and Maritz (2017).

Maritz and Brown (2013) also underline the prominence of context in their 'Contextualised Components of an Entrepreneurship Education Programme (EEP)' to clarify the complex relationships between various components into a useable framework for entrepreneurship education. They advocate outcomes, objectives, context, audiences, content, pedagogy and assessment as the main components of such frameworks (Maritz & Brown, 2013:238). Several choices are included for each component in their framework, such as case studies, guest speakers or e-learning as part of the pedagogy for entrepreneurship education.

Maritz, Koch and Schmidt (2016) added to and expanded on the research and framework of Maritz and Brown (2013). In their study, they found that entrepreneurship ecosystems and national systems of entrepreneurship impact directly and profoundly on the context, outcomes, objectives, content, evaluation, audience and pedagogy of entrepreneurship education programmes (Maritz, Koch & Schmidt, 2016:22). They promote a holistic approach of mutual interdependence of components in entrepreneurship education frameworks (Maritz, Koch & Schmidt, 2016:22).

Most recently, Maritz (2017) revisited the initial framework that he developed with Brown in 2013 so as to determine how the latest research in the entrepreneurship field might impact on that framework. He identified three dimensions, specifically distinct contextualisation, 'entrepreneurship ecosystems' and up-to-date entrepreneurship content, which are often omitted from existing entrepreneurship education programmes (Maritz, 2017:476). Lack of contextualisation or consideration of where the learning will take place or in which particular circumstances, will negatively impact on entrepreneurship education efforts, as mentioned before in this section. Entrepreneurship ecosystems are increasingly becoming an important component of entrepreneurship education, since it provides opportunities for innovation as well as collaboration between learning institutions, government and industry (Belitski & Heron, 2017:163; Maritz, 2017:476; Maritz, Koch & Schmidt, 2016:10). Maritz (2017:476) also found that "many entrepreneurship education scholars do not teach current and appropriate content". He concluded that many teachers of entrepreneurship are not adequately trained or experienced in the field, the cross-disciplinary character of entrepreneurship education is disregarded, and that different views on the use of the business plan as core content is still contentious.

As part of efforts to improve and enhance the design, implementation and evaluation of entrepreneurship education, and to link theory and research, Verzat *et al.* (2016) recommend using 'an effectually-designed process' informed by a 'research-action approach' (2016:2). They suggest an entrepreneurship education framework consisting of two parts, with Part 1 focused on teaching and Part 2 focused on research (Verzatz *et al.* 2016:12). Although the researcher in the current study also supports the prominence of research to inform teaching in entrepreneurship education, for this study, only Part 1 of Verzatz *et al.*'s framework was relevant. Three of the four dimensions in their (Part 1) framework correspond to similar components mentioned

in Table 2.2, namely the main learning goal, didactical design (activities, assessment and technology), and the target learners. The inclusion of 'technology' as part of the didactical design (or pedagogy) is novel and relevant in a modern technology-driven society. Assessment is included as part of the pedagogy dimension in this framework, whereas other frameworks tend to pair assessment and evaluation with the result of the programme. The fourth dimension in the entrepreneurship education framework of Verzat *et al.* (2016:12) is 'duration', referring to allowing enough 'time for deep transformation'. These researchers report that the entrepreneurship education process should allow enough time for deep and meaningful learning (Verzat *et al*., 2016:14), which further emphasises the need for carefully planning and structuring of such learning.

Wu and Gu (2017) also include objectives or goals, audiences, content, method and assessment in their entrepreneurship education framework. Although they do not specifically include outcomes in their framework, they relate outcomes to assessment (Wu & Gu 2017:155). However, in contrast to previously discussed studies, Wu and Gu argue for a shift towards a macro (broader and more inclusive) integrative perspective in entrepreneurship education, away from the micro (contextually focused) perspective often found in such frameworks, claiming that the macro perspective will contribute to a 'better understanding of entrepreneurship education' (Wu & Gu, 2017:152). Connecting both 'distinct contextualisation' and the 'macro perspective', Steenekamp (2013:122) recommends that it is imperative to design "local programmes for local people", but that entrepreneurship education frameworks should also consider "the requirements for effective entrepreneurship education and good practices evolving around the world".

The seven frameworks analysed and compared in Table 2.2 provide insight into the questions or components that contribute to developing effective entrepreneurship education frameworks. These frameworks share similar components to a great extent; however, other frameworks that have atypical components or structures also exist and will be explored in the next section.

2.5.3 Alternative frameworks for entrepreneurship education

To show how varied entrepreneurship education frameworks can be, three examples have been included in Table 2.3. These three frameworks employ unusual terminology,

foci, components or structures, which make them dissimilar to the previously discussed frameworks (see sections 2.5.1 and 2.5.2).

Table 2.3: Alternative frameworks for entrepreneurship education

4P framework **Ma and Tan (2006:705)**	Perspective (entrepreneurial mindset)	Pioneer (the entrepreneur as innovator)	Practice (entrepreneurial activities)	Performance (resultant entrepreneurship)
Teaching framework for entrepreneurial competencies **Meintjes (2014:88)**	Situation analysis (learners, content, curriculum)	Foundation (preparation for scenario and simulation)	Execution of scenario (using business plan)	Evaluation (by teacher and learners)
EntreComp: The Entrepreneurship Competence Framework **Bacigalupo, Kampylis, Punie & Van den Brande (2016)**	Ideas & opportunities (identifying opportunities; creativity; vision, valuing ideas; ethical & sustainable thinking)	Resources (self-awareness & self-efficacy; motivation & perseverance; mobilising resources; financial and economic literacy; mobilising others)	Into action (taking the initiative; planning & management; coping with ambiguity, uncertainty & risk; working with others; learning through experience)	Learning outcomes

Ma and Tan (2006:704) refer to four 'major ingredients' or factors (based on their theoretical and practical importance) in their 4P framework for entrepreneurship education, where most other frameworks refer to dimensions and components. The pioneer (the entrepreneur as innovator), perspective (referring to an entrepreneurial mindset), practice (entrepreneurial activities) and performance (the results or outcomes of entrepreneurial activities or actions) each contribute to the framework (Ma & Tan, 2006:717). Several of these factors are comparable to the components mentioned in Tables 2.1 and 2.2, such as the entrepreneur (the audience), entrepreneurial activities (implementation of learning in practice) and the results or outcomes of entrepreneurship education. Ma and Tan also propose various relationships between the four factors (2006:719), arguing that each of the factors on

their own is not sufficient to constitute entrepreneurship (Ma & Tan, 2006:717). This shows that some form of structure or connections between factors are needed for effective entrepreneurship education.

Meintjes' (2014) framework for developing entrepreneurship competences in secondary school learners in a particular subject (Business Studies) as part of the South African school curriculum, is also informed by specific components and their structuring (Table 2.3). Components are set out in four distinct phases, indicating a particular sequence or order of events as part of the entrepreneurship education process; however, it is stated that "all components influence and direct the other components" (Meintjes, 214:88). Meintjes (2014:88) termed these phases 'Situation analysis' (Phase 1), 'Foundation' (Phase 2), 'Execution' (Phase 3), and 'Evaluation' (Phase 4). Phase 1 includes the school level, competency level and prior knowledge of the learners as well as the content and curriculum as components. The separation of content and curriculum as different components (Meintjes, 2014:90) are not clearly explained in this model; in most other frameworks these two components refer to the same element (the 'what' of learning). Phase 2 lays a foundation for entrepreneurship education through the teacher's preparation for, selection and planning of the scenario (a business simulation) and constructing of groups in which learners will work together (Meintjes, 2014:91). Phase 3 is the actual implementation (or execution) of the learning, with particular roles allocated to teachers and learners (Meintjes, 2014:95), and in Phase 4, evaluation of the process (by the teacher and learners) takes place (Meintjes, 2014:103). An element of reflection is included in this phase, where the teacher and learners comment on the process and make recommendations for improvement (Meintjes, 2014:104); however, the term 'reflection' is not used. Despite this framework being highly contextualised and for one particular subject, it includes several components comparable to that found in other entrepreneurship education frameworks, such as the learner, content, implementation and assessment.

Bacigalupo *et al*. (2016) also developed a framework to enhance entrepreneurship competence, calling it 'EntreComp'. This framework was developed for a much wider audience than that developed by Meintjes (2014), "to build a bridge between the worlds of education and work", to foster entrepreneurship competence in Europe. This wide audience resulted in a highly detailed framework with a myriad of competences and descriptors for each (Bacigalupo *et al*., 2016:23-35). The developers of this model

emphasise that no single component is more important than another, and that no particular sequence has to be followed to ensure effective entrepreneurship development (Bacigalupo *et al*., 2016:11). Their framework consists of three competence areas, including fifteen competences and descriptors for some of these components. The three competence areas are 'Ideas and opportunities', 'Resources' and 'Into action'. 'Ideas and opportunities' include the components that relate to identifying opportunities, creativity, vision, valuing ideas, and ethical and sustainable thinking (Bacigalupo *et al*., 2016:12). These components are related to the 'entrepreneurial mind-set' that Ma and Tan (2006:717) also refer to. Bacigalupo *et al*. (2016:12) mention a variety of resources that contribute to effective entrepreneurship education, including self-awareness and self-efficacy, motivation and perseverance, mobilising resources, financial and economic literacy, as well as mobilising others. The 'Into action' competence area includes components such as taking the initiative, planning, management, coping with ambiguity, uncertainty and risk, working with others, and learning through experience (Bacigalupo *et al*., 2016:19). The 'Into action' components relate to the implementation of entrepreneurship education or the 'how' question found in other frameworks (see section 2.5.2). Similar to Deveci and Seikkula-Leino (2015:35), Steenekamp (2013:170) and Hynes (1996), Bacigalupo *et al*. also promote experiential learning and teamwork, stating that "entrepreneurship as a competence is developed through action by individuals or collective entities to create value for others" (Bacigalupo *et al*., 2016:14). The EntreComp framework additionally includes a wide-ranging list of 442 learning outcomes, which increases its suitability for different educational contexts and domains of application (Bacigalupo *et al*., 2016:17).

2.5.4 Recurrent components in entrepreneurship education frameworks

The analysis of the 13 frameworks referred to in this chapter shows that seven components are recurrently referred to as essential in entrepreneurship education. These are: the objectives (or intentions); outcomes (or consequences); context (or circumstances); audience (or learners); content (or curriculum); implementation (pedagogy or method); and the results (evaluation or assessment) of the learning in entrepreneurship education. These components are interrelated and carry different levels of emphasis in different contexts. The components are sometimes structured or organised purposely but are more often used iteratively or non-linear.

The seven components identified from existing entrepreneurship education frameworks compare well with the principles for effective teaching proposed by Schiefelbein and McGinn (2017:39), which include the teaching method (emphasising prior knowledge, reflection and active learning), the characteristics of the learner, the curriculum, contextual factors and the teacher's ability to effectively teach. Given that Steenekamp (2013:2) found that entrepreneurship education is not being taught effectively or widely enough in South Africa and, informed by his suggestion, that "the design and structure of programmes; programme content and curriculum development; teaching methodology; teacher and trainer development" need urgent attention to remedy the current situation (Steenekamp, 2013:11), these components of entrepreneurship education were investigated further.

2.6 Summary

Entrepreneurship education has great potential to contribute positive value to the lives of learners and the communities in which they live. Such value can be in the form of economic value (creating income-generating or employment opportunities), social value (addressing issues which the community faces), individual value (skills development and deeper learning), or environmental value (contributing to the preservation of earth's natural resources).

The effectiveness of entrepreneurship education is determined by several components that individually and collectively affect the learning process. The components need to be planned and structured well to support the effectiveness of such education. Components are sometimes structured or organised purposely but are more often used iteratively or non-linear. The components carry different levels of emphasis in different contexts but are interrelated.

Recurrent components identified from existing frameworks for entrepreneurship education include learning objectives, outcomes, context, learners, content (or curriculum), implementation (pedagogy or method), and results. These components relate to the questions used by several scholars to structure entrepreneurship education. As the current study focused on the process of entrepreneurship education, the questions of what, how and who is taught, and where, were fundamental.

According to Du Toit and Gaotlhobogwe (2018:38), a properly structured curriculum is conceivably one of the main influences on effective entrepreneurship education. The next chapter therefore takes a closer look at the ‘curriculum’ as a critical component in the framework for entrepreneurship education.

CHAPTER 3
LITERATURE REVIEW: CURRICULUM AS AN ESSENTIAL COMPONENT IN ENTREPRENEURSHIP EDUCATION

"The general pattern is that the worlds of policy, practice and research are widely separated. A crucial challenge for more successful innovation in education is to build bridges between many levels, factors and actors."

Van den Akker, 2013:54

3.1 Introduction

This chapter commences with an exploration of 'the curriculum' as an essential component in entrepreneurship education, differentiating between the intended, implemented and attained curriculum. Curriculum emerged as a key component contributing to entrepreneurship education frameworks (see sections 2.4 and 2.5.4), since it details the content that learners are intended to learn. In addition, curricula are often also a source of other information similar to the key components identified in entrepreneurship education frameworks (see section 2.5.4), such as the learning objectives or outcomes, descriptions of the type of learner or teacher, expectations regarding the classroom environment or context, preferred teaching methods or assessment of learning. The wealth of information that could therefore be gained from a curriculum informed the decision to launch this chapter using that particular focus. A funnel approach is adopted thereafter to firstly present a general discussion on entrepreneurship education in the overall South African school curriculum, and then to specifically investigate entrepreneurship education in Consumer Studies, one subject that forms part of the South African secondary school curriculum.

3.2 Curriculum

A curriculum does not include learning content only, but all the planned and unplanned learning experiences intended for learners as well as guidance to structure the learning process, such as learning aims, assessment guidance or preferred pedagogical principles (see section 1.1.3). In the broadest sense, a curriculum provides information

on the educational opportunities provided to learners as well as the factors that influence how learners utilise such opportunities (Mullis, 2015:4). It offers guidance for the achievement of curriculum outcomes and suggestions for the methods to use in that process (Ebert *et al.*, 2013:1). The view of a curriculum serving as a vehicle for learning, as proposed by Thijs and Van den Akker (2009:9), is therefore quite appropriate. Several definitions for and descriptions of 'curriculum' have been included in Chapter 1 (see section 1.1.3). Those definitions and descriptions indicate that 'curriculum' is a broad term that encompass various elements in a planned and organised structure, which should support its use and implementation. The definition for curriculum provided by Thijs and Van den Akker (2009:9) — that it is "a course for learning" — was utilised in this study (see section 1.1.3), since such a broad definition would enable future elaboration for different types of curricula, their contexts, implementation and development (Thijs & Van den Akker, 2009:9).

The contribution of each of the various curriculum elements and their structuring to support learning, makes curriculum development a complicated process. Curriculum development is informed by asking and answering a number of questions related to the components or elements embedded therein (Thijs & Van den Akker, 2009:12). Core questions informing curriculum include 'why are they learning?', 'what are they learning?', 'how are they learning?', 'where are they learning?', and 'how is their learning assessed?' (Thijs & Van den Akker, 2009:12) (Table 3.1).

Several parallels exist between these (curriculum development) questions and the questions (and embedded components) identified from literature that structure entrepreneurship education frameworks (see section 2.5) (Table 3.1). These parallels underscore the prominent role that curriculum plays in entrepreneurship education, necessitating a more in-depth exploration of this component.

Further adding to the complexities surrounding curriculum, is the fact that a curriculum is more than just a document, impacting an audience much wider than just the learners for whom it is intended (see section 1.1.3). A curriculum should therefore include a wider approach, considering the intended (planned) learning, but should also indicate where, how and by whom the curriculum will be implemented in practice (including unplanned learning) as well as how the realisation of the intentions of the curriculum for learners will be assessed. Based on these complexities, researchers differentiate between the intended, enacted and attained curriculum (Mullis, 2015:4; Thijs & Van

den Akker, 2009:10), and this differentiation was used to organise the literature review for the subsequent sections.

Table 3.1: Comparison of components and questions in entrepreneurship education frameworks and curriculum design

Recurrent components and questions in entrepreneurship education frameworks **(Derived from literature)**	**Components and questions used to inform curriculum** **(Thijs & van den Akker, 2009:12)**
Which outcomes are expected (consequences)?	Rationale: Why are they learning?
Why (objectives, goals)?	Aims and objectives: Towards which goals are they learning?
What (contents, theories)?	Content: What are they learning?
How (methods, pedagogies)?	Learning activities: How are they learning?
	Teacher role: How is the teacher facilitating their learning?
	Materials and resources: With what are they learning?
For whom (targets, learners)?	Grouping: With whom are they learning?
Where (context)?	Location: Where are they learning?
	Time: When are they learning?
For which results (evaluations, assessments)?	Assessment: How is their learning assessed?

The intended curriculum is mainly influenced by national, social and educational contexts, involving policy-makers and curriculum developers. The implemented curriculum manifests predominantly in the contexts of schools, classrooms and teachers, and the attained curriculum has to do with learner outcomes and characteristics (Mullis, 2015:5; Van den Akker, 2013:56) as explained in the subsequent sections.

3.2.1 The intended curriculum

The intended curriculum is the formal, written or ideal curriculum envisaged and 'put on paper' — in other words, the actual curriculum document. It clarifies the intentions for learning, encompassing the rationale, philosophy or vision for the curriculum (Thijs & Van den Akker, 2009:10) as well as the goals, topics, sequence, proposed methods and assessment for learning (Cai & Cirillo, 2014:133). The intended curriculum therefore answers the curriculum questions 'why are we learning?', 'toward which goals are we learning?' and 'what to teach?' (Thijs & Van den Akker, 2009:12) (Table 3.1). The intended curriculum is often vital in predicting how teachers (are supposed to) teach and learners (are supposed to) learn (Cai & Cirillo, 2014:138) as it provides content and structure that guide teaching and learning (Booyse & Du Plessis, 2014:5). The guidance provided in a 'good curriculum' does, however, not guarantee improved teaching and learning (Dada *et al.*, 2009:15).

The intended curriculum for schools in South Africa is called the National Curriculum Statement Grades R-12 (NCS). The curriculum is composed of three documents: a Curriculum and Assessment Policy Statement (CAPS) document for each of the approved subjects in the NCS; the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (NPPPR); and the National Protocol for Assessment Grades R-12 (NPA) (DBE, 2011e:3).

The CAPS document is viewed as the intended curriculum for particular subjects and is used by teachers to guide and inform their teaching. This is confirmed when Dada *et al.* (2009:24) report that "The intention of the National Curriculum Statement was to move towards greater emphasis on discipline-based subjects, the logic of which is derived from the subject discipline". Therefore, a subject-specific, discipline-informed intended curriculum exists for each subject in each school phase in South Africa. Based on the detail provided for inclusions in the intended curriculum by Thijs and Van den Akker (2009:10) and Cai and Cirillo (2014:133), it would be expected that the intended curriculum for each subject would provide guidance regarding that particular subject's rationale, aims, content topics, sequence, proposed or preferred pedagogical methods and assessment for learning. In practice, this ideal is not always realised. For example, the curriculum for Consumer Studies, which is referred to as a 'complex subject' based on its wide topic coverage, various practical production options and dynamic character (Du Toit, 2014:47), was found to lack guidance regarding preferred

subject-specific teaching-learning strategies or pedagogy (Du Toit, 2014:55; Du Toit & Booyse, 2015:23; Koekemoer & Booyse, 2013:554; Umalusi, 2014:89). This is especially problematic since "many teachers have little or inadequate training in Consumer Studies" (Umalusi, 2014:89). If no or inadequate guidance is provided, the implementation of the intended curriculum is left to the teacher, which might not result in the learning that was intended in that curriculum.

Booyse and Du Plessis (2014:66) caution that a curriculum's effectiveness hinges on practicality — if it can be implemented as intended. Prior (2008:230) also notes that documents "are always open to manipulation by others" and that they can be used as resources, be destroyed or suppressed, be utilised as resources for action, and more. She therefore recommends that research should include how documents are "consumed" or used (ibid, p. 230). Several scholars have reported a gap or a mismatch between the intended curriculum and how teachers implement the curriculum in practice in their classrooms (Booyse & Du Plessis, 2014:7; Hoadley & Jansen, 2009:171; Lelliott *et al.*, 2009:48; Okebukola, 2012:34; Van den Akker, 2013:60.). When the curriculum is not implemented as it was intended, it may result in incomplete coverage of learning content, knowledge, skills and values and will affect learning negatively (Bieda, 2010; Cai, & Cirillo 2014:138; Hoadley & Jansen, 2009:171; Okebukola, 2012:34; Thijs & Van den Akker, 2009:45; Van den Akker, 2013:60). This is also true for entrepreneurship education – if the entrepreneurship content and skills in the intended curriculum is not implemented as it was intended, that learning and its intended benefits for the learners will be lost. Lelliott *et al.* (2009:48) ascribe such gaps to differences in contexts – for the intended curriculum, it is stable and documented; however, for the implemented curriculum, the contexts are dynamic and ever-changing.

3.2.2 The implemented curriculum

The implemented curriculum (sometimes called the *enacted* curriculum) refers to how the curriculum is implemented in practice through teaching and learning, including how it is influenced by the perceptions and interpretations of its users (teachers). The implementation of the curriculum is the process of bringing the paper plan (the intended curriculum) to the learners to effect the intended learning (Esene, 2015:15; Houang & Schmidt, 2008:3). The implementation of the curriculum therefore links the questions

related to the intended curriculum (why, which goals and what) with the curriculum questions related to ‘how to teach?’ (pedagogy or method), ‘who are the audience?’ (learners) as well as the ‘where is the learning taking place?’ (context) to contribute to the structuring of the curriculum (Table 3.1). The educational system, the school, teachers, learners and resources all impact the implementation of the curriculum in one way or another (Mullis, 2015:5; Van den Akker, 2013:56).

Nonetheless, Thijs and Van den Akker (2009:45) mention that teachers often implement the curriculum according to their own specific needs or wants, resulting in diverse interpretations of the curriculum. This is especially true in curricula that lack guidance to support teachers in the implementation of the intended curriculum, as is the case of the Consumer Studies CAPS (Du Toit & Booyse, 2015:23; Koekemoer & Booyse, 213:554; Umalusi, 2014:89). The quality of teachers’ knowledge and skills can also affect how they interpret and implement the intended curriculum (Booyse & Du Plessis, 2014:4), dictating that teachers need to be proficient in the effective and appropriate implementation of the curriculum. In cases where teachers were not trained for a particular subject — as is the case for many teachers who now teach Consumer Studies, but were actually trained for Home Economics or other subjects (Koekemoer & Booyse, 2013:545; Umalusi, 2014:89) — lack of knowledge and skills, combined with the lack of guidance for its implementation would not bode well for the effective implementation of the intended curriculum for the subject.

Teachers also often use textbooks (rather than the curriculum document itself) as a basis for implementing the curriculum; however, textbooks are not always flawlessly aligned with the intentions of the curriculum (Akande & Tiamiyu, 2015:20; Houang & Schmidt, 2008:3). This means that the learning intended in a curriculum does not always reach learners in the way it was planned. Teachers should identify and select resources and learning materials with care, to enhance their implementation of the curriculum, in addition to being properly trained to enable them to keep up with the changing needs and demands of their learners and society (Booyse & Du Plessis, 2014:73).

The implementation of the intended curriculum should therefore be meticulously planned and carefully structured for all the phases and grades and even as part of lesson planning (Booyse & Du Plessis, 2014:69) and considering components such as availability of resources, teacher training and learning contexts. Despite careful

planning or structured guidance on paper, the reality of the circumstances in which the curriculum is implemented is often unpredictable or far removed from the ideal.

The inacceptable and deviating implementation of the previous school curriculum in South Africa was one of the core reasons for radically changing the intended curriculum (Dada *et al.*, 2009:5). The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (Dada *et al.*, 2009) found that curriculum policies at the time of their investigation were unclear and ambiguous and did not include enough content to be taught (Dada *et al.*, 2009:63). The Report also concluded that "teachers should be given guidance and support in the documents on how to teach specific content" – in other words, pedagogical guidance for the correct implementation of the curriculum needed to be expanded (Dada *et al.*, 2009:63). Other recommendations contained within the Report include that suitable textbooks and learning-teaching support media (LTSM) needed to be developed and made available to subject teachers (p. 66), as well as that subject-specific teacher training needed to be promoted (p. 67). The Report and its recommendations brought about the NCS (the so-called CAPS curriculum), which is currently in use in South African schools and which was intended to address the inadequacies surrounding the implementation of the previous curriculum. The educational context in South Africa is diverse and often not conducive to effective learning, resulting in encumbering or obstructing learners' development, to the extent that many schools have become dysfunctional (Rogan & Grayson, 2003:1177). These contexts are discussed in more detail in section 3.3.2, as part of the literature review that focuses on the South African school system. At this point, suffice it to note that the planned curriculum does not always manifests in reality as it was intended.

3.2.3 The attained curriculum

The attained curriculum refers to how the curriculum is experienced or perceived (by learners) during learning and the learning results or outcomes (Mullis, 2015:5; Thijs & Van den Akker, 2009:10; Van den Akker, 2013:56). The curriculum question that is applicable here, is 'how is the learning assessed?' (Thijs & Van den Akker, 2009:12) (Table 3.1). The effective implementation of the intended curriculum to align the intentions and implementation of the curriculum with the preferred learning outcomes (the attained curriculum) is crucial (Plomp, 2013:31). The evaluation and assessment

of the experiences and perceptions of learners about the learning process as well as the measurement of the results of the learning are complex and extensive. It was, however, not the purpose of the current study to explore these aspects and they were therefore not investigated further in the literature review.

The responsibility rests with governments to ensure that curricula are socially relevant and of sustainable quality. For this reason, governments often refer to international frameworks and developments to inform decisions surrounding curriculum development (Thijs & Van den Akker, 2009:22), such as the structuring or implementation thereof. The next section explores entrepreneurship education as part of the South African secondary school curriculum.

3.3 Entrepreneurship education in the South African secondary school curriculum

The intentions or purpose of entrepreneurship education in the South African secondary school curriculum was explored, in line with the curriculum questions suggested by Thijs and Van den Akker (2009:12). The aim of this investigation was to gain clarity regarding why (the rationale) and towards which goals (aims or objectives) entrepreneurship education is included in this curriculum. The intended curriculum — consisting of all the non-language subject-specific CAPS documents for secondary school subjects — in combination with other available literature, were used to investigate the intentions of policy-makers and curriculum developers for the inclusion of entrepreneurship education in the South African school curriculum. In the section subsequent to that (section 3.3.2), the diverse contexts in which learning takes place in South African schools were investigated in order to provide a broad background of the contexts in which the intended curriculum (including entrepreneurship education) is implemented and the factors shaping such implementation.

3.3.1 Entrepreneurship intended in the secondary school curriculum

The secondary school structure used in South Africa and the curriculum restructuring processes that took place in this country in recent years, were discussed in section 1.1.3.1. How and to what extent entrepreneurship is included in the different curricula reflect the intentions thereof for each subject and together for the South African secondary school curriculum as a whole.

3.3.1.1 Entrepreneurship intended in previous South African curricula

The definitive White Paper on Education and Training that was published just after the first democratic elections were held in South Africa, links entrepreneurship to a "better educated and skilled workforce" that will contribute to productivity in the local economy as well as increase competitiveness in international markets (DoE, 1995:64). There was therefore a clear economic intent for including entrepreneurship education. Entrepreneurship featured prominently in the school curricula that preceded the CAPS (Curriculum 2005 and the RNCS) in South Africa (see section 1.1.4.1).

"Developing entrepreneurial abilities" in order to "contribute to the full personal development of each learner and the social and economic development of the society at large" are mentioned in relation to the 'critical cross-field outcomes' of Curriculum 2005 (Polity, 1997:18). Critical cross-field outcomes, formulated by the South African Qualifications Authority, state the intended results of education and training in a broad sense (Polity, 1997:17). The intentions of the inclusion of entrepreneurship in Curriculum 2005 were therefore to contribute to individual, social and economic development.

Curriculum 2005 was succeeded by the RNCS, which included a developmental outcome stating that learners will be able to "develop entrepreneurial opportunities" (DoE, 2003f:2). This outcome is included in the curriculum document of every single RNCS subject, reflecting that entrepreneurship was intended as an outcome across all subjects. Developmental outcomes are key or core outcomes of the RNCS, which were inspired by the national Constitution, and informed the learning results envisioned for the education system in South Africa. The "South African version of outcomes-based education" was aimed at developing the youth to enable them "to participate fully in economic and social life" (DoE, 2002a:12), again sustaining curriculum intentions of individual, social and economic development.

This is affirmed in the RNCS subject curriculum documents themselves, often stated as part of the subject purpose, as is evident from the following examples. The following sentence is included in the RNCS as part of the purpose for Senior Phase Technology: "Learners gain skills, knowledge, competencies and confidence that equip them to explore entrepreneurial initiatives which will enable them to contribute to South Africa's social and economic development" (DoE, 2002b:5). The Business Studies RNCS states in the subject purpose that "learners need to be in a position to pursue

sustainable entrepreneurial and self-employment career pathways" (DoE, 2003d:9). In the Visual Arts RNCS, the purpose for the subject also include that learners should be enabled to "develop entrepreneurial skills" to "make an economic contribution to themselves and society" (DoE, 2003m:10). The intention of including entrepreneurship in the RNCS subject curricula was therefore also to support individual, social and economic development.

3.3.1.2 Entrepreneurship intended in the South African CAPS

The CAPS replaced the RNCS as part of the efforts to address past inadequacies related to the implementation of the school curriculum (Dada *et al.*, 2009). An investigation of the inclusion of entrepreneurship in the subject-specific CAPS documents revealed that entrepreneurship was much more prevalent in the RNCS than it is in the current curriculum. The disciplinary base and organisation of knowledge in the CAPS is no longer outcomes-based but rather content-based (Umalusi, 2014:13).

Entrepreneurship is included as learning content in the CAPS of seven FET Phase subjects, specifically Agricultural Management Practices (DBE, 2011a:15, 35), Agricultural Science (DBE, 2011b:52), Business Studies (DBE, 2011d:12, 16, 28), Consumer Studies (DBE, 2011e:22, 23, 30, 32), Economics (DBE, 2011f:22), Hospitality Studies (DBE, 2011h:37) and Tourism (DBE, 2011i:29); however, 12 subjects in the RNCS included entrepreneurship education. The entrepreneurship content included in these seven subjects reflect that (some) entrepreneurship knowledge and skills development is intended for learners who select these subjects. All these subjects are, however, elective (see section 1.1.3.1) – meaning that only learners who choose one or more of these seven subjects, will gain entrepreneurship learning as part of the FET Phase.

The intention of including entrepreneurship in some of these subjects is more evident from curriculum sections other than the lists of learning content, such as the 'purpose', 'career options', or 'specific aims', as explained in the following examples. The Agricultural Management Practices CAPS (DBE, 2011a:9) refers to the development and enhancement of entrepreneurial skills as a 'learner expectation' in the subject. This could be comparable to an outcome, but the statement is extremely vague. As part of the purpose of the subject, the Business Studies CAPS states that "Business

studies create learners that are able to ... secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways" (DBE, 2011d:9). "Working as an entrepreneur or working with an entrepreneur" is mentioned as part of the career options in both Civil Technology (DBE, 2014c:15) and Electrical Technology (DBE, 2014d:14). Entrepreneurship is also included as a specific aim in Consumer Studies – "small scale production, entrepreneurship and marketing quality products" (DBE, 2011e:9), as well as in Visual Arts – "develop entrepreneurial skills and professional practice within art to explore a variety of career options" (DBE, 2011j:8). From these examples, it can be inferred that the entrepreneurship included in these subjects are to develop or promote (self-) employment or career options, or in the case of Consumer Studies, product development and marketing as a potential business venture. The intention of including entrepreneurship in these subjects therefore seems to revolve around economic development.

Recently, the (then) deputy president of South Africa, Mr. Cyril Ramaphosa, has publicly commented that "entrepreneurship should be included in the basic education school curriculum in order to create greater prosperity" (City Press, 2017). This statement may suggest that the entrepreneurship offered may not be as effective as was intended. Mr. Ramaphosa mentioned that such an inclusion will encourage South African learners to "be problem solvers", will contribute to the development of "job creators, rather than job seekers", and will support the perception that entrepreneurship is "a viable career option" (City Press, 2017). This statement also suggests that the former deputy president is associating entrepreneurship education with self-created employment options leading to economic development in South Africa.

From the initial analysis of the overall secondary school curriculum, both in its previous (see section 3.3.1.1) and current form, an economic intent for entrepreneurship education is clear, and it appears that social development has diminished as part of the entrepreneurship intent in the current school curriculum. The information contained in the CAPS clearly imply economic development as the intention of entrepreneurship education in the current curriculum. Individual development as entrepreneurial intent might seem to be addressed in the CAPS in the guise of self-employment or creating employment opportunities; however, individual development usually has the intent to foster broader individual competencies than that which (only) relates to employment.

Lackéus (2016:1; 2015:18) comments that entrepreneurship competencies contribute to the development of individuals' ability to cope and even thrive in a globalized, fast-paced and changing world. In addition, Lackéus mentions that the value creation associated with entrepreneurship education develops individuals' sense of pride and joy and supports them in making a positive difference in their societies (2015:18). However, individual and social development do not form part of the intent of entrepreneurship education in the CAPS curriculum. The potential social value of entrepreneurship education, to address social problems, issues or opportunities and contribute positively to the societies in which learners live (see section 2.3.2) is therefore lost to the learners of this curriculum.

Whatever the intentions of the entrepreneurship in the CAPS curriculum, the question remains if the intended entrepreneurship learning or benefits reach the learners. This is particularly contentious when one considers the divergent educational contexts in which the school curriculum should be implemented in South Africa, as described in the next section.

3.3.2 An overview of the contexts in which entrepreneurship education is implemented in South African secondary schools

The context in which learning takes place, in combination with the needs of the community (problems or issues that they face), impacts entrepreneurship education in various ways. The context answers the 'where (does the learning take place)?' and 'how (is the learning approached)?' questions in the curriculum structure (see section 3.2 and Table 3.1) — referring to the environment, place or circumstances in which the learning will take place as well as the methodology or pedagogical approach used for teaching and learning. According to Van den Akker (2013:55), "contextual specification is always needed in curriculum conversations to clarify the perspective" and to guide and direct the intended learning.

Researchers have noted that the particular context in which the learning takes place is often disregarded or not specified enough as part of the development of entrepreneurship education (Maritz, 2017:76; Maritz & Brown, 2013:235; Tremblay *et al.*, 2013:3; Verzat *et al.*, 2016:6). Insufficient contextualisation or consideration of where or in which circumstances the learning will take place, will negatively impact entrepreneurship education efforts. For this reason, Steenekamp (2013:122)

recommends that 'local [entrepreneurship education] programmes for local people' need to be developed.

3.3.2.1 Broad overview of South Africa's population demographics

In South Africa, developing 'local programmes for local people' (or learners) might be more difficult than in some other countries due to the country's wide range of languages, religious beliefs and customs. To provide some broad background, a few recent statistics about the country's population are included here. According to Statistics South Africa (Stats SA, 2017b), in 2016 the country had a population of about 56.5 million, living across nine provinces. The population consists of 80.7% Black African people (of varying cultures, including Zulu, Xhosa, Setswana, Venda, and others), 8.7% Coloured people, 8.1% Caucasians, and 2.5% people of Indian or Asian descent (Stats SA, 2016a:21). Religious beliefs include Christianity, Islam, Hinduism, Buddhism, Bahaism, Judaism, Atheism, Agnosticism as well as a range of traditional African religions (Stats SA, 2016a:42).

There are eleven 'official' languages in South Africa, and the home language for about 24.6% of the population are IsiZulu (the largest group), for 17% it is IsiXhosa, 12.1% of the population speak Afrikaans at home, and only 8.3% speak English (Stats SA, 2016a:39), to mention but a few. Most people speak or understand only one or two of the official languages, which have resulted in English being the default language for communication between diverse people. English or Afrikaans (the home languages of only about 20% of the population), and sometimes one of the other languages, is used primarily as the language of instruction for most learners in South Africa (Southern Africa Association for Educational Assessment, 2014:44; Taylor, 2015:6), which is not optimal, since mother-tongue education is preferred. Learners who are taught in other languages than their mother tongue are at a disadvantage and are often lagging behind curriculum expectations (Hofmeyr & Draper, 2015:24; Taylor, 2015:6).

When narrowing the focus to only educational statistics for school learners, the complexity of the learning context in this country becomes even more obvious. In 2016, about 14 million learners attended school across South Africa (Stats SA, 2016b:14). Almost 70 % (69.8%) of those learners walk to school (Stats SA, 2016b:14), often covering long distances. The national school nutrition programme (feeding scheme) provides meals to about 9 million learners at 19 800 schools on every school day of

the academic calendar (National Treasury, 2017:61). It is also reported that only 55.1% of learners (aged 15 years and older) complete higher secondary education (Stats SA, 2016b:14).

These issues — such as lack of transport to and from school, malnutrition and poor learner retainment — adversely affect the learning of those learners, meaning that the intended curriculum probably does not realise in the lives of these learners. One might ask the question: if a learner is hungry or tired (from walking a long distance to school), or if the learner leaves school before the exit level in Grade 12, how much effective learning takes place? And, how can entrepreneurial opportunities be developed if learners are hungry or tired or not in school? In the current study, the implementation of the curriculum (specifically entrepreneurship education) in practice was investigated. The situation that teachers are faced with in practice (in their classrooms and schools), which might affect entrepreneurship education, will be investigated in more detail in the next section.

3.3.2.2 Issues in the South African educational context

Learners often differ from school to school or region to region: they have dissimilar prior knowledge and differing levels of development, and such differences are especially evident in countries with high levels of income inequality and different spoken languages (Schiefelbein & McGinn, 2017:63). As noted in section 3.3.2.1, learners in South African schools are diverse, with a wide range of cultures, languages and beliefs, and therefore with diverse needs and wants, which complicates education in this country tremendously. For example, although only 8.3% of the population speak English as a home language (Stats SA, 2016a:39), English is the language of learning for most South African learners. The vast majority of textbooks, learning materials, policies and formal examinations are only available in two of the eleven official languages, specifically English and Afrikaans. This makes language one of the greatest barriers to learning in South African schools (Tshiredo, 2013:64). Second- or third-language learners might struggle with English concepts or terminology — such as topic-specific terminology used in entrepreneurship education — which will hinder their learning.

In addition to language, Statistics South Africa (2016b:13) reports the following issues that were cited as negatively influencing education in South African public schools:

lack of books; school facilities are 'bad'; classes that are too large (the number of learners are too large for the size of the classroom); lack of teachers; teachers who are often absent; poor teaching; and teachers striking. The issues related to resources, school facilities and teachers, which all impacts on learners' learning (including entrepreneurship education), are explored in more detail in subsequent paragraphs.

- ***Inadequate learning resources***

  Tshiredo (2013:64) as well as the Ministerial Report on the implementation of the previous curriculum (Dada *et al.*, 2009) concur that a lack of resources to support teaching and learning is an issue that negatively impacts on curriculum implementation in South Africa. Learning and teaching support materials (LTSM) is mentioned as a critical area needing improvement to better support curriculum implementation (Dada *et al.*, 2009:6, 51). Teachers complain that they do not receive LTSM (except for textbooks) from the Department of Basic Education, with the consequence that teachers who wish to use additional resources to support their teaching, have to find or make such resources themselves and also pay for it themselves (Nchu, 2016:90). Sometimes teachers use teaching materials that contradict the curriculum (Schiefelbein & McGinn, 2017:63), which further hinders the implementation of the intended curriculum. Learners also do not always have access to resources such as libraries, internet or even electricity, which they need to complete projects, homework and other research for school (Dada *et al.*, 2009:32, 47). The lack of resources available to teachers and learners will negatively impact on the learning process, including entrepreneurship education.

  Good quality content- and methodology-rich textbooks together with teaching guides for teachers are essential for successful curriculum implementation (Dada *et al.*, 2009:51). The procurement and delivery of textbooks to schools is, however, still problematic (Zenex Foundation, 2013:3) and several learners often share a single textbook (Tshiredo, 2013:131). Different schools use different textbooks for teaching the same subject (Nchu, 2016:90), making general assessment (across schools, districts, provinces or nationally) difficult. To support effective entrepreneurship, the textbooks used should contain sufficient and well-structured content and teacher guides should contribute to its effective implementation in classrooms.

- ***School facilities***

Inadequate facilities at schools is a problem across the African continent. UNESCO reports that basic sanitation and services are still lacking in countless African schools (2016:12): many schools do not have toilet facilities; there is a critical shortage of drinking water in schools (2016:16); and not all schools have electricity (2016:18). Meintjes (2014:22) mention that education in South Africa is also hampered by poor school facilities and learners' proximity to the nearest schools, especially in rural areas. In 2011, the Department of Basic Education found that 3 544 schools had no electricity; 2 402 schools had no water supply and another 2 611 schools only had unpredictable water supply; 913 schools did not have any ablution facilities; and 11 450 schools still used pit-latrine toilets in that year (Mail & Guardian, 2012). Another extreme illustration of the poor state of some rural schools, is the so-called 'tree schools', where learners are taught outside, in the shade of trees, because no school building exists to accommodate the learners (Mail & Guardian, 2012). Although these are exceptions and not the rule for most schools, such circumstances need to be kept in mind when planning learning experiences (including entrepreneurship education) and how it should be implemented in practice.

- ***Class sizes***

  Class size, or the number of learners per class, is a key contextual factor that affects learning, and particularly large classes can affect learning negatively (UNESCO, 2016:6). As in the rest of Africa, overcrowding, or classes that have large numbers of learners that must fit into a single classroom, is a serious problem in many South African schools. In their report to the Minister of Education, Dada *et al.* (2009:59) stated that they received "an overwhelming number of comments regarding overcrowding, and the difficulty of implementing the curriculum in large classes", outlining the seriousness of this issue. It is difficult to teach in such overcrowded classes, and one should question how effectively teaching and learning (including entrepreneurship education) takes place under such circumstances.

  Classes are overcrowded despite a teacher-to-learner ratio policy being in place. This can be ascribed to several factors. Some of those factors presented by Dada *et al.* (2009:59) include: a shortage of classrooms (buildings); flawed staff management, where some teachers have a lighter teaching load, resulting in an increased load for others; as well as a shortage of subject specialists, which results

in posts not being filled. Although the government of South Africa spends a significant percentage of its annual budget on education, only 4.8% of the budget for basic education is allocated to developing education infrastructure, whereas 73.7% is allocated towards employee compensation (mostly teacher salaries) (National Treasury, 2017:62). However, it is recommended that more teachers need to be employed in order to reduce class sizes (Schiefelbein & McGinn, 2017:253).

- ***Teachers***

UNESCO's (2016:9) declaration that teachers are 'the cornerstones of education' would seem to justify that a large portion of the educational budget should be spent on teacher salaries. However, all teachers do not teach equally effectively. Firstly, the context and conditions in which teachers work, is central to their ability to implement the intended curriculum (Dada *et al.*, 2009:58). Considering the conditions in some South African schools (as described above), it would be extremely difficult for teachers to ensure that effective education took place in those contexts. Schiefelbein and McGinn (2017:364) state that the conditions in certain schools and classrooms are preventing teachers from implementing the content and skills which they acquired during their training. If the issues teachers (and learners) face in classrooms are not resolved, "it is both unlikely, and unfair, to expect teachers to be able to implement the curriculum as intended" (Dada *et al.*, 2009:58). The same would be true for entrepreneurship education.

Secondly, Meintjes (2014:22) mention that education in South Africa is also hampered by a lack of competent teachers. This is echoed by Tshiredo (2013:64), who sites deficiencies in teacher knowledge and skills as adverse to education. In the Ministerial Report on the implementation of the curriculum, Dada *et al.* (2009:59) describe three main reasons for South African teachers having low knowledge or skills: frequent staff rotation in certain schools, where teachers are compelled to rotate to different subjects, which does not allow them to spend time in becoming subject experts, is mentioned. Some teachers must teach subjects in different subject areas and often, even across grades, resulting in a vast workload as well as planning and implementation issues. They also cite teachers who are teaching outside their area of specialisation, because of teacher shortages in certain subjects. Nchu (2016:32) specifically point out that there are not enough

well-trained teachers who are able to teach entrepreneurship education effectively. A lack of properly-trained teachers for entrepreneurship education will be detrimental to the effective implementation thereof in practice.

- ***Teaching methods and pedagogy***

  Pedagogy impacts noticeably on entrepreneurship education and can either support or hamper its development (Annafatmawaty, Sawang & Zolin, 2018:179). The South African school curriculum is based on a number of principles, including "Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths" (DBE, 2011e:4). The intention of the curriculum is therefore that learners will not (just) memorise content but will be actively involved in the process of their own learning, which requires the use of active and learner-centred approaches to teaching. Nchu (2016:96) reports that there is "a lack of acknowledgement of entrepreneurial activities" and no initiatives such as competitions to encourage learners to excel in entrepreneurship. She further reports that local businesses in South Africa are not involved (enough) in entrepreneurship education, reducing opportunities for learners to gain real-life experiences and active learning in entrepreneurship. Nchu (2016:96) also mentions that case studies and projects in textbooks do not sufficiently link entrepreneurship education to real-life experiences.

  Bearing in mind that most teacher-training programmes emphasise content learning, the problems mentioned here become even more of an issue, highlighting the need to develop teacher training programmes that will include not just content but also pedagogy and will incorporate a variety of instructional methods and practices (Schiefelbein & McGinn, 2017:364). Such a tactic would correspond to the bottom-up approach used in Finland to first improve the skills of teachers through professional development, making it possible to develop curricula suited to a specific context (Deveci & Seikkula-Leino, 2015:28). Teacher training programmes for entrepreneurship education would therefore need to include not only entrepreneurship content but also explicit and well-structured guidance that teachers could use to make the implementation and assessment of entrepreneurship education more effective.

Inadequate or unequal resource availability for teachers and learners, school facilities lacking basic sanitation or technology, overcrowded classrooms and teachers who are

not adequately trained to be subject specialists or who utilise ineffective teaching methods, are some of the issues which negatively impact on the implementation of the intended school curriculum (including entrepreneurship education) in some schools in South Africa.

After having investigated several of the components and contexts impacting entrepreneurship education implementation in South Africa, the literature review will now focus on a single school subject in the country's school curriculum, namely Consumer Studies. This subject was selected because it mandates more teaching time for entrepreneurship education (16 weeks across the three years of the FET Phase) than any other subject in the South African secondary school curriculum (see section 1.1.4.2). Such an embedded approach is in line with the way Finland, which is highly successful in entrepreneurship development, addresses entrepreneurship education — not as a stand-alone subject, but rather integrated into other subjects (Deveci & Seikkula-Leino, 2015:28).

3.4 Entrepreneurship education in the Consumer Studies curriculum

Before examining entrepreneurship education embedded in Consumer Studies, it is important to provide some background about the origins and structure of Consumer Studies, which forms the introduction to this section of the literature review. That will be followed by a review of the inclusion of entrepreneurship education as part of Consumer Studies, specifically how and to what extent it appears in the intended curriculum and the pedagogical guidance provided for education in the subject.

3.4.1 Consumer Studies as opposed to Home Economics

Home Economics formed part of the South African school curriculum from around 1904 (Lombard, 1997:210), using various names across the years, for example, 'Domestic Economy' and 'Domestic Science' (Lombard, 1997:212). Home Economics as a school subject has been linked to entrepreneurship education in other countries (Chibuzor, 2014; Etuk, 2011; Gamawa, 2015, Zainab, 2014), but in South Africa it was not explicitly linked to entrepreneurship (Koekemoer & Booyse, 2013:545). In most other countries, the entrepreneurship contained in Home Economics is linked to self-

employment or creating employment — for example, Etuk (2011:5) states that Home Economics can contribute to the reduction of unemployment.

Consumer Studies replaced Home Economics as a subject in South African secondary schools as part of major curriculum reform implemented after the country's first democratic elections in 1994 (see section 1.1.3). Chamisa (2005:5) ascribes the replacement of Home Economics with Consumer Studies to an obligation to contemplate and reconsider the content that was taught as well as the subject's contribution to the development of South African youth in current and future contexts. The main reason for the change of Home Economics to Consumer Studies was framed as part of the response to a question put to the South African National Assembly (South Africa, 2013), stating that "… the narrow focus of Home Economics were changed to a much broader focus reflecting the needs of a changing South Africa and global society." Although Consumer Studies includes some of the content and skills that are associated with Home Economics, the new subject has a different focus to that of its predecessor. Home Economics theory and practical content focused on the needs of the family (Umalusi, 2014:34). However, changes in family structure, the availability of resources and cultural values necessitated a shift in focus for Home Economics (Lombard, 1997:224). The subject's focus shifted from the family as production unit to the family as consumer unit, with the aim of becoming more globally relevant and being better aligned to the changing needs of the South African society (Chamisa, 2005:69; Umalusi, 2014:34). Consumer Studies contributes positively to the South African society in many ways, including developing learners into responsible consumers and offering learners wide-ranging opportunities for entrepreneurial learning (Booyse, Du Randt & Koekemoer, 2013:92). This new focus on the consumer is reflected in the name of the current subject, called 'Consumer Studies'.

The shift in focus is also apparent in the Consumer Studies curriculum's description of the subject:

> "Consumer Studies teaches learners about responsible and informed consumer behaviour in respect of food, clothing, housing, furnishings and household equipment. Consumer Studies aims to teach learners to make informed decisions, and to make optimal use of resources to improve human well-being. In the practical component of the subject learners

have an opportunity to produce and market different products" (DBE, 2011e:8).

This description shows that Consumer Studies is a complex subject, slanted towards consumer issues rather than 'the family' and aimed at developing and marketing products. The inclusion of a significant section on entrepreneurship education (that was not at all part of the Home Economics curriculum) and the potential value of entrepreneurship for individuals and societies (see section 2.3) reflect the intent of Consumer Studies to align to the needs of South Africa and its citizens.

3.4.2 Entrepreneurship education in the intended curriculum for Consumer Studies

Learning in the Consumer Studies curriculum consists of two broad sections: theory content and practical skills development. Approximately 62.5% of the total time allocated to teaching Consumer Studies focuses on teaching theory content and the balance of 37.5% is spent on developing skills and knowledge as part of the practical production section (Umalusi, 2014:9).

The theory content in Consumer Studies is grouped into seven topics, namely: 'The consumer'; 'Food and nutrition'; 'Entrepreneurship'; 'Design elements and principles'; 'Fibres and fabrics'; 'Clothing'; and 'Housing' (DBE, 2011e:8). Curriculum analysis (Umalusi, 2014) indicates that the time allocated to each of the seven main topics differs considerably. When the time allocated to each topic and its subtopics is expressed as a percentage of the total teaching time for theory in Consumer Studies, the varying distribution of emphasis is evident, as shown in Table 3.2.

Table 3.2: Percentage of total theory teaching time allocated to Consumer Study topics

Topic	Percentage of theory teaching time
The consumer	26.6%
Food and nutrition	24.2%
Entrepreneurship	20.0%
Housing	10.0%
Fibres and fabrics	8.0%
Clothing	6.6%
Design elements and principles	4.4%

(Source: Umalusi, 2014:80)

The consumer and consumer behaviour are the common thread linking all these diverse topics, as is also evident from the subject description in the curriculum document. The emphasis on the topic 'The consumer' is justified by the focus and description of Consumer Studies, clearly accentuating the new direction the subject is taking to address the needs of society. Nevertheless, each topic can stand alone in terms of content (Umalusi, 2014:72).

The 20% of theory teaching time allocated to entrepreneurship as a content topic is significant. In terms of teaching time, it amounts to roughly 16 weeks across the three years of the FET Phase. Business Studies — the closest subject regarding the amount of teaching time allocated to entrepreneurship in its curriculum — only includes four weeks across the FET Phase (see section 1.1.4.2). Entrepreneurship did not feature in the South African Home Economics syllabus and is therefore a novel topic in Consumer Studies. The justification for the inclusion of, and emphasis on, entrepreneurship as part of Consumer Studies is unclear and research on this information is lacking. Entrepreneurship is explicitly included in the subject-specific aims for Consumer Studies, where it is linked to small-scale production and marketing of quality products (DBE, 2011e:9).

Just more than a third (about 37.5%) of the total time allocated to Consumer Studies is spent on practical, including practical tasks (skills development), as well as the theory of the practical for the option selected by the school (Umalusi, 2014:80). Consumer Studies offers five practical options (the production of Food, Clothing, Soft Furnishings, Knitting and Crocheting or Patchwork quilting by hand), whereas Home Economics only had two options (Cooking or Needlework) (DBE, 2011e:8; South Africa, 2013). The two options 'Knitting and Crocheting' and 'Patchwork quilting by hand' were included in the curriculum to allow schools with limited resources (materials, equipment, access to electricity, and so on) to still offer Consumer Studies, thereby including schools in poorer communities and clearly addressing the needs of the society. Nonetheless, a lack of resources still negatively impacts on the learning (and potential entrepreneurial learning) of learners in disadvantaged schools (Koekemoer & Booyse, 2013:554).

The specific aim of "small-scale production, entrepreneurship and marketing of quality products" (DBE, 2011e:9) indicates that the practical section in Consumer Studies has the intention that learners should be taught to develop and make practical (physical) products, such as food or clothing or crocheted items, which they can use as an entrepreneurial opportunity to generate an income or employment. Combining product-making with the theory content about the consumer and entrepreneurship can contribute to profitable ventures and developing entrepreneurial opportunities. And, since entrepreneurship education is perceived as one of the means with which unemployment can be reduced (Co & Mitchell, 2006:349; Heinonen & Poikkijoki, 2006:80; Mueller *et al*., 2006:3; Muofhe, 2010:2; Tremblay *et al*., 2013:2; WEF, 2009:7), the combination of entrepreneurship education with the practical production section of Consumer Studies therefore has clear economic or income-generation value, which could help to reduce the high levels of youth unemployment in South Africa.

The entrepreneurship content in the intended curriculum for Consumer Studies appears to be the development of knowledge related to entrepreneurship, which, together with production skills development and marketing know-how, can bring about entrepreneurial opportunities for learners. However, the same conundrum mentioned in section 3.3.1.2 — that it is questionable if the intended learning or benefits reach the learners — exists in Consumer Studies. Considering the sometimes-demanding contexts in which the curriculum must be implemented (see section 3.3.2), the gap between the intended and implemented curriculum becomes more pronounced. Adding to this lacuna is the fact that the subject is often taught by teachers who were trained in Home Economics, with no Consumer Studies or entrepreneurship training (Koekemoer & Booyse, 2013:545).

3.4.3 Pedagogical guidance for Consumer Studies education

Research about the implementation of the latest Consumer Studies curriculum (CAPS) is lacking (Koekemoer & Booyse, 2013:548) and needs to be investigated. Due to the subject's complexity and wide variety of diverse topics, together with practical skills required for the production section of the subject (Umalusi, 2014:110; and see section 3.4.2), Consumer Studies teachers need clear, unambiguous and detailed pedagogical guidance to facilitate its effective teaching (Du Toit, 2014:54). Pedagogy relates to how

teaching and learning should be constructed in a subject or how teaching and learning is intended to happen in the classroom (Umalusi, 2014:54, 87).

Nonetheless, a dearth of pedagogical guidance available to South African Consumer Studies teachers has been pointed out in a number of studies (Booyse, Du Randt & Koekemoer, 2013:92; Du Toit, 2014:54; Du Toit & Booyse, 2015:22; Koekemoer & Booyse, 2013:554; Umalusi, 2014:24, 111). These studies all report that the CAPS for Consumer Studies does not include general or subject-specific pedagogical guidance. This means that Consumer Studies teachers will probably not be knowledgeable about the optimal teaching-learning strategies for the subject and how to effectively implement such strategies (Koekemoer & Booyse, 2013:554).

Teacher 'training manuals' were developed to use in teachers' orientation to the CAPS curriculum (DBE, 2011l); however, on closer inspection, these documents were content-based and included practically no pedagogical guidance or principles that would support teachers in *how* to teach (rather than *what* to teach). Severe criticism against the proliferation of 'curriculum documents' in the previous South African school (RNCS) curriculum led to the recommendation that only *one* Curriculum and Assessment Policy document should be developed for each subject (by phase), which should provide "the definitive support for all teachers and help address the complexities and confusion created by curriculum and assessment policy vagueness and lack of specification" (Dada *et al.*, 2009:7-8). When additional documents are made available to teachers as 'part of the curriculum', it opposes the explicit recommendation of the Ministerial Report (Dada *et al.*, 2009:20) that a "single, coherent document" per subject should be developed in the CAPS. Subject-specific pedagogical guidance and teaching methods are core components of a curriculum (Thijs & Van den Akker, 2009:12) and should form part of the intended curriculum as that would provide insight into how the implementation thereof is supposed to be approached.

The lack of guidance in the curriculum document is especially problematic when teachers with no Consumer Studies training must teach the subject (Koekemoer & Booyse, 2013:545). The same is true for Home Economics-trained teachers that teach Consumer Studies. Although some of the content is similar, the approach to and focus of the two subjects are divergent, including a large section of entrepreneurship education in Consumer Studies that was not included in the Home Economics syllabus (see section 3.4.1) and for which Home Economics teachers were not trained.

Uninformed teachers might not effectively convey Consumer Studies' important entrepreneurial potential to learners (Koekemoer & Booyse, 2013:545). In addition, Paloniemi and Belt (2015:265) report that entrepreneurship education teachers often experience difficulties in combining their understanding of pedagogy and entrepreneurship. For these reasons, it is recommended that clear and structured guidance need to be provided to Consumer Studies teachers as a priority so as to support them in the effective implementation of the curriculum and to realise the subject's full potential (Booyse, Du Randt & Koekemoer, 2013:24; Du Toit, 2014:55; Du Toit & Booyse, 2015:24; Umalusi, 2014:32).

3.5 Summary

The curriculum (what is taught), the context (where), the demographics of the learners (who) and the pedagogical guidance (how) available to teachers were explored as fundamental components to entrepreneurship education. The intended and implemented curriculum as part of South African secondary schools were described to provide the background of and context for the current study.

How and to what extent entrepreneurship education is included in the secondary school curriculum were investigated next, concluding that the current CAPS curriculum includes less entrepreneurship than previous curricula. The intention of the inclusion of entrepreneurship in the CAPS seems to be mainly to contribute economic value. However, the question remains if the intended entrepreneurship learning reaches learners, because of the dire circumstances and issues that negatively affect learners' learning in many South African schools.

Thereafter, a single subject with a significant amount of entrepreneurship content (Consumer Studies) was explored. Consumer Studies differs substantially from its predecessor (Home Economics), which further complicates the implementation of the intended curriculum. Despite the large amount of entrepreneurship embedded in the Consumer Studies curriculum, a lack of pedagogical guidance to support teachers in the effective implementation of the subject hinders the positive potential of the subject reaching learners. Pedagogical guidance — in the form of a framework that will provide guidance to teachers for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies education — needs to be developed.

In the next chapter the empirical investigation will be described in detail, including the paradigm selected for the study, the research design, ethical considerations and how trustworthiness was managed for the study.

CHAPTER 4
EMPIRICAL INVESTIGATION

"Lack of engagement in entrepreneurship education research and not following pedagogical advancements, result in substantially lower quality of entrepreneurship education."

Kurczewska, 2016:43

4.1 Introduction

The previous two chapters provided a review of existing literature regarding entrepreneurship education (Chapter 2) and curriculum, particularly the South African secondary school curriculum, and entrepreneurship education included therein (Chapter 3). The current chapter describes and motivates constructivism (including aspects of social constructivism) as the paradigm selected for the current research. The line of reasoning used when planning and approaching this research was that effective learning consists of certain elements or components, which all contribute to the learning process as well as its effectiveness. In addition, the stance was taken that the components that affect learning (the building blocks of learning) must be scaffolded in a planned and organised manner (at least to some extent) to positively contribute to the effective construction of learning. The reasoning is especially applicable when considering entrepreneurship education, which is a complex process involving many elements and can contribute significant value to the lives of learners if it is planned and implemented correctly.

This chapter discusses constructivism as paradigm and how entrepreneurship education can be studied through the lens of constructivism as well as how this paradigm aligns with the empirical investigation. The discussion on constructivism is followed by an explanation of the research design and the reasons for selecting the design for this study. Detailed discussions of the data sources, population and sampling procedures, data collection methods and data analysis procedures follow. The chapter will be concluded with ethical considerations that were applicable to this study as well as the quality criteria that were used to support the investigation.

4.2 Paradigmatic choices

Although philosophical ideas do not always come to the fore in research, these ideas or paradigms impact on the practice of research and therefore should be explicitly acknowledged or stated (Creswell, 2009:5) as part of the empirical investigation. Concurring with this statement of Creswell (2009), De Vos (2005a:40) states that the researcher should "decide within what paradigm he is working, know the nature of his selected paradigm very well, and spell this out in his research report".

The paradigm selected for this research is constructivism, including some aspects of social constructivism. Constructivism is one of several approaches that were developed from interpretivism which focuses on the theory and practice of interpretation (Creswell, 2009:59). Informed mainly by the original work of Piaget, constructivism illuminates how people construct knowledge or develop meaning from content, objects, experiences or interactions with others (Bertram & Christiansen, 2014:26; Bhattacharjee, 2015:65; Creswell, 2009:8; Pritchard & Woollard, 2010:2; Schrader, 2015:24), thereby supporting our grasp of the cognitive processes involved in knowledge construction and understanding. Löbler (2006:28) explains that 'understanding' in this case refers to ascertaining or developing "a conceptual structure that is viable to one's previous experiences and concepts" and that understanding generates further knowledge based on the new learning and its interpretation.

Social constructivism, on the other hand, is a subdivision of constructivism that was primarily informed by the work of Vygotsky (Pritchard & Woollard, 2010:8; Schrader, 2015:23). In social constructivism other people (or sources outside the learner) play a more prominent role in knowledge construction and understanding. Dialogue, collaboration, interaction and problem-solving all contribute to the understanding, interpreting and construction of knowledge (Bhattacharjee, 2015:68; Creswell, 2009:8; Pritchard & Woollard, 2010:36; Schrader, 2015:25). Involving others — who are often more expert or experienced — in knowledge construction, contributes to meaningful construction of knowledge. Social constructivism also supports reflection on discrepancies between learners' own ideas and that of others and might lead to adaptation of conceptions through the influence of others (Bertram & Christiansen, 2014:27; Bhattacharjee, 2015:68).

The current study followed a similar approach to that found in contemporary literature, which refers to constructivism (as a paradigm, philosophy or theory) and constructivist

learning (as a teaching-learning or didactical method) interchangeably (Bada, 2015:66; Bhattacharjee, 2015:66; Clements & Joswick, 2018:157; Davidson-Shivers, Rasmussen & Lowenthal, 2018:51; Pritchard & Woollard, 2010:2; Schrader, 2015:24; Topolovčan & Matijević, 2017:52), since the theory about and implementation of constructivist learning is viewed as being inseparable.

Based on the reasoning provided for the construction of this study (see section 4.1), utilising constructivism as a lens for this investigation would provide insight into how learners construct knowledge or develop meaning from content, objects, experiences or interactions with others. This approach would support our grasp of the cognitive and other processes involved in knowledge construction and understanding, particularly in the context of entrepreneurship education. Improved understanding of the components and processes involved in entrepreneurship knowledge construction will contribute to the body of knowledge in the field of entrepreneurship education and can be used to develop guidelines to support the effective implementation thereof.

4.2.1 Constructivism as paradigm for entrepreneurship education

Consensus about the epistemological foundations for entrepreneurship education is elusive. However, Verzat *et al.* (2016:3) indicate that several researchers promote a socio-constructivist approach to the teaching and learning of entrepreneurship, based on its consistency with the collective nature of entrepreneurship education and its focus on the progressive construction of learners' knowledge, skills and competencies. A review of the literature confirmed that researchers are increasingly linking entrepreneurship education to a constructivist paradigm. The use of active, learner-centred and problem-based learning pedagogies, which is often used in and associated with constructivist learning (see section 4.2.1.1), are also very suitable for entrepreneurship education as it provides opportunities for teaching — other than the standard instructional approach — that will support the development of entrepreneurship knowledge, skills and competencies (Huq & Gilbert, 2017:160; Valliere *et al*., 2014:92). Some of the researchers utilising constructivism as a lens for entrepreneurship education investigations include Assudani and Kilbourne (2015); Blenker *et al*. (2012); Daniel (2016); Diehl (2016); Fayolle, Verzat and Wapshott (2016); Fredericksen (2017); Gedeon (2014); Hägg and Kurczewska (2016); Lackéus (2013, 2015, 2016); Löbler (2006); Marks (2012), Matilla, Rytkölä and Ruskovaara

(2009); and Valliere *et al.* (2014). Almost all of these researchers include references to the influential work by Löbler (2006) on entrepreneurship learning from a constructivist perspective.

Löbler (2006:20) describes six key issues for constructivist entrepreneurship education, particularly learning goals, content, learners, teachers, assessment and pedagogy, which he also frames as questions. These 'key issues' parallel several of the recurrent components identified for entrepreneurship education from the analysis of existing models and frameworks for entrepreneurship education in Chapter 2 (see section 2.5.4) as well as the questions that inform curriculum development described by Thijs and Van den Akker (2009:12) (see section 3.2 and Table 3.1). Based on Löbler's (2006) key issues, the links between constructivism and entrepreneurship education become even more apparent and also point towards the reality that entrepreneurship education is based on the careful construction of various components. When planning and developing a model to support entrepreneurship education, it would therefore be vital to consider each of these components individually as well as linked to other components to determine how they should be scaffolded or constructed to optimally support entrepreneurship education.

Rae (2011:9) also provides a conceptual model for entrepreneurial education from a social constructivist viewpoint, which includes three themes, namely: (1) personal and social emergence; (2) contextual learning; and (3) negotiated enterprise. The theme 'personal and social emergence' refers to developing an entrepreneurial identity or mindset based on personal experiences, social and family relationships, and education. 'Contextual learning' refers to the learning environment, including the community, local industries and entrepreneurship activities as well as recognising entrepreneurial opportunities. The third theme, 'negotiated enterprise', refers to the meaning, structures and practices that is utilised in practice as well as participation in and collaboration with networks (Rae, 2011:10). Rae's (2011) model highlights the compelling links between social constructivism and entrepreneurship education. When planning and developing a model to support entrepreneurship education, it would therefore be vital to consider how social interaction, with the specific purpose of enhancing learning, can be incorporated in such a framework in order to foster entrepreneurship education.

From the descriptions of constructivist entrepreneurship by both Rae (2011) and Löbler (2006), it can be inferred that the construction of entrepreneurship education does not happen in isolation, nor can it happen effectively without careful planning and consideration of several elements. Constructivism is sometimes described as a *process* of developing knowledge and understanding (Löbler, 2006:29), with several elements (such as the learner, the teacher and the learning environment) fulfilling particular roles in the process. Each of these elements in the constructivist learning process will be described in more detail in the following sections.

4.2.1.1 Constructivist learners

A constructivist paradigm places the learners and the learning process at the centre of the educational experience (Löbler, 2006:27). Learners actively create or construct knowledge and understanding based on their experiences and circumstances and they take primary responsibility for their own learning (Löbler, 2006:28; Verzat *et al*., 2016:3). The reality of learners' own lives and experiences, including prior knowledge, is vital in their construction of knowledge and sense-making of the knowledge and supports understanding rather than just knowledge construction (Kurczewska, 2016:35; Löbler, 2006:28).

Since different learners have different experiences, multiple realities can exist when each individual construct their own reality (Marks, 2012:49). Multiple realities are therefore included and encouraged in constructivist learning, resulting in several answers or solutions to problems being acceptable, rather than having only one correct response that will contribute to knowledge construction, rather than knowledge reproduction (Bhattacharjee, 2015:69). The use of collaborative and co-operative learning strategies is consequently preferred in constructivist learning as it will expose learners to alternative viewpoints and realities (Bhattacharjee, 2015:69; Gash, 2015:15).

The importance of developing individual realities is one of the reasons why Löbler (2006:33) recommends that learners should develop and set their own learning goals in entrepreneurship education. The learners' goals and the problems embedded therein should inform the learning content for entrepreneurship (Bhattacharjee, 2015:71; Löbler, 206:34). Errors or failures are seen as part of the learning experience (Bhattacharjee, 2015:69). Constructivist learning develops learners on a personal level

but can also result in positive changes in society (Verzat *et al*., 2016:3). To enable this, it is important that entrepreneurship activities that compel interaction and address socio-cognitive conflict or social problems should be constructed (Birnkraut, 2018:172; Löbler, 2006:34; Noyes & Linder, 2015:115). Problem-solving, higher-order thinking skills and deep understanding are emphasised as part of constructive learning (Bhattacharjee, 2015:69). The deep involvement of learners through such learning strategies contribute to their learning motivation, which further nurtures learning (Brentnall, Rodriguez & Culkin, 2017:19; Fayolle *et al*., 2016:898).

On the other hand, social constructivism acknowledges that knowledge construction does not happen in isolation but alludes to the co-construction of knowledge and understanding with others. This points to a shift from traditional competitive learning approaches to collaborative learning (Beckers, Van der Voordt & Dewulf, 2015:4). The 'others' can be peers, teachers, or 'others-with-knowledge' (experts), who share their own experiences and way of understanding, thereby contributing to the development and construction of knowledge when learners review, reflect on and assimilate various sources of information gained through social interaction (Kurczewska, 2016:23; Schrader, 2015:24). Paloniemi and Belt (2015:262) describe this process as knowledge construction through the interpretation of multiple world perspectives. Each learner's reality is therefore constructed through their engagement with the world and the knowledge and experiences of others (Marks, 2012:49). In social constructivism, learners working together (in pairs or groups) to share ideas and challenge each other's perspectives is therefore emphasised (Beckers *et al*., 2015:5).

The aspects discussed here had to be considered when planning or developing frameworks for entrepreneurship education that is approached from a constructivist viewpoint. Learners should be at the centre of the learning process, as they are the intended target audience for the learning (see sections 2.5.1 and 2.5.4). Learners should *learn* and not only be *taught*. Their prior knowledge, own real-life experiences as well as their failures play a key role in their knowledge construction and should therefore not be disregarded. For example, in South Africa, with its wide variety of cultures and languages, it must be considered how these differences in cultures might affect learners' prior knowledge and experiences (see section 3.3.2). The contribution others have on the construction of learners' learning, is also fundamental, and

opportunities for interaction with peers, experts and societal issues will promote more meaningful and deeper learning experiences.

The roles of teachers are also not typical in a constructivist approach to education, as will be described in the next section.

4.2.1.2 The role of teachers in constructivist education

The teacher serves as co-creator of the learning process and the learning environment for learners (Bazemore, 2015:24; Bhattacharjee, 2015:68; Gash, 2015:9; Löbler, 2006:21). Rather than being transmitters of knowledge, teachers in constructivist education guide learning, which allows learners to be actively involved in their own learning (Bazemore, 2015:23; Beckers *et al*., 2015:5; Brentnall *et al*., 2017:18; Gash, 2015:9; Nieuwoudt & Golightly, 2006:119; Pritchard & Woollard, 2010:77). Verzat *et al*. (2016:3) describe the teacher's role in constructivism as that of "a facilitator, operating on the side-line" and similarly, Beckers *et al*. (2015:5) mention that teachers are no longer the "sage on the stage, but [rather] the guide on the side". Löbler (2006:21) describes the role of the teacher as "a supporter of the learning process governed by the students" rather than governing the learning process for the students. Gedeon (2014:240) draws attention to the ontological differences between 'teaching' and 'education', emphasising constructivism as the dominant construct in education, whereas teaching is generally based on behaviourism. This distinction supports the shifting role of the teacher, from that of teacher (transmitter of knowledge) to educator (guide of learning process).

Effective constructivist learning requires teachers' buy-in (they have to recognise and appreciate the value of such learning) as well as knowledge and understanding of the optimal ways in which constructivist pedagogy should be implemented (Bazemore, 2015:26). In constructivist settings, teachers should motivate and encourage learners through designing suitable teaching-learning materials, assist students in setting appropriate goals for learning, provide opportunities for positive kinds of learning and challenge learners to encourage discussions and new ideas (Kirkpatrick, 2013:2; Pritchard & Woollard, 2010:15, 69). Constructivist teachers also should carefully design the learning process to foster collaboration, taking into consideration factors such as what and how (much) learners should be talking about, maintaining a positive learning environment, keeping learners on topic and structuring groups that will

contribute to effective learning (Pritchard & Woollard, 2010:62). Structuring effective groups for constructivist learning involves consideration of available resources, the requirements of the curriculum, the roles expected of each learner in the group structure as well as the various learners' skills, knowledge, understanding and attitudes (Pritchard & Woollard, 2010:63).

Teachers, as well as learners, need training to assist the successful implementation of the constructivist learning process (Nieuwoudt & Golightly, 2006:121; Pritchard & Woollard, 2010:21), since it differs substantially from traditional teacher-lead instruction approaches, to which learners and teachers might be more accustomed to.

When planning and developing entrepreneurship education frameworks, these altered roles and responsibilities of teachers should be deliberated and included. Teachers and learners are the 'who' (who is teaching, and who are learning) in the entrepreneurship education process (see sections 2.5.2, 2.5.3 and 2.5.4). As teachers no longer fulfil the role of 'transmitter of knowledge' in constructivist learning, their role as facilitator and guide in the learning process needs to be carefully constructed. Teachers should be enabled to effectively plan constructive learner-centred learning experiences, develop suitable teaching-learning materials, assist students in setting appropriate goals for learning, challenge and motivate learners. In addition, it is essential that teachers plan and structure the learning process to foster collaboration through the effective structuring of groups so as to enable and foster socio-constructivist learning. This mammoth task required of teachers — that is, to change their approach to education as well as to effectively incorporate the numerous components that affect entrepreneurship education — requires that they are prepared and trained to enable them to perform these tasks successfully.

However, with or without training, teachers should still implement entrepreneurship education in the contexts they are given, which can either meaningfully support or hinder the learning process, as will be discussed in the next section.

4.2.1.3 An environment conducive to constructivism

The environment in which the learning takes place also contributes to the construction of learners' knowledge (Kurczewska, 2016:23; Löbler, 2006:21). Including the environment as part of the constructivist process will present a more holistic view of teaching and learning (Bazemore, 2015:18). Environments that are conducive to

constructivist learning are learner-centred and offer opportunities for learning, collaboration, activities and problem-solving, which all contribute to learners' preparation for the real world (Bazemore, 2015:30). In addition, the constructivist learning environment should encourage metacognition, self-directed learning, self-reflection and self-awareness (Bhattacharjee, 2015:69).

The physical environment in which learning takes place as well as social and cultural factors affecting the environment (Pritchard & Woollard, 2010:7; Schrader, 2015:24), such as preferences, values or customs, contribute to constructivist learning. Fayolle *et al*. (2016:898) describe the 'mediating role' of the environment and how it can affect learning both positively or negatively on various levels. An environment that fosters learner-centred and active co-creation of knowledge and understanding would be most suitable for constructivist learning. Effective environments support a variety of different learners (with different learning needs) in their knowledge construction (Pritchard & Woollard, 2010:26).

Regrettably, many schools across the globe do not provide an environment that is conducive to constructivist learning (Löbler, 2006:30). Worldwide, traditional classrooms are designed to favour instruction or transmission-type teaching rather than learner-centred learning (Beckers *et al*., 2015:6). Schools need to redesign physical learning environments to support self-regulated and self-directed learning that, in turn, form a foundation for life-long learning, which is an important competency for entrepreneurship and constructivist learning (Beckers *et al*., 2015:6; Löbler, 2006:30). The importance of developing a learning environment that contributes to making learning interesting in a 'fun' way is also emphasised (Löbler, 2006:31). Such environments will offer learners choices of *where* to learn (Beckers, *et al*., 2015:6), giving them more control over their learning.

The context in which constructivist entrepreneurship education will take place, should be considered and understood as part of the 'where?' question when planning for frameworks, as it can critically affect the implementation thereof (see sections 2.4 and 2.5.2). Contexts that are conducive to constructivist learning should be consciously planned and developed for entrepreneurship education, as it will not manifest on its own. Teachers should be knowledgeable about the types of learners and types of schools they might encounter when teaching entrepreneurship education as different contexts will present different opportunities and challenges for the effective

implementation of entrepreneurship education. In South Africa, where school contexts vary between poorly resourced 'tree schools' and ultra-modern and well-resourced schools (see section 3.3.2), it would be especially important for teachers to understand and be able to optimally function in the various contexts in which they have to facilitate entrepreneurship education.

The next section will explain and encapsulate the decision to approach this research from a constructivist point of departure.

4.2.1.4 Constructivism as paradigm for the current study

Constructivism is a suitable paradigm for this research, which aimed to investigate how (structure) and why (intention) entrepreneurship education is constructed in the intended curriculum and, particularly, in the implemented Consumer Studies curriculum. The construction of entrepreneurship education does not happen in isolation, nor can it happen effectively without careful planning and consideration of a number of components and the connections or links between the various components.

A constructivist approach to the research afforded insight into the different elements or components that contribute to effective learning and knowledge construction. The same components (such as the learner, the teacher and the context) are also reflected in curriculum construction and entrepreneurship education. In addition, constructivism provided a lens through which to appraise the connections or links between these different components and to consider which connections will be vital to support effective entrepreneurship education. The many aspects of socio-constructivism that are also inherently part of entrepreneurship education – such as collaboration, structured groupwork, considering the opinions of others and addressing societal issues – further supported the credence of selecting this paradigm for the current research.

The study investigated the construction of entrepreneurship content in the curriculum – in other words, how the different parts of the entrepreneurship content are structured, scaffolded or linked together to provide entrepreneurship education in the South African school context. The intention of including entrepreneurship content in the curriculum was also investigated as part of the construction of this topic. In line with *education* that forms part of Rae's (2011:9) personal and social emergence in his entrepreneurship education model and key issues for constructivist entrepreneurship

education described by Löbler (2006:20) (see section 4.2.1), the current study investigated the construction of the learning goals and content for entrepreneurship education as part of the intended curriculum in South Africa (in Phase 1) as well as internationally (Phase 3) so as to gain insight into how the intentions and structuring of entrepreneurship in the South African curriculum compares to the structuring thereof in international curricula. The objective for the investigation in Phase 1 was to explore the structuring of entrepreneurship education content as part of the intended curriculum currently in use for South African secondary school learners. For Phase 3 of the investigation, the objective was to investigate and identify best practice regarding the structuring and implementation of entrepreneurship education internationally (see section 1.5). Comparing the local structuring of entrepreneurship education to that of our international counterparts, would provide insights into best practices that could be implemented in the South African curriculum to support (more) effective entrepreneurship education.

Phase 2 of the current study narrowed the investigation to focus on the construction of entrepreneurship education goals and content in a particular South African secondary school subject, specifically Consumer Studies (see Figure 4.1 and Table 4.1). The narrowed focus allowed an in-depth investigation of the construction and implementation of entrepreneurship education embedded in a particular (existing) school subject. The embedding of entrepreneurship in existing school subjects is a relatively common practice internationally (Deveci & Seikkula-Leino, 2015:28; see sections 2.5 & 7.2.1). Such an in-depth investigation pointed out the details of the actual construction of entrepreneurship education embedded in the intended curriculum of a school subject. This part of the investigation contributed to addressing research sub-question 3 and part of objective 3 (see sections 1.5 & 1.6) of this study, which was 'How and to what extent is the curriculum for Consumer Studies structured to support entrepreneurship education?' These details enabled the comparison of the construction of entrepreneurship education in Consumer Studies to best practice internationally.

A subsequent section of Phase 2 of the current study investigated the implementation of the Consumer Studies curriculum (see Table 4.1) to provide insight into how entrepreneurship education realises (or not) in practice. This sub-section of Phase 2 aimed to address research sub-question 4, which was 'How is entrepreneurship

education in Consumer Studies implemented in practice?' (see section 1.6). Similar to the previous sub-section of Phase 2, the details uncovered in this part of the investigation enabled the comparison of the implementation (in particular focusing on the methods, pedagogies, contexts and social interaction) of entrepreneurship education in Consumer Studies to best practice internationally. Such a comparison pointed out strong points and areas for improvement in the construction and implementation of entrepreneurship education in Consumer Studies. In this section of the research, social constructivism was more prominent as the interaction between people, specifically subject advisors and teachers, and teachers and learners, significantly influence the enacted curriculum. The important roles that learners, teachers and the learning environment fulfil in the construction of entrepreneurship education (see sections 4.2.1.1, 4.2.1.2 and 4.2.1.3) were thus central to this part of the investigation.

In the fourth and final phase of the study (see Figure 4.1 and Table 4.1) the insights gained from the previous three phases were utilised to construct a framework for entrepreneurship education in Consumer Studies based on those findings. The contribution of each component to the construction of learning in entrepreneurship education as well as the linkages between those components emerged from the first three phases of the research. In addition, gaps or deficiencies in the structuring and implementation of entrepreneurship education in Consumer Studies in South Africa were also identified. The findings from each phase contributed to insights to delineate discrepancies between international recommendations for best practice and the construction of entrepreneurship education in the intended and implemented curriculum for Consumer Studies. The framework will support constructivist entrepreneurship education by providing structured guidance and support for teachers to bridge the identified discrepancies in order to better implement entrepreneurship content and pedagogy and to guide them to develop effective environments to support the implementation of constructivist entrepreneurship education in practice.

The next section describes the research design and how the elements that contributed to this design were implemented in the current study.

4.3 Research design

A multi-phase sequential exploratory and descriptive mixed-methods research design was used in this study (Figure 4.1). Such a design is particularly suitable in research that aims to develop frameworks or instruments (Creswell, 2009:212), as was the case in the current study. The study comprised four phases that were purposefully sequenced to explore the research problem, using a combination of qualitative and quantitative methods to construct the mixed-methods approach for the research design.

4.3.1 Mixed-methods research design

Mixed-methods research designs generally involve the combining or mixing of qualitative and quantitative research approaches, methods, techniques, concepts and language into a single study, and this research design is increasingly being used (Archibald, Radil, Zhang & Hanson, 2015:7; Ary, Jacobs, Sorensen & Walker, 2014:589; Creswell, 2009:203; De Vos, 2005b:360; Mertler, 2016:144; Onwuegbuzie, Johnson & Mt Collins, 2009:115; Vogt *et al*., 2014:428). Schutt (2012:350) notes that the analysis of quantitative data gives an indication of *what* happened, whereas the analysis of qualitative data contributes to the understanding of *why* things happened. The data in a mixed-methods research design can be collected separately and combined in the data analysis or data can be holistically merged during collection and analyses (Vogt *et al*., 2014:430). Mixing qualitative and quantitative approaches can be advantageous when the strengths of one method is used to overcome the weaknesses of the other (Ary *et al*., 2014:602).

The research was approached holistically but sequentially (Figure 4.1) to enable the findings from each phase (and sections within Phase 2) to inform subsequent phases of the research. Quantitative and qualitative data were therefore not reported separately, but rather combined holistically (Figure 1.2). For this reason and to streamline the reporting of the data, it was decided to use only the term ‘participants’ when referring to both participants (qualitative) and respondents (quantitative). Similarly, the qualitative findings and quantitative results of the study are reported holistically and integrated, and therefore the term ‘findings’ are used mostly throughout the study.

The study served both an exploratory and a descriptive purpose — to gain insight into and to describe the phenomenon, that is, entrepreneurship education in South Africa. Exploratory research designs serve to provide insights "into a situation, phenomenon, community or person" and are typically used when the phenomenon is relatively unstudied, or when researchers aim to develop methods for more refined investigation of the phenomenon (Fouché & De Vos, 2005:134; Mertler, 2016:152). In line with these descriptions of Fouché and De Vos (2005) and Mertler (2016) of exploratory research, the current research investigated a relatively unstudied phenomenon (that is, entrepreneurship education in the Consumer Studies curriculum) with the purpose to develop a framework which would allow an even more refined investigation of the phenomenon. According to Fouché and De Vos (2005:106) exploratory and descriptive research share some similarities, but also some differences. These authors describe the purpose of descriptive research as presenting the details of a situation or setting, where the researcher starts with "well-defined subject and conducts research to describe it accurately" (Fouché & De Vos, 2005:106). In line with their description, in the current study the distribution of entrepreneurship education in the curriculum of South Africa, and in particular in Consumer Studies, was described to create a clearer picture of 'what is'.

This is also in line with the suggestion by Ary *et al*. (2014: 592) that, in mixed-methods research, qualitative and quantitative methods have to be combined with a particular purpose in mind to prevent it from becoming separate studies. In the current sequential exploratory and descriptive design, a QUALITATIVE/quantitative (QUAL/quan) approach was utilised for data collection in all the research phases (see Figure 1.2), indicating that the quantitative data and methods were embedded or integrated in the qualitative design (Ary *et al*., 2014:597; Creswell, 2009:209). The sequential structuring of the research resulted in a connected approach to the data analysis "wherein one strand of data leads to the other" (Archibald *et al*., 2015:16). A mixed-methods research design was selected for the current study with a dual purpose, namely *complementarity* and *development*.

Complementarity expands, augments or illuminates the findings from one research method through using the results from another. It is used to "measure different facets of a single phenomenon" (Ary *et al*., 2014:593). The current study involved four sequential phases, with the findings for each phase informing, expanding and

augmenting the subsequent research phase. The different facets of entrepreneurship education, its inclusion in the curriculum and, in particular, in the subject Consumer Studies, were analysed and evaluated in the different research phases, illuminating and contributing to the findings from previous and subsequent research phases.

Development in mixed-methods research designs serves the purpose of using the findings from one research method to develop or inform another research method (Ary *et al*., 2014:593). In the current study, the findings from qualitative methods were used to develop questions, scales and constructs for the quantitative research in the same or subsequent phases of the overall study. For example, the findings from the initial qualitative curriculum analysis indicated certain patterns about the inclusion (or not) of entrepreneurship in the overall curriculum, which were used to develop some of the questions (and scales) that were used to collect quantitative data in the online survey. The mixing of qualitative and quantitative approaches took place holistically in all phases of the design, including data collection and analysis. In most phases the quantitative data were imbedded in and informed by the qualitative data (QUAL/quan) (see Figure 4.1 and Table 4.1) and the qualitative data bore more weight than the quantitative data (Ary *et al*., 2014:603).

An overview of the four sequential phases used in this study, as well as the overall aims and methods used in each phase, are presented in Figure 4.1 and Table 4.1. These four sequential phases were used to scaffold the detailed descriptions of the research process in the subsequent sections of this chapter.

4.3.2 Overview of the four sequential phases used for this study

Figure 4 indicates how each of the subsequent phases narrowed the focus of the research in line with the research questions of the study. Table 4.1 includes an overview of the data sources, sampling strategies, research site, data collection and data analysis methods used in each of the four research phases.

The research began with a broad investigation to provide an overview of entrepreneurship education in the intended secondary school curriculum for South African schools in Phase 1 (Figure 4.1 & Table 4.1). In Phase 2, the investigation narrowed to one particular subject in the secondary school curriculum, namely Consumer Studies.

Phase 2 involved delimiting the value creation of entrepreneurship in Consumer Studies, investigating how and to what extent entrepreneurship education is included in the subject's intended curriculum, and exploring how teachers implement entrepreneurship education as part of the Consumer Studies curriculum with the purpose of *complementarity*. The analysis of the data from the online survey questionnaires in Phase 2 added depth regarding and insight into teachers' implementation of the curriculum (Figure 4.1 & Table 4.1). These findings informed and *complemented* the open-ended questions used to interview Consumer Studies teachers regarding their implementation of entrepreneurship education in the focus groups.

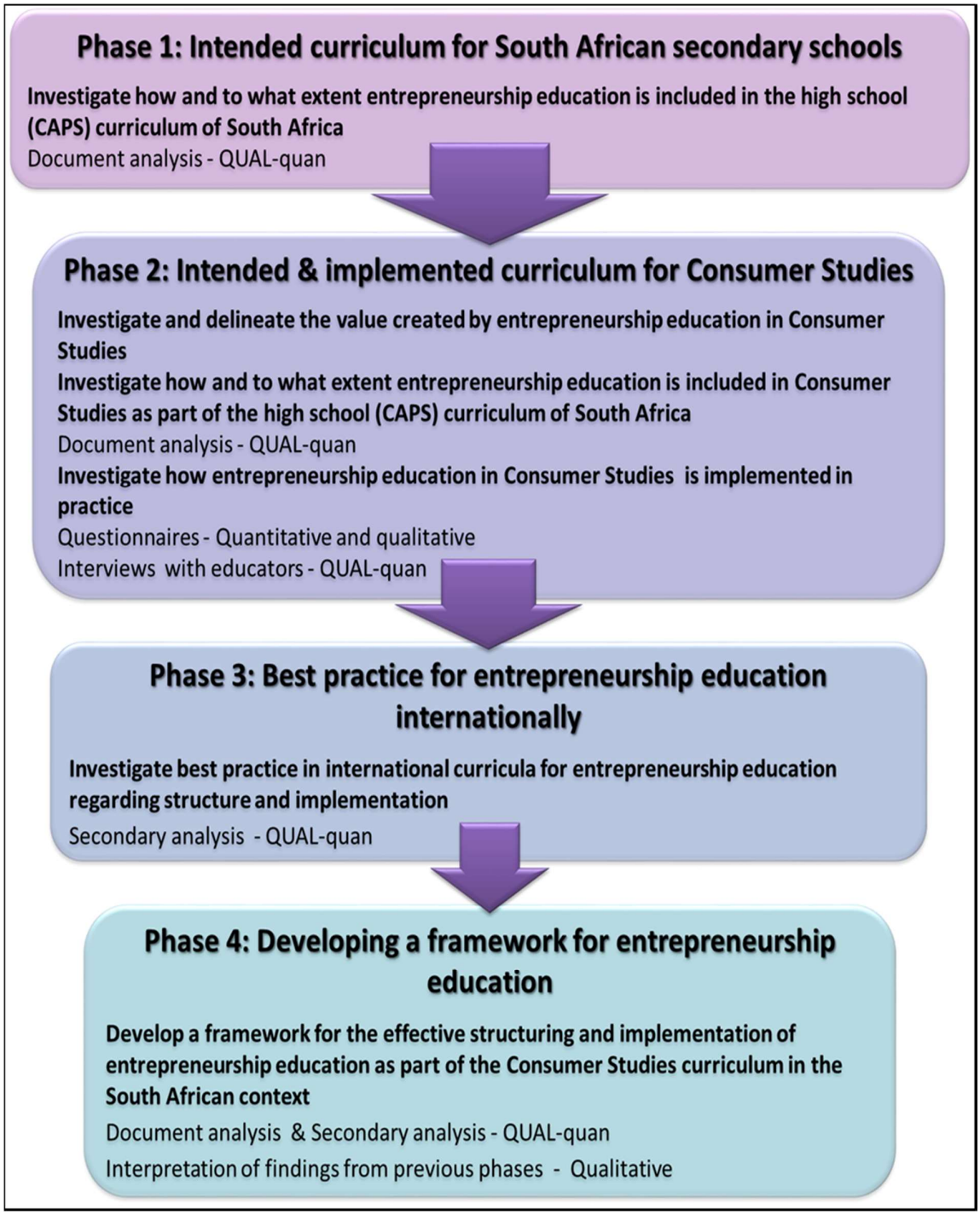

Figure 4.1: The multi-phase sequential exploratory and descriptive mixed-methods research design used for this study

Table 4.1: Overview of data sources, sampling strategies, sites used, data collection and data analysis methods

	Sources of data	Sampling strategies	Research site	Data collection	Data analysis methods
Phase 1	Curriculum documents in the public domain for all subjects offered in the Senior and FET Phases in South African secondary schools.	Purposive sampling to achieve comparability.	University library: • EBSCO-host Online Research Databases. • Detailed internet-searches.	Methodical document analysis. Identifying direct (explicit) references to entrepreneurship education in South African secondary school curriculum.	*A priori* coding with codes identified from literature *and a posteriori* coding using emerging codes.
Phase 2	South African curriculum documents in the public domain for Consumer Studies (CS) since the subject's first introduction.	Purposive sampling of the most current Consumer Studies curriculum document in use.	University library: • EBSCO-host Online Research Databases. • Detailed internet-searches.	Methodical document analysis. Identifying direct (explicit) references to entrepreneurship education in the CS curriculum document.	Document and secondary data analysis. *A priori* coding with codes identified from literature and *a posteriori* coding using emerging codes.
	CS teachers from each of the nine provinces in South Africa, including subject advisors and teachers.	Purposive convenience sampling of one (or more) CS subject advisor(s) per province. Snowball sampling to reach a minimum of fifteen CS teachers per province.	On-line: Self-administered web-based Google Docs® questionnaire.	Survey using a purposively designed questionnaire as instrument, with both open and closed questions.	Data matrix with existing codes for categorical data; developing graphs and charts in excel document to identify and visually present patterns, relationships and tendencies from quantitative data. Systematic coding of qualitative responses to open-ended questions to identify trends and discrepancies.
	CS teachers from each of the nine provinces in South Africa that completed the questionnaire and who were able to attend the on-site meetings.	Purposive convenience sampling of three (or more) CS teachers per province that have completed the questionnaire.	Prearranged on-site meetings in each of the nine provinces: Eastern Cape; Western Cape; Northern Cape; North West; Limpopo; Mpumalanga, Kwa-Zulu-Natal, and Gauteng.	Semi-structured focus group interviews with at least two to three CS specialists per province to clarify and add details regarding data gained from the questionnaires.	Refining and adjusting codes to clarify patterns, relationships, trends and discrepancies that emerged from the analysis of questionnaires. Adding detail to the existing data patterns. Identifying new issues not mentioned in previous phases.
Phase 3	Obtainable literature and documentation from international curricula that prominently include entrepreneurship education.	Purposive sampling to achieve comparability.	University library: • EBSCO-host Online Research Databases. • Detailed internet-searches.	Methodical primary and secondary analysis of international literature on curricula that include entrepreneurship education.	*A priori* coding with codes identified from literature and *a posteriori* coding using emerging codes. Identifying patterns and themes regarding the structuring and implementation of entrepreneurship education in international documents.
Phase 4	Documents, literature and findings from the previous three phases of the study.	All documents, data and findings from the previous three phases of the research.		Data and findings from the previous three research phases in this study regarding the structuring and implementation of entrepreneurship education.	Data analysis to particularly identify strengths and areas for improvement regarding the structuring and implementation of entrepreneurship education. Identifying main elements to inform the development of a framework.

In Phase 3 the structuring of components in entrepreneurship programmes as well as suggestions for or research on the implementation of entrepreneurship education internationally was explored so as to identify best practices across the globe (Figure 4.1 & Table 4.1). In Phase 4, the preferred structuring of components and guidelines for the implementation of entrepreneurship education were *developed* as part of a framework based on the data and findings from the previous phases (Figure 4.1 & Table 4.1).

The qualitative investigations in all phases were interpretative and focused on how entrepreneurship education is structured or planned in the intended curriculum (in Phases 1, 2, 3, and 4) as well as how it manifests in the implemented or enacted curriculum (in Phases 2, 3 and 4) (Figure 4.1 & Table 4.1).

The next sections describe the research methods and procedures utilised in each of the four sequential phases, with particular references to the data sources, population and sampling methods as well as methods used for data collection and data analysis.

4.3.2.1 Phase 1: Investigating the intended curriculum for South African secondary schools

Phase 1 focused on addressing research question 1 and the first research objective (see section 1.5), which was to investigate in which way and to what extent entrepreneurship education appears in the South African secondary school curriculum.

a) Data sources

The main sources of data for this phase of the research were curriculum documents (Table 4.1). The current school curriculum in South Africa is called the National Curriculum Statement Grades R-12 (NCS), which was phased in from 2012. The curriculum documents used for this study are therefore dated 2011 and are the most up-to-date curriculum documents available, excluding a few Technology subjects for which new curricula were introduced in 2014 (see section 5.2.2). The NCS represents the prescribed requirements for teaching and learning in South African schools and consists of three documents per subject, namely: the Curriculum and Assessment Policy Statements (CAPS); the National Policy Pertaining to the Programme and Promotion Requirements (NPPPR) of the National Curriculum Statement Grades R-12; and the National Protocol for Assessment (NPA) Grades R-12 (DBE, 2011e:n.p.).

b) Sampling of documents

The NPPPR and the NPA (see section 4.3.2.1a) are both generic documents, covering promotion and assessment requirements across school phases and subjects and were excluded from the analysis. Purposive sampling of the non-language subject-specific CAPS documents for all the secondary school subjects was used to achieve representativeness or comparability (Table 4.1). Representativeness refers to the sampling adequacy in research — in other words, can the conclusions drawn about a sample of the population be generalised to the larger population (Mertler, 2016:232; Strydom, 2005:196) or does it reflect typical tendencies for the whole population (Teddlie & Tashakkori, 2009:175). Any sample that is selected from a larger population should therefore reflect similar characteristics to that of the population within the context of the investigation (Mertler, 2016:198; Strydom, 2005:196). Since the curriculum for South African secondary schools consists of a wide variety of different subjects, representativeness could only be achieved by investigating the CAPS document for each subject in the curriculum. The language subjects were, however, excluded from the sampling, since the purpose of language subjects is to develop language ability, and the expectation was that entrepreneurship education would not form part of language subjects.

Researchers should also aim to achieve comparability across different sources regarding the element being investigated (Teddlie & Tashakkori, 2009:175). In other words, they should ensure that the sources that are sampled share the same (comparable) characteristics. In Phase 1 of the current study, comparability was supported by analysing and comparing only the most recent curriculum documents, which form part of the so-called 'CAPS curriculum' that was phased in from 2012, in two particular phases (that is, the Senior Phase and the FET Phase) as part of South African secondary school education.

The current study therefore only focused on the subject-specific CAPS documents, which enclose all subject content per subject and per grade for each school phase. The subject-specific curriculum documents for the seven non-language subjects that are compulsory for all learners in the Senior Phase and each of the 30 approved non-language subjects that comply with the programme requirements of Grades 10 to 12 in the FET Phase of the South African secondary school curriculum, were analysed for

their entrepreneurship education content or references thereto. The subjects for both the Senior Phase and the FET Phase that were analysed are listed in Table 4.2.

Table 4.2: Subjects investigated in the South African secondary school curriculum

Senior Phase subjects	Further Education and Training (FET) Phase subjects		
Creative Arts	Accounting	Dramatic Arts	Mathematical Literacy
Economics Management and Science	Agricultural Management Practices	Economics	Mathematics
Life Orientation	Agricultural Sciences	Electrical Technology	Mechanical Technology
Mathematics	Agricultural Technology	Engineering Graphics and Design	Music
Natural Sciences	Business Studies	Geography	Physical Sciences
Social Sciences	Civil Technology	History	Religion Studies
Technology	Computer Applications Technology	Hospitality Studies	Technical Mathematics
	Consumer Studies	Information Technology	Technical Sciences
	Dance Studies	Life Orientation	Tourism
	Design Studies	Life Sciences	Visual Arts

Other relevant South African educational documents in the public domain, such as official reports from the Department of Basic Education, were also explored for information regarding the intentions for or reasoning behind the inclusion of entrepreneurship education. For example, the Education for All Country Progress Report (DBE, 2014b), a Departmental User's Guide for lifelong learning in the 21st Century (DoE, 1997) as well as the White paper on Education and Training (DoE, 1995) were also explored.

Only documents published since 1994 were utilised. In 1994, South Africa held its first democratic elections, which brought into power a new government. The new regime had very different views on education to that of the previous government and therefore they drastically changed education (including curricula and policies) soon after the

1994 elections (Zenex Foundation, 2013). The major shift in education that took place after the 1994 elections under a new government was used as the point of departure for this research (see section 1.1.4.1).

c) Data collection from documents

Collecting data from documents have the advantage that it is an unobtrusive source of information, it can be a thoughtful compilation of information (documents are planned) and it does not have to be transcribed (Creswell, 2009:180). On the other hand, challenges associated with collecting data from documents include that some sources are hard to obtain and that materials may be incomplete or inaccurate (Creswell, 2009:180). The researcher therefore ensured that the latest, up-to-date curricula were used, and she used every resource at her disposal to obtain as may relevant resources as possible so as to augment the data collection from documents. Data consisting of all direct or explicit references to the term 'entrepreneur', or derivatives thereof (such as 'entrepreneurship' or 'entrepreneurial') in these documents, were collected (Table 4.1). Data were collected iteratively, and careful notes were kept of where and how the information appeared in each of the documents that were analysed.

d) Analysis of data from documents

Sequential mixed data analysis, as presented by Teddlie and Tashakkori (2009:274), was used iteratively in the current study. The document analysis included typology development (Teddlie & Tashakkori 2009:275) as the analysis of the data in each phase of the research yielded applicable themes and categories, which were applied as a scaffold for analysing subsequent sets of data in the same or successive phases. The qualitative data analysis in each phase of the research followed the pattern proposed by Merriam (2009:178-193), commencing with open coding, followed by analytical coding and developing categories from emerging patterns. In line with Merriam's (2009:185) suggestions, the categories that were developed were responsive to the research purpose, exhaustive, mutually exclusive and conceptually congruent.

Document analysis focuses mainly on document content, and documents therefore serve as conduits of information and messages regarding "what is contained within them" (Given, 2008:230). Document analysis in this research was inductive and

interpretive. This means that specific findings from the document analysis were developed into broader theories about the phenomenon (Bertram & Christiansen, 2014:117). In the current research, subject-specific curriculum documents were analysed for the inclusion (or lack of) words or phrases referring to entrepreneurship (in all its forms, for example, entrepreneurial, entrepreneur or entrepreneurship). It was also important to analyse where in the document (especially the curriculum documents) the term or phrase appeared, since that positioning alluded to the intention (such as the subject *purpose* or subject learning *content*) of the inclusion and could provide insight into the structuring of entrepreneurship education in the curriculum document. *A priori* codes (theory-driven), corresponding to the positions in the documents, were therefore utilised (see Table 5.2). Such pattern-identification together with the coding of categories, forms part of inductive data analysis (Bertram & Christiansen, 2014:119).

The recommendation of Owen (2014:11) that "Documents need to be considered as situated products, rather than as fixed and stable things in the world" were heeded in the current study, especially since the South African school curriculum has undergone numerous changes over the past few decades (see section 1.1.3.1). The current curriculum documents (the so-called CAPS) were therefore not analysed in isolation but were also compared to the analysis of previous versions of the curriculum for the same subjects (see section 1.1.4.1). The same approach was used in the data analysis of the Consumer Studies curriculum document (in-depth) as part of Phase 2.

4.3.2.2 Phase 2: Investigating the intended and implemented curriculum for Consumer Studies

Phase 2 of the research focused only on the Consumer Studies curriculum and included three distinct sub-phases, each with a particular purpose (see Figures 4.1 & Table 4.1) and addressing particular research questions or objectives. The initial sub-phase (Phase 2a) aimed to investigate and delineate the inclusion of and potential value created by entrepreneurship education as part of the intended Consumer Studies curriculum (research objective 2 and research question 2, see sections 1.5, 1.6 & Figure 4.1). The second sub-phase (Phase 2b) investigated how and to what extent the intended curriculum for Consumer Studies is structured to support entrepreneurship education, which related to research question 3 and was part of research objective 3. The third sub-phase (Phase 2c) explored how entrepreneurship

education is implemented in Consumer Studies in practice by teachers (research question 4 and part of research objective 3).

a) Data sources

Three main sets of data were used for Phase 2, specifically curriculum documents for Consumer Studies, an online survey distributed to Consumer Studies teachers, and focus group interviews with Consumer Studies teachers.

The Consumer Studies curriculum (CAPS) document was purposively selected (Table 4.1). Data were only collected from curriculum documents that are part of the public record and with proven authenticity, as advised by Merriam (2009:140, 151). Primary sources were used as far as possible and included the subject-specific curriculum documents for Consumer Studies: the so-called 'CAPS curriculum' currently used in schools (DBE, 2011e), as well as the previous outcomes-based curriculum for Consumer Studies, the NCS (DoE, 2003f) (see sections 1.1.4.1 & 4.3.2.1d). Other official government briefs, notices and documents were also investigated to provide a broader view (than only that of the curriculum) of the phenomenon. For example, the Food Production Guidelines for Consumer Studies, (DBE, 2017), a letter from the Deputy-Director-General on Curriculum policy, support and monitoring (DBE, 2016) as well as the Consumer Studies Subject Improvement Framework (DBE, 2015) were also investigated for more detailed information on Consumer Studies as a subject as well as the intentions or purpose for entrepreneurship education included therein. A focused, in-depth investigation of the Consumer Studies CAPS document was conducted to explore in detail how entrepreneurship education creates value as part of that particular subject (Phase 2a) as well as how and to what extent entrepreneurship education has been incorporated in that curriculum (Phase 2b).

The input from Consumer Studies teachers through an online survey (see section 4.3.2.2c) as well as focus group interview sessions (see section 4.3.2.2d) were considered an important source of data in Phase 2c as that part of the investigation focused on how entrepreneurship education is implemented in practice as part of Consumer Studies education (Table 4.1). The next section will describe how the participants in the current study were sampled from the population of Consumer Studies teachers in South Africa.

b) Population and sampling

The research population for Phase 2 included all Consumer Studies teachers in South Africa who had at least one complete year of teaching experience in the subject (Table 4.1). 'Teachers' included teachers or subject advisors in the subject Consumer Studies. Not all subject advisors for Consumer Studies taught the subject but they had to at least have a working knowledge of the subject's curriculum and were therefore deemed competent to answer questions about the subject.

The (then) national deputy director for the Services Subjects, which include Consumer Studies, confirmed that there were approximately 1,384 government schools that offered Consumer Studies in South Africa in 2016 (Weston, 2016). The assumption was therefore made that there were probably at least as many Consumer Studies teachers in South Africa. Due to accessibility, travel distances, time and budgetary constraints, it was necessary to select a sample of teachers from this population. In order to still attain statistical significance when Consumer Studies teachers were sampled for the research, the following reasoning was used: based on the number of schools confirmed by the deputy director, together with the assumption that each of the government schools in South Africa that offer the subject Consumer Studies had (at least) one Consumer Studies teacher, there should have been approximately 1,384 Consumer Studies teachers working in government schools. The goal was therefore to use purposive sampling to reach at least 139 Consumer Studies teachers from each of the nine provinces across South Africa, since this sample would represent about 10% of the total population. Bertram and Christiansen (2014:63) state that the purpose of a study determines the sample size and that it is therefore difficult to provide guidelines for sample sizes, however, according to Strydom (2005:193), a sample size of 10% of the population should be adequate for controlling sampling errors.

Purposive sampling has two general goals, namely to identify examples that are typical, or representative of an element being investigated, or to achieve comparability across different sources regarding the element being investigated (Bertram & Christiansen, 2014:61; Strydom, 2005:196; Teddlie & Tashakkori, 2009:175). Both these goals were important for the current study. For participants to be representative of the population, they had to be teaching Consumer Studies as a subject, or be a subject-advisor for the subject, in South Africa. Race, age and gender were not considered as issues in this regard.

Convenience sampling – a nonprobability technique used to sample participants based on the ease of access to them or their availability to participate in the research, (Bertram & Christiansen, 2014:61; Saumure and Given, 2008:124), was also utilised. Purposive convenience sampling was therefore used for the online survey in Phase 2c (Table 4.1). The researcher initially contacted 9 Consumer Studies teachers and subject advisors with whom she had established connections in each of South Africa's nine provinces. She invited each of them to participate in the research by completing the online survey questionnaire (also see section 4.4 regarding ethical considerations).

The first 9 participants were then asked to identify other potential participants whom the researcher could approach to complete the questionnaire (that is, snowball sampling). Snowball sampling is another nonprobability sampling technique, where current participants in a study refer or recruit additional participants with similar interests or who adhere to similar criteria (Krueger & Casey, 2015:84; Mertler, 2016:198; Saumure & Given, 2008b:562; Strydom, 2005:203). As no formal lists exist of teachers of Consumer Studies in South Africa, snowball sampling was used to invite more teachers via the initial 9 teachers already known to the researcher. The snowball sampling (Table 4.1) resulted in 166 Consumer Studies teachers participating in the online survey, which represented approximately 12% of the total population, a number slightly higher than initially anticipated. In total, 98% of the online participants were female and 2% were male. Figure 4.2 shows what the survey participants' highest qualifications were at the time of the study.

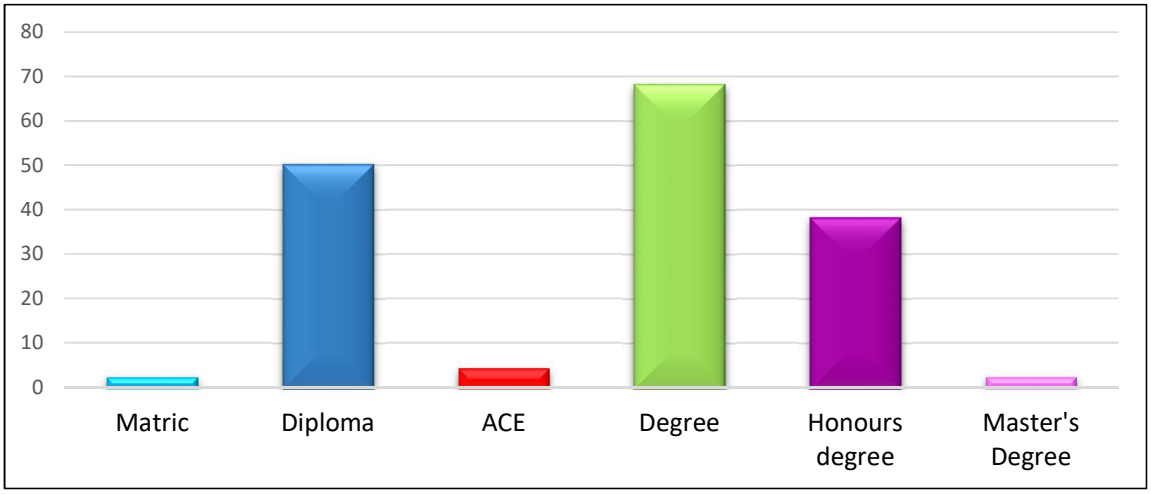

Figure 4.2: Survey participants' highest qualification level

Most of the participants had either a teaching diploma or degree and quite a number completed an honours degree. A few survey participants completed an Advanced Certificate in Education (ACE). It was heartening to see that two of the participants obtained a Master's degree; on the other hand, it was also shocking to discover that two participants only completed a Matric (Grade 12) qualification (Figure 4.2), as these teachers would be teaching Consumer Studies up to Grade 12 level without any further training after their own schooling.

Purposive convenience sampling was also used for the focus group interviews that were conducted in Phase 2c (Table 4.1). Consumer Studies teachers and/or subject-advisors who had already completed the online survey, who had a minimum of five years' teaching experience in the subject and who were able to attend the on-site meetings held in each of the nine provinces, were asked to participate in an interview. These four criteria were given to the focus group co-ordinators in each province to ensure that the participants they invited would adhere to the requirements. The interviews were structured as focus group sessions and were scheduled during June, July and August of 2017.

Krueger and Casey (2015:23) recommend that a minimum of three to four focus groups be held, since data is analysed across groups until the point of data saturation. For the current study, the researcher chose to conduct one focus group per province so as to contribute to the representativeness of the participants of the population, even though saturation of data could possibly be achieved with fewer groups. Nine focus groups were therefore conducted across South Africa – one per province. The researcher negotiated with the co-ordinators from each province to find the most suitable time, date and location in an attempt to meet these experts at their convenience and to enable the focus group interviewing of small groups consisting of at least four or more Consumer Studies experts per province. According to Krueger and Casey (2015:82), focus groups should ideally consist of five to eight participants to make it manageable. For the current study, a minimum number of four participants per focus group was set, but the actual number of participants who attended the focus groups were determined by each province's co-ordinator, who invited participants to the focus group. In reality, it was extremely difficult to set a single meeting that suited all the potential participants per province due to the teaching, assessment, sport coaching and other commitments of the teachers, as well as travel distances between towns. Despite these obstacles, a

total number of 87 Consumer Studies teachers participated in focus group interviews across South Africa. Except for the co-ordinators in each province, the researcher were not acquainted with any of the focus group participants, which eliminated selection bias as a concern for the research. The number of teachers per province who participated in the focus group sessions is tabulated in Table 4.3.

Table 4.3: Number of participants per province

Province	Number of participants
Eastern Cape	12
Free State	23
Gauteng	11
Kwa-Zulu-Natal	4
Limpopo	10
Mpumalanga	5
North West	4
Northern Cape	10
Western Cape	8
Total number of participants across South Africa	**87**

The large number of participants who attended the Free State focus group session was surprising and actually not ideal, since such a large group is difficult to manage and not everyone contributed to the conversation, as Krueger and Casey (2015:82) warned. The researcher was, however, beholden to the co-ordinator for organising the session, and the principle of 'rather too many than too few' was applied in this case. Similar to the gender distribution of the survey participants, the participants in the focus groups comprised 98% females and 2% males, overall. The male teachers who participated in the focus group interviews were all teaching in the Eastern Cape.

c) Data collection from online surveys

The advantages of surveys include that credible information can be collected from a relatively large population and that many variables can be collected simultaneously (Bertram & Christiansen, 2014:49; McMillan & Schumacher, 2010:236). These advantages together with the potential of survey questionnaires to collect data using

both open and closed type of questions determined that surveys be included as part of the data collection methods for this research (Table 4.1).

Though numerous survey studies regarding entrepreneurship education have been conducted in higher education (Co & Mitchell, 2006; Ekpiken & Ukpabio, 2015; Finkle *et al*., 2009; Meyer, 2014; Mueller *et al*., 2006; Piperopoulos & Dimov, 2015; Tshikovhi, & Mvula, 2014, to name but a few), research focusing on teachers and the structuring and implementing of entrepreneurship education at secondary school level is scarce and few tools exist for such data collection. One such a tool is the survey developed by Ruskovaara and Pihkala (2013) to explore entrepreneurship education practices of primary and secondary school teachers in Finland. Their online survey is publicly available (www.lut.fi/mittaristo) as a self-assessment tool for teachers.

The purpose of the current study was, however, to gain insight (from an independent constructivist perspective) into how teachers implement entrepreneurship education as part of a particular subject-specific curriculum, and the Finnish survey was therefore not suitable as a tool for the data collection that the researcher intended. The survey for the current study adapted only a few generic questions from the Finnish survey for the South African context, including questions regarding participants' demographics, level of qualification, years of Consumer Studies teaching experience, the type of school they worked in (e.g. well-resourced, large number of learners, location of school — city or rural), as well as open questions regarding participants' experiences with the implementation of entrepreneurship as part of the Consumer Studies curriculum.

Google Docs® software were used to compile an online survey questionnaire (Table 4.1). The guidelines for the design of web-based surveys provided by McMillan and Schumacher (2010:241, 242) — such as avoiding excessive scrolling in the design, or using short, simple and direct items — were followed. Custom templates provided by Google Docs® were used to design the survey. Each online survey questionnaire included a cover letter to explain the nature of the research as well as a section to obtain informed consent from participants (see section 4.4 regarding ethics). The survey comprised a total of 72 questions and consisted of a combination of open questions (such as completion-type or follow-up questions) and closed questions, including multiple-choice questions and Likert-type scaled items, befitting the nature of the different questions. Table 4.4 provides an overview of the types of questions used, the purpose of the questions as well as the interval and Likert-type scales that were

applied to the various questions in the online survey. A comprehensive analysis of the survey questions has been included in Appendix B.

The abbreviations ‘CS’ and ‘EE’ were used in Table 4.4 instead of ‘Consumer Studies’ and ‘entrepreneurship education’ so as to condense the content in the table and to facilitate the ease of reading and interpretation of the table’s content.

In several questions, instead of asking dichotomous questions, the questions were changed to multiple-choice questions to allow the inclusion of an option ‘maybe’ (questions 9, 11 & 41). This was specifically included as an additional option for teachers who might have been too uncertain about the answer to just choose between ‘yes’ and ‘no’ as options.

Content or item validity refers to the extent to which the survey items are relevant to what is being investigated (Delport, 2005:161; Mertler2016:253). Content validity is informed by the judgements of the researcher and other experts to determine if the items selected for a data collection instrument will measure what a study is investigating (Delport, 2005:161) and that recommendation was implemented for the survey used in this research.

Face validity refers to the face value or superficial appearance of a measurement procedure, in other words: does it look like the instrument is measuring the variables it claims to measure (Delport, 2005:161). The grouping of the survey questions in Table 4.4 gives a clear overview of what the survey intended to investigate, adding to the face value thereof. In addition, the introductory letter accompanying the electronic survey clearly and simply explained what the survey intended to measure, simplifying its face validity for participants.

The final questionnaire that was used, is included in its original format as Appendix A. The online survey was piloted by sending it to four Consumer Studies teachers (respectively from the Eastern Cape, Western Cape, Northern Cape and Gauteng), who commented on the questions and recommended minor changes to the formulation of some of the questions. The survey was sent to participants’ e-mail addresses via a web link. The researcher could only obtain e-mail addresses for 725 Consumer Studies teachers across South Africa, since no central database exists with this information. A large number (725) of emails inviting teachers to participate in the survey was sent out,

to allow for the low return rate which Bertram and Christiansen (2014:77) caution against in cases where surveys are not collected in person. Only 166 completed

Table 4.4: Overview of the purpose, focus and type of some of the survey questions as well as scales used

Purpose of questions	No.	Question focus	Open/ closed	Type of question	Scales used / options given
Demographic and biographic information	1	birth year	Open	Completion/ fill-in	
	2	gender	Closed	Dichotomous	Male / Female
	3	province	Closed	Completion/ fill-in	Names of provinces listed
Training of teachers	7	training for CS	Closed	Dichotomous	Yes / No
	8	details of training for CS	Open	Follow-up	
	9	training for EE	Closed	Multiple-choice	Yes / No / Maybe
	10	details of training for EE	Open	Follow-up	
Teaching-learning strategies used for entrepreneurship education in Consumer Studies	37	use of life-relevant learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	38	use of content-based learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	39	emphasising entrepreneurship when covering OTHER topics	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
Opinions & perceptions on entrepreneurship education in Consumer Studies, based on their experience	41	coverage of EE in CS textbooks	Closed	Multiple-choice	Yes / No / Maybe
	42	emphasis on the importance of EE in CS curriculum	Closed	Multiple-choice	A great deal / Noticeably / Same as other topics / Not sufficiently / Not at all
	43	particular EE topics in CS that they enjoy	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
Teaching-learning strategies used for EE in CS	71	use of a comprehensive project to support EE I CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
Additional (optional) comments	72	any additional comments on EE in CS	Open	Completion/ fill-in	

surveys were received — reflecting a return rate of about 21%. Quoting several recent studies, Van Mol (2017:318) notes that a response rate below 10% is not unusual for web surveys, hence the response rate of 21% for the current study's online survey was deemed acceptable. According to Ebert, Huibers, Christensen and Christensen (2018), electronic surveys tend to have lower response rates that those that are collected physically, however, electronic surveys are much more cost effective and time efficient than paper-based surveys. Data from the self-administered online Google Docs® questionnaires were collected electronically. Data were collected per question and per participant.

d) Data collection from focus group interviews

Focus group interviews were conducted with Consumer Studies teachers in each of the nine provinces in South Africa (Table 4.1). In focus groups, the individual as well as the interactions among individuals within the group serve as observational units (Guest, Namey & Mitchell, 2013:28) and both contribute to the qualitative data that are collected (Greeff, 2005:287). Focus groups rely on the opinions and experiences of a group of people, usually experts (on a topic or in a field) to provide a variety of views in the form of qualitative data (Greeff, 2005:299; Mertler, 2016:206). The focus group interviews were intended to collect deeper exploratory data and background information from participants and to gain a wider range of responses regarding particular topics (in this case, the implementation of entrepreneurship as part of the Consumer Studies curriculum), as suggested by Nieuwenhuis (2010:90) and Seabi (2012:90), as a supplementary source of data to add to the survey data (Greeff, 2005:300).

The focus group interviews were prearranged and conducted in an informal and neutral setting to set participants at ease. The researcher collaborated with a teacher in each province whom she knew well (from previous encounters) to plan the focus group for each province. These co-ordinators each suggested a venue in their province for the focus group that would be easily accessible to most participants — in most cases an informal restaurant or cosy coffee shop was used. The co-ordinators determined which date would be most suitable to conduct the focus group interviews in their province, based on the responsibilities of the teachers they had invited to attend (see section 4.3.2.2b). Each co-ordinator invited several Consumer Studies teachers in their

province to attend the focus group session (snowball sampling), which resulted in a total of 87 participants across South Africa taking part in the focus groups (see Table 4.3 for a detailed indication of provincial participation numbers). In line with the recommendations of Krueger and Casey (2015:23), the current study aspired to achieve data saturation across provinces (groups) or across South Africa in totality, and not per group. Provincial differences were not a concern, since the study investigated patterns for the implementation of the Consumer Studies curriculum across South Africa. In line with the recommendations of Greeff (2005:309) for cultural sensitivity, the different participants were allowed to reply to questions in either English or Afrikaans (since those are the languages that the facilitator understood, and which was therefore a limitation).

According to Greeff (2005:308), in focus group settings, "Carefully formulated and sequenced questions based on the purpose of the study are necessary to elicit a wide range of responses". The focus group interviews were therefore structured around a list of open-ended questions that were compiled after the initial curriculum document analysis (Phases 1 & 2a) and data analysis of the survey questionnaires (Phase 2b). The prior analyses resulted in several *a posteriori* codes emerging from that data and these informed the focus group questions, which related to the experiences, behaviour and opinions of the participants with regard to the practical implementation of entrepreneurship education in Consumer Studies.

A pilot test of the focus group questions was conducted with three Consumer Studies teachers (each from a separate province) to determine if adjustments to the questions were needed. Feedback from the pilot test was minimal, with the one participant stating that she liked that it was "short and sweet" and another that "it is good to follow up with 'why questions'". The feedback resulted in the reduction of the number of questions from 16 to 10, since some questions were also deemed to be "a bit repetitive". The list of ten questions that were used for the focus group sessions are presented in Table 4.5.

Most of the questions for the focus group sessions were included to gain deeper insight into particular aspects that were investigated and for which data had been collected during the online survey as well. For example, survey questions 7-10 enquired about participants' training for and experience of entrepreneurship, and question 4 of the focus group sessions broadly asked participants, "Do you think that your training was

sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer". Similarly, questions 62-70 of the survey focused on assessment of entrepreneurship, and question 8 of the focus group interviews asked, "Do you think that the assessment of entrepreneurship in Consumer Studies is sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer". Rather than being repetitive, these focus group questions were open-ended and allowed participants to freely and extensively express their opinions on and perceptions of these aspects. The deeper and broader comments confirmed the findings of the survey (in most cases) but added more detail to expand insights into the findings.

Table 4.5: The list of questions used for the focus group interview sessions

1. Please state in which province you work.
2. Are you a teacher or a subject advisor?
3. From your experience, do you think learners are gaining the maximum potential advantage from the entrepreneurship education that is embedded in Consumer Studies? (Yes / No) Please explain your answer.
4. Do you think that your training was sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer.
5. Please comment on the curriculum content regarding entrepreneurship in Consumer Studies.
6. Do you think that the implementation of entrepreneurship in Consumer Studies is sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer.
7. How do you think the implementation of entrepreneurship (as part of Consumer Studies) differs between schools with different levels of access to resources?
8. Do you think that the assessment of entrepreneurship in Consumer Studies is sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer.
9. Please comment on the project(s) used as part of entrepreneurship education in Consumer Studies.
10. Please comment on any particularly exceptional entrepreneurship education practices you have experienced or observed in Consumer Studies education.

The focus groups were led by the researcher, who introduced the research and welcomed everyone informally to set participants at ease. The first two questions were straightforward and served the purpose of an ice-breaker, asking participants to state in which province they worked, and to indicate whether they were a teacher or a subject advisor (Table 4.5). Several of the questions on the list were followed up with probing questions in response to participants' answers (see questions 4, 6 & 8 in Table 4.5), as suggested by Guest *et al*. (2013:5).

The purpose of the focus group interviews was to expand on and clarify data that emerged from the survey questionnaires. Guidelines for effective interviewing as suggested by Bertram and Christiansen (2014:82, 90), McMillan and Schumacher (2009:208) and Mertler (2016:207) were utilised, such as considering both the verbal content and the non-verbal process of interviews, assuring participants of confidentiality (see Appendix C & section 4.4), being flexible, as well as taking field notes that were used in the data collection and analysis. Each province's focus group was recorded digitally, with the permission of the participants, since such recordings "allows a much fuller record than notes taken during the interview" (Greeff, 2005:298). The recordings were transcribed verbatim after each session to enable analysis.

e) Data analysis:

As recommended by Creswell (2009:187), some of the codes and categories used in the analysis of qualitative data were identified or developed from the literature in advance (*a priori*), for example, the *value* of entrepreneurship, or *curriculum*, *context* or the *role of the teacher* as components impacting on entrepreneurship education (see section 2.4 & Table 4.1). In addition, other codes emerged from the data itself (*a posteriori*), for example, the teachers' perceptions regarding the impact of *textbooks*, or the structuring of *practical production sessions* in Consumer Studies classrooms, on entrepreneurship education. Open coding was used, and the codes were categorised and grouped into themes, specifically aligned to entrepreneurship content, the structuring thereof in the curriculum as well as the implementation of entrepreneurship education as part of the curriculum.

The analysis of some of the qualitative data from the survey and focus group interviews took place concurrently with the collection of the data, as recommended by Merriam

(2009:171), and helped to focus and organise the analysis. Memoing was performed throughout the data analysis process and the memos have been filed as part of the researcher's field notes. The goal of the analysis was to answer particular sub-questions in each of the four phases of the research; therefore, segments in the data that related to the particular questions were identified as part of the analysis.

f) Analysis of the survey questionnaire data

The closed questions in the survey were analysed quantitatively to enable comparison of different responses and patterns across questions (Table 4.1). Closed questions provide meaningful information regarding the degree, frequency and comprehensiveness of the phenomenon being investigated, is suitable for use in relatively large samples, and the results of the data analysis can be available relatively quickly (Delport, 2005:175; Mertler, 2016:239). Quantitative data from the surveys were added to and analysed in a data matrix (Excel document), using grouped frequency distribution. Relative frequency distribution was also used in several cases to clarify the "proportion of the total number of cases that were observed for a particular value", as suggested by Kruger, De Vos, Fouché and Venter (2005:226) and Mertler, 2016:282. Graphic presentations support the visual presentation of the data frequencies and aid the comprehension of frequency distributions (Kruger *et al*., 2005:227; Mertler, 2016:283). Bar graphs, histograms and pie charts were therefore also developed from the survey data captured in the Excel document to contribute to the visual representation of the data analysis (see Figures 6.1 to 6.21). Categorical data were coded with existing codes, such as the number of years participants had experience in teaching Consumer Studies. If data were missing, enquiries were made to try to determine the reason(s) for such omissions. Specific and relative data values were explored to identify patterns, relationships and tendencies from codes.

The responses to the open-ended questions included in the survey were analysed qualitatively using content and thematic analysis, with the purpose of finding recurring terminology used, patterns, or discrepancies in participants' responses that would contribute to determining categories and themes from the data. In several instances, both open and closed questions were asked regarding particular aspects related to entrepreneurship education (see Appendix A). For example, one closed question asked, "Have you had any specific training for Consumer Studies (NOT Home

Economics)?", with a choice of answers between 'yes', 'no' and 'maybe'. Data for this topic were extended using an open question (or probe) that asked participants to "Please provide details of your specific training for Consumer Studies", with the expectation that responses to this question would provide more detail regarding their answers to the closed question. The qualitative data therefore contributed more detail and clarification to the quantitative data for several questions.

The survey was constructed to include sets of questions related to particular information or foci (Table 4.1). For example, demographic and biographic detail (questions 1-6), teachers' training and qualifications (questions 7-10), teachers' own experiences of entrepreneurship (questions 11-12), and numerous questions on the implementation of entrepreneurship education, such as teaching-learning strategies used in its implementation (questions 30-40, 49, 71) and teachers' perceptions of and opinions regarding entrepreneurship education embedded in the intended curriculum for Consumer Studies (questions 42-48, 50-54, 60). These sets of questions were analysed with *a priori* codes as patterns within these foci were investigated. In addition, several *a posteriori* codes developed as the analysis progressed, for example, 'textbooks' emerged as a code from responses to questions 28, 32, 38 and 41.

Within the data analysis process, data transformation or conversion took place in a few instances, where some of the collected qualitative data were converted into numbers (quantifying) and some collected quantitative data were converted into narratives (qualifying) (Creswell, 2009:218; De Vos, 2005b:361; Teddlie & Tashakkori, 2009:269; Vogt *et al*., 2014:435-436). An example of quantifying used in this research, is the number of weeks required in the curriculum to be spent on entrepreneurship education, related to the amount of time set aside for other topics in the curriculum. Qualifying was used for the narrative interpretation of quantitative data about (for example) Consumer Studies teachers' experience in entrepreneurship or their age distribution. These conversions served the purpose of unifying different data sets and supported comparison of the categories and findings.

g) Analysis of the focus group interview data

The analysis and interpretation of focus group data can be very complex. The aim of analysis is to identify patterns or discrepancies that reappear in a single focus group as well as across a range of focus groups about the same topic (Greeff, 2005:311). In

line with the constructivist approach utilised for the current study, Greeff (2005:311) also recommends that "we strive to be open to the reality of others" in qualitative data analysis. Although a set of open-ended questions were used to partially structure and guide the focus group sessions (see section 4.3.2.2c & Appendix C), participants' responses to these questions and follow-up probes were wide and included extensive information, providing rich and deep qualitative data. After careful memoing was applied, a data analysis matrix was used to organise responses to enable data analysis and to ensure credibility of the findings. The suggestions of Julien (2008:121) and Mertler (2016:210) – to apply iterative analyses, report on alternative examples and utilise triangulation to support credibility and trustworthiness of the qualitative data analyses – were adhered to in the current study.

Each province's focus group session was transcribed verbatim by a research assistant, who also attended the interviews. Random numbers were allocated to the participants in each session and these were used throughout the transcriptions as 'identifiers' to structure the conversations. Some direct quotes from participants were used in the reporting of the findings (see Chapter 5), where these numbers were used together with the initials for the province, for example, LP5 (Limpopo province, participant 5) or NW3 (North West province, participant 3).

Both open coding and selective coding methods were used iteratively in the analysis. Open coding was used to develop sets of categories and themes to make sense of the data after the examining, comparison and conceptualisation of the data, as recommended by De Vos (2005b:340). Selective coding, which De Vos (2005b:340) describes as "the process of selecting the core category, systematically relating it to other categories, validating those relationships and filling in categories that need further refinement and development", was used to investigate and explain the relationships between several emergent themes, the core category of 'entrepreneurship education'. A combination of predetermined and emerging codes was used. As the purpose of the focus group interviews were to add deeper data and background for the findings of the online surveys (section 4.3.2.2d), several of the predetermined codes were already in use from the prior sub-phases of the research, for example, TM ('teaching method'), PG ('pedagogical guidance') and PA ('practical application'). Some examples of the codes that emerged during the analysis of the

focus group interview sessions included CTX ('context'), TXB ('textbooks') and EEpot ('positive potential of entrepreneurship education').

The transcriptions for each focus group session was analysed independently by the researcher and a co-analyst to further support trustworthiness. Analysis using memos and coding was done individually per province and subsequently across provinces (see Appendix D). After the iterative analysis, the researcher and co-researcher convened for formal discussions to decide on final codes and themes as well as to resolve the few discrepancies they found between their analyses. In instances where further clarification was required after the analysis of the focus group interview data, the participants were contacted via e-mail to obtain additional insight into prior responses. Both the researcher and the co-researcher kept field notes as part of the focus group sessions, as recommended by Bertram and Christiansen (2014:90) and Mertler (2016:202), and these sets of information were useful to provide additional background for the analysis of this data set.

4.3.2.3 Phase 3: Investigating best practice for entrepreneurship education internationally

In Phase 3 of the research, the researcher undertook to answer research question 5: "What can be learned from studying best practice in international curricula regarding the structuring and implementation of entrepreneurship education?" This part of the investigation formed part of research objective 4.

a) Data sources

Phase 3 sourced data from obtainable published international literature and documents that prominently include entrepreneurship education and the construction thereof, such as entrepreneurship education frameworks (Table 4.1). Actual official curriculum documents for other countries were mostly inaccessible — despite internet searches and in some cases writing to government agencies for information — and the main data sources were therefore published research regarding entrepreneurship education frameworks, discussing practices in international curricula (secondary data sources). The search terms 'entrepreneur', 'entrepreneurship education', 'enterprise education' and 'entrepreneurship training' were used in various combinations, together with 'school', 'curriculum' and 'programme' to comb through the databases of EBSCOhost

Online Research, ERIC and Sabinet. A total of 359 articles, papers or reports were analysed. Using secondary data sources meant that existing datasets or research findings and research reports (in published literature) were re-analysed in the current study, with a purpose different from that of the primary analysis (Mertler, 2016:209; Strydom & Delport, 2005:319). This is considered an acceptable practice as additional or different kinds of information to that of the initial research is the intention in the secondary analysis (Strydom & Delport, 2005:320).

b) Sampling of information

Desktop internet searches, using the help of two librarians from two different well-known universities in South Africa, were conducted to find as many documents as possible describing the structuring of entrepreneurship education programmes in the databases mentioned above (Table 4.1). The sample size of documents used in Phase 3 were determined by saturation and redundancy (that is, when no more new information was forthcoming from additional documentation) (Onwuegbuzie, Johnson & Mt Collins, 2009:131; Sandelowski, 2008:875). Articles or sources that were clearly or particularly business-orientated were excluded, as were sources that focused only on the results of entrepreneurship education rather than on the *process* of entrepreneurship education. Of the 359 sources that were used, only 201 dealt specifically with secondary school level entrepreneurship education. Therefore, although sources focusing on tertiary entrepreneurship education programmes were initially excluded – and because the current study focused on secondary school education – the dearth of information for secondary school entrepreneurship education programmes necessitated that these sources be included in the analysis.

c) Data collection

As secondary data (published research) were used as data sources, document collection were used to support data collection. Each of the documents used for Phase 3 of the research was meticulously labelled and stored electronically to enable data analysis. The data bases of EBSCOhost Online Research, ERIC as well as Sabinet were utilised to support the internet searches.

d) Data analysis

In the document analysis for Phase 3, each document was methodically analysed or mined for particular sections of information or related terms that could be relevant to the research. According to Mertler (2016:209) as well as Strydom and Delport (2005:314-315), secondary analysis describes the action of analysing "any written material that contains information about the phenomenon that is being researched". Secondary analysis was conducted on data and research authored by others regarding national and international entrepreneurship education, such as reports, or curriculum research reported in accredited journals (Table 4.1).

The thematic data analysis for the research was approached using the four-phase method suggested by Schutt (2012:350), which involves: preparation of data (such as sorting the sources according to the country in which the research was conducted); coding (using a structured system to identify and assign codes to the data); analysis (of the data codes and themes as well as their connections); and then reporting (on the data, the findings and its implications). Raw data were not used for Phase 3, and the deductive analysis approach rather focused on identifying recurrent components, patterns or discrepancies in entrepreneurship education frameworks in existing research studies (see section 2.5). These were coded using open coding, comprising both predetermined and emerging codes. The predetermined codes were the same ones used for the prior sub-phases of the research, for example TM ('teaching method'), TT ('teacher training') and Ls ('learners'). New codes that emerged from this analysis included NS ('National support'), FO ('focus') and BA ('basic assumptions') (see section 7.3). This approach provided the constructional elements that were used for the analysis of the data in Phase 3, with the purpose of identifying recurrent best practice. Specifically, and in line with prior phases of this research, the data analysis focused on recurrent components and the structuring and implementation of entrepreneurship education (Table 4.1). A critical approach to the data was used to ensure that the existing data would be relevant to the current research, as is recommended by Strydom and Delport (2005:321).

4.3.2.4 Phase 4: Developing a framework for entrepreneurship education in Consumer Studies

The overarching intention of the current study was the development of a framework for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies. This intention formed part of research objective 4 and its purpose was to address the overall or main research question for the study (see sections 1.5 & 1.6). This framework is presented in the penultimate chapter of the thesis. The final chapter will highlight the conclusions and recommendations of the research.

a) Data sources

Phase 4 relied on the findings from each of the three preceding research phases as the main data sources (Figures 1.2 & 4.1). Findings from Phase 1 provided data about the overall inclusion and structuring of entrepreneurship education across the different subjects in the South African secondary school curriculum. Findings from Phase 2a provided data about the potential value of entrepreneurship education for Consumer Studies learners. The findings from Phase 2b provided detailed data about the inclusion of content on entrepreneurship education as well as how it is structured in the current intended curriculum for Consumer Studies. Phase 2c provided data and insights into how entrepreneurship education is implemented in practice as part of the enacted curriculum for Consumer Studies. Phase 2c additionally provided data about the context (including challenges faced) in which the enacted curriculum is implemented in Consumer Studies classrooms across South Africa. The findings from Phase 3, based on scholarly literature that particularly explain frameworks for entrepreneurship education, contributed to relevant data about the components, structuring and implementation of entrepreneurship in countries other than South Africa.

b) Data collection

The data collected from each of the previous research phases were judiciously labelled and stored in separate electronic folders, but no new data were collected for this phase.

c) Data analysis

The three main themes developed from the data analyses of the previous research phases were eventually used to inform the development of a framework for the structuring and implementation of entrepreneurship education in Phase 4. These three themes were (1) recurrent components, (2) structuring and (3) implementation practices of entrepreneurship education. The data were analysed to identify strengths and possible areas for improvement regarding the structuring and implementation of entrepreneurship education, while keeping in mind the challenges associated with the overall South African school context.

Several ethical issues were considered in this research, as will be described in the next section.

4.4 Ethical considerations

Approval was requested from the Ethics Committee of the College of Agriculture and Environmental Sciences before commencing with the research, as mandated by the University of South Africa (UNISA). The Ethical Approval reference number for the current study is 2016/CAES/101, and a copy of the Ethical Approval certificate has been included in Appendix E. The guidelines recommended in the UNISA Policy on Research Ethics (2013) were implemented in the current research to support the protection of the rights and interests of the human participants and institutions involved in the study. As a courtesy, written permission was also requested from the Department of Basic Education to conduct the document analysis as all the documents and curricula referred to in this research are available in the public domain. The Department of Basic Education was also contacted to request permission to distribute the survey questionnaires and to conduct the focus group interviews with Consumer Studies specialists. In addition, permission was formally requested from the Department of Education of each of the nine provinces, to conduct the focus group interviews with their teachers. Upon completion of the study, the research findings will be disseminated to participants, the national Department of Basic Education, as well as provincial Departments of Education in the form of the final thesis document.

Ethical considerations were applied to the questionnaires and focus group interviews to which the participants were exposed. The anonymity and rights of those participants

were also protected. The survey questionnaires included details describing the intended research and provided the contact information of the researcher to ensure that the participants were well informed about the study. Each online survey questionnaire contained a section that included informed consent, outlined that participation was voluntary, that data would be treated confidentially, and that participants' anonymity would be protected. The online survey questionnaires were completed and submitted using an accessible internet tool from Google Docs®, and participants participated anonymously, except for an indication of the province in which they were employed. Reporting of data from the surveys were done anonymously, and when particular data were quoted from the survey, only the response number were used to keep track thereof. For example, SP143 refers to survey participant number 143.

Consumer Studies teachers were invited to participate (voluntarily) in the focus group interviews in the different provinces. Each interviewee was requested to sign an informed consent document before the focus group session commenced (Appendix C). Participation was voluntary, and participants could have withdrawn at any time should they have felt the need to do so. Permission for the digital recording of the focus group interviews was also obtained from participants prior to the commencement of each session. The identities of participants will not be made public at any stage during or after the study. Anonymous, arbitrary numbers were allocated to focus group interviewees in each province for transcribing and referencing purposes (see section 4.3.2.2).

No one besides the researcher and co-researcher has access to the raw data. The raw and analysed data from the document analysis, surveys and focus group interviews are stored securely, both hard copy (in a locked filing cabinet) and electronically (in password-protected server storage). The data will be kept for five years and will be administered confidentially.

In addition to these ethical considerations, several quality considerations were also scaffolded into the research, as will be discussed in the subsequent sections.

4.5 Quality criteria

This section explains the quality criteria that were implemented in the study to strengthen the trustworthiness of the research. Lincoln and Guba (1986:218) describe four conventional criteria for trustworthiness: internal validity; external validity; reliability; and objectivity. In the following sections, these four criteria will be delineated together with a description of the implementation of each criterion in this study, concluding with a section regarding the trustworthiness of the research.

4.5.1 Validity and reliability

Criteria for validity and reliability are used in qualitative as well as quantitative research and similar terms and criteria are often used for validity and reliability, since there is no clear division between qualitative and quantitative content analysis (Elo *et al*., 2014:2). Validity refers to the accurate representation of concepts being investigated (Wesley, 2010:3), for example, the number of times a word appears in a section (quantitative) or including valid qualitative evidence to support subjective findings. Reliability refers to the consistency of a particular measurement, in other words, if a reliable study is repeated under the same conditions, the same results should be yielded (Bertram & Christiansen, 2014:186; Wesley, 2010:3). Reliability is occasionally referred to as 'a precondition for validity' (Lincoln & Guba, 1986:292, 316; Mertler, 2016:257) and it was therefore included in this section as part of the discussion on validity.

The research aimed to achieve **internal validity** (or credibility, as suggested by Lincoln & Guba, 1986:219, 300) through utilising several different methods for collecting and measuring data about the construct (entrepreneurship education). Construct validity (Bertram & Christiansen, 2014:186) was especially important when formulating the survey questions that dealt with characteristics or traits of Consumer Studies teachers, such as creativity or attitude.

According to Wesley (2010:3), "both validity and reliability are rooted in the assumption that the information contained in documents is inherent" — in other words, it is assumed that the text contained in the documents is accurate and distinct. It was therefore essential that the researcher assessed the authenticity or validity and reliability of the documents (especially secondary documents) prior to their inclusion as part of the research (Strydom & Delport, 2005:317). To achieve this, the researcher used documents from official South African government sources, containing

government or departmental emblems, as well as documents containing functional and authentic references. For the secondary data analysis, which had the intention of identifying best practice regarding entrepreneurship education from international sources, documents used were compared with other documents or resources to validate the information.

Particular data collection strategies that were implemented to support qualitative validity include electronically recorded data (focus group interviews and questionnaires), the use of a variety of data collection methods, member-checking, and reporting that includes negative or discrepant data. Triangulation ('overlap methods', according to Lincoln and Guba, 1986:317) between the findings from the document analysis, the survey questionnaires and focus group interviews additionally contributed to the validity of the research.

The questions used for both the survey questionnaire and the focus group interviews were internally validated by experts in the field of Consumer Studies. These experts helped to ensure that the questions made sense, that the questions would be understood by the intended participants and that the answers provided by respondents would be understandable to the researcher. A pilot test was conducted with a small number of Consumer Studies teachers to contribute to the refinement of the questions for the questionnaire. The finalised data analysis of the questionnaires and focus group interviews were shared with a selection of participants to authenticate its external validity and to potentially support its conformability through member-checking.

Population **external validity** (generalisability) should be attained if a representative sample of the population is used (Mertler, 2016:140), as was attempted in this study (see section 4.3.2) when experienced Consumer Studies teachers were purposively selected from all nine provinces across South Africa to represent approximately 10% of Consumer Studies teachers in government schools.

The procedures employed in the research align with the suggestions for reliability by Creswell (2009:190-193) and included the checking of transcripts (of focus group sessions) for accuracy; writing memos regarding codes to prevent drifting in the definition of codes; and co-ordinating communication between data analysts (inter-coder agreement).

4.5.2 Objectivity

Objectivity is "a hotly contested topic" (Vogt *et al*., 2014:47) and relates to both the qualitative and quantitative sections of the research. Objectivity can only exist when personal influence and/or values are removed from the research (Lincoln & Guba, 1986:300), which is difficult in qualitative investigations. Wesley (2010:5) refers to this concept as researcher *impartiality* and notes that qualitative document analysts often "acknowledge (or even embrace) the subjectivity of their interpretations". Maintaining objectivity is especially important (and difficult) when conducting interviews (Vogt *et al*., 2014:47) and the researcher in the current study had to be cautious and vigilant to not become too involved or subjective in the process. Selecting appropriate methodology also supported objectivity (or confirmability) (Lincoln & Guba, 1986:318; Mertler, 2016:210).

Triangulation of several sources of data, methods, and findings further contributed to confirmability. Bias in research is reduced when several sources of data, methods or investigators are used (Ary *et al*., 2014:593; Creswell, 2009:191; De Vos, 2005b:361; Mertler 2016:13). In the current research, data triangulation was specifically used. The researcher also kept a reflexive journal in an effort to minimise subjectivity, which included detailed record-keeping of the decisions and choices made regarding methods, coding and the interpretation of the findings as well as her own thoughts about the research process.

4.5.3 Trustworthiness

The criteria of validity, reliability (section 4.5.1) and objectivity (section 4.5.2) all contribute to the trustworthiness of research. Quotations and verbatim extracts from participants were included in the reporting of the findings to reflect the "participants' voice" and to support the accurate representation of the information in the data (Elo *et al*., 2014:7). The analyses of data in each phase and how it influenced subsequent phases in the research, were described in particular detail to support trustworthiness, as recommended by Elo *et al*. (2014:7).

Kornbluh (2015:398) additionally recommends that member-checks should be used as a practical technique to establish trustworthiness in research. She describes a set of five detailed strategies for member-checking to support trustworthiness: specifically, (a) understanding the population; (b) conveying the data analysis process; (c)

reconstructing data collection memories and being open to change; (d) comparing themes; and (e) incorporating member-checks into the data analysis process. Each of these steps were implemented consecutively in the study (see section 4.5.1) with the purpose of contributing to the trustworthiness of the study.

The chapter concludes with a summary of the empirical investigation that were conducted in the current research.

4.6 Summary

The research was approached from a constructivist viewpoint and included some components of social constructivism. A socio-constructivist approach is often used in research about the teaching and learning of entrepreneurship, since the sharing of knowledge and experiences contribute to the meaningful construction of knowledge. The construction of entrepreneurship education cannot happen in isolation and is considered as a process of learning that places the learners and the learning process at the centre of the educational experience. Teachers fulfil a supportive and guiding role in this process and have the responsibility of carefully planning learning experiences and creating learning environments that will be conducive to constructivist learning. Constructivism was deemed a suitable paradigm for the current research, which aimed to investigate how (structure) and why (intention) entrepreneurship education is included in the intended and implemented curriculum for Consumer Studies.

A multi-phase sequential exploratory and descriptive mixed-methods research design was used in this study, since such designs are particularly suitable in research that aims to develop frameworks or instruments. The research design involved the mixing of qualitative and quantitative research approaches, methods, techniques, concepts and language into a single study and was structured around four sequential phases (Figure 4.1 and Table 4.1).

The data sources used in the research were primarily curriculum documents, published international research regarding entrepreneurship education frameworks, as well as Consumer Studies teachers. Participating teachers contributed data in the form of completed online survey questionnaires (about 12% of the total population) as well as providing responses when participating in focus group interview sessions (about 6,2%

of the total population). Only South African curriculum documents published since 1994 that were publicly available were used in the document analysis.

The data were collected holistically but sequentially (Figure 4.1) to enable the findings from each phase (and sections within Phase 2) to inform subsequent phases of the research. Data collection served both an exploratory and descriptive purpose: to gain insight into entrepreneurship education as phenomenon in the intended and implemented curriculum, and to describe entrepreneurship education currently embedded in the South African school curriculum.

The data analysis for the research was approached using the four-phase method suggested by Schutt (2012:350), which involved preparing the data, coding the data (using *a priori* and *a posteriori* codes), analysing the data, then interpreting and reporting on the data, the findings and its implications. Sequential mixed data analysis was done. The themes that developed from the data analysis were eventually used to inform the development of a framework for the structuring and implementation of entrepreneurship education in Phase 4 of the research.

Numerous ethical considerations had to be borne in mind as part of the research design, including requesting the necessary permissions from the university through which the study was conducted, and the Departments of Education, both at national and provincial level. The researcher adhered to her obligation to protect the anonymity of participants, to ensure that their participation was voluntary, and to handle the raw data with care.

The four conventional criteria for trustworthiness and quality research (that is, internal validity, external validity, reliability and objectivity), as described by Lincoln and Guba (1986:218), were discussed, together with how each was used in the current study.

The subsequent three chapters will respectively describe and discuss the findings for each of the first three phases of the current study. Chapter 5 will present the findings of entrepreneurship education across the South African secondary school curriculum (Phase 1 of the research). Chapter 6 will detail the findings on entrepreneurship education as part of the intended and implemented curriculum in Consumer Studies specifically (Phase 2). Finally, Chapter 7 will describe the findings from Phase 3 for the analysis of international literature so as to identify best practice for entrepreneurship education.

CHAPTER 5
FINDINGS AND DISCUSSION: ENTREPRENEURSHIP IN THE FURTHER EDUCATION AND TRAINING (FET) CURRICULUM

"… not as much attention is focused on entrepreneurship education at high school level as it should be in that it is still not a stand-alone subject. Thus, the study concluded that various changes to the entrepreneurship education curriculum are required to achieve the goal of entrepreneurship education."

Nchu, 2016:101

5.1 Introduction

Before attending to the findings of the part of the study that focused on entrepreneurship education in the FET Phase of the South African school curriculum, it is important to consider the main research question for the investigation, which was:

> *How can a framework be developed for the effective structuring and implementation of entrepreneurship education as part of the Consumer Studies curriculum?*

The aim of the study as a whole was to develop a better understanding of how and to what extent entrepreneurship education is embedded in the intended curriculum for secondary schools in South Africa and particularly, how it is currently structured and implemented in practice in Consumer Studies. The purpose of the investigation was to develop a framework that will provide guidance to teachers for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies education. To accomplish this aim and purpose of the study, four research objectives and five accompanying research questions were developed and implemented in three phases of the research design, as indicated in Table 5.1. The fourth phase of the research intended to address the overall purpose and main research question for the study, namely the development of a framework to fulfil the purpose of the research (Table 5.1).

Table 5.1: Research objectives, research questions, research instruments and research phases used

		Research objectives	Research questions	Research instruments
Chapter 5	Phase 1	To explore the structuring of entrepreneurship education content as part of the intended curriculum currently in use for South African secondary school learners	1. In which way and to what extent does entrepreneurship education appear in the South African secondary school curriculum?	Curriculum document analysis
Chapter 6	Phase 2a	To investigate and delineate the potential value created through the inclusion of entrepreneurship education as part of the Consumer Studies curriculum	2. How does the inclusion of entrepreneurship education create value as part of the Consumer Studies curriculum?	Curriculum document analysis
Chapter 6	Phase 2b	To investigate the entrepreneurship embedded in Consumer Studies regarding content, structure and implementation of the enacted curriculum in practice	3. How and to what extent is the curriculum for Consumer Studies structured to support entrepreneurship education?	Curriculum document analysis
Chapter 6	Phase 2c		4. How is entrepreneurship education in Consumer Studies implemented in practice?	Online survey & focus group interviews
Chapter 7	Phase 3	To investigate and identify best practice regarding the structuring and implementation of entrepreneurship education internationally	5. What can be learnt from studying best practice in international curricula regarding the structuring and implementation of entrepreneurship education?	Document analysis and findings from Research Phases 1, 2
Chapter 7	Phase 4	Developing a framework for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies	How can a framework be developed for the effective structuring and implementation of entrepreneurship education as part of the Consumer Studies curriculum?	Data and findings from Research Phases 1, 2 and 3

The findings of this research are reported on and discussed in three chapters that align with the research questions and the sequential investigation that was followed, as indicated in Table 5.1. Chapter 5 illuminates entrepreneurship education in the intended curriculum for South African secondary school learners, describing the findings from Phase 1 of the research and addressing research sub-question 1.

Chapter 5 is a relatively short chapter that provides background for the more focussed investigation on entrepreneurship education specifically in Consumer Studies.

Chapter 6 reports on entrepreneurship education in the intended and enacted curriculum for Consumer Studies, addressing the findings from Phase 2, including its three sub-sections as well as research sub-questions 2, 3 and 4 (Table 5.1). For these reasons and based on the large amount of data that was collected and analysed for these three sub-questions, Chapter 6 is much more expansive than Chapter 5. The reporting of the findings culminates in Chapter 7, with the identification of best practice for the structuring and implementation of entrepreneurship education (describing the findings from Phase 3 and research sub-question 5), followed by a description of the process of developing a framework for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies, which aims to address the main research question of the research (Table 5.1).

To provide perspective, the investigation started with a broad overview of entrepreneurship education in the South African secondary school curriculum. The findings of that investigation will be reported in the next section of this chapter.

5.2 Entrepreneurship education content in the intended curriculum for South African secondary school learners

Developing "entrepreneurial opportunities" is one of the key developmental outcomes in the RNCS – the curriculum that preceded the National Curriculum Statement (NCS), or referred to as the 'CAPS curriculum', which is currently in use. Only two subjects in the Senior Phase and 13 of the non-language subjects in the FET Phase of the RNCS include developing entrepreneurial opportunities as a developmental outcome (see section 1.1.4.1). Developmental outcomes are key outcomes of the RNCS, which were inspired by the South African national Constitution and developed through a democratic process (DoE, 2003f:2). Developing entrepreneurial opportunities was therefore considered a key outcome or purpose in several subjects in both the Senior and FET Phases of the RNCS, indicating that it was a vital and valuable part of learners' education in the previous intended curriculum. As the RNCS is no longer in use, the rest of this research focused on the CAPS, the curriculum currently used in South African schools. Both the Senior Phase and the FET Phase were analysed. Before delving into the findings regarding the curriculum, the methods used for the

analysis of data in this research phase are briefly explained again to help orientate readers.

Document analysis was used to investigate Research Phase 1. The analysis entailed the use of term identification software (sometimes also called 'searching software') so as to find any evidence of the inclusion of entrepreneurship anywhere in each of the subject documents. Utilising computer software to analyse text or documents is becoming increasingly popular in research and has the advantages that large numbers of documents can be analysed in a relative short time and with reliable results (Mertler, 2016:268; Short, Broberg, Cogliser and Brigham, 2010:320). The current study, however, used term identification software – particular terms or words were searched for across each document – for data retrieval, only with no analysis included in the software (Fisher, 2017:22). Therefore, the same advantages offered by computer text analyses (that is, many documents could be analysed in a relatively short time with reliability) were gained; however, with more accuracy. According to Fisher (2017:27), computer-aided text analysis can add to the reliability and validity of qualitative research. Using text- or term identification software meant that the computer programme found the search term in the document, but that the researcher had to analyse each instance of the inclusion of the search term (Fisher, 2017:58). For example, the context in which the term was used (such as a heading or as part of a description), the frequency with which it appears, or the positioning of the term in the document (in which section of the document it appears and in relation to what other details) (Fisher, 2017:29).

The search term 'entrepreneur' was used to allow for the inclusion of derivatives of the term, such as entrepreneur*ship* or entrepreneur*ial*. Starting with the Senior Phase, followed by the FET Phase, each subject-specific curriculum document was analysed individually to find the search term. Every incidence of the term or any of its derivatives was noted with the details of the document, the specific page number on which it appears, and the document heading under which it appears, together with an exact copy of the sentence or paragraph (context) in which it appears in the document. The notes of these analyses were tabulated, memos were added, and patterns of similarities or discrepancies were identified. For example, one pattern that specifically emerged from the document analyses, was the positioning of the term entrepreneurship in the curriculum document as part of the section dealing with subject

purpose, the careers section, as part of subject content or as part of assessment guidance (Table 5.2 & Appendix F). Another very prominent pattern that emerged, was the scaffolding and structuring (or lack thereof) of entrepreneurship education learning content within subjects but also across the FET Phase (Table 5.3). These and further findings for the initial phase of the research, will be presented and discussed in the subsequent sections.

Section 5.2.1 will describe the findings for entrepreneurship education identified in the Senior Phase of the curriculum, as entrepreneurship education in this phase is supposed to provide a solid foundation of prior knowledge for subsequent entrepreneurship education in the FET Phase. Thereafter, section 5.2.2 presents and describes the findings regarding entrepreneurship education in the different subjects in the FET Phase, which had the purpose of identifying the inclusion and distribution of entrepreneurship education across the phase. Together, these two sets of findings provided insight into entrepreneurship education currently offered to secondary school learners in the South African curriculum.

5.2.1 Entrepreneurship education in the Senior Phase of the CAPS

The Senior Phase includes the first two years of secondary school education for South African learners and all subjects in this phase are compulsory for all learners (see section 1.1.3.1). After analysing all seven of the non-language subjects' curriculum documents (see section 4.3.2.1b & Table 4.2), it was insightful to find that only a single subject in the Senior Phase of the CAPS, namely Economic and Management Sciences (EMS), includes explicit entrepreneurship education. In the curriculum document of EMS it is stated that about 30% of the learning content (DBE, 2011k:9) and 20% of the total assessment weighting (DBE, 2011k:28) are dedicated specifically to entrepreneurship education. As EMS is a compulsory subject for all learners, the expectation is that entrepreneurship education intended in this subject curriculum will reach all school learners in that phase.

An analysis of the learning content of the topic 'Entrepreneurship' in the EMS curriculum indicate that it includes the following eight sub-topics: 'Entrepreneurial skills and knowledge'; 'Businesses', 'Factors of production'; 'Forms of ownership'; 'Sectors in the economy'; 'Levels and functions of management'; 'Functions of a business'; and 'Business plan' (DBE, 2011k:9). Most of these sub-topics would be better classified as

business education rather than entrepreneurship education. Previous research confirms this finding, stating that several of the sub-topics included in the topic of 'Entrepreneurship' in EMS "were considered to be closer to business management rather than entrepreneurship" (Du Toit, 2016:15). The same issue — that entrepreneurship education is often too narrowly associated only with business, employment, or commercial objectives — were noted by international researchers as well (Blenker *et al*., 2011:421; European Commission, 2014:17; Frederiksen, 2017:1). The 'entrepreneurship content' in EMS might therefore not support as much entrepreneurship education (30%) as indicated in the intended curriculum (DBE, 2011k:9) for the subject.

Another question arises in terms of the implementation of entrepreneurship education in EMS in practice. This subject provides foundational knowledge in the Senior Phase for three FET Phase subjects, specifically Business Studies, Economics, and Accounting (DoE, 2004:209). The specialist teachers who teach each of these three FET subjects in secondary schools are often tasked with also teaching EMS (Du Toit, 2016:17). However, teachers that were trained for Accounting or Economics might not have training for entrepreneurship education, which leaves the question if the teachers tasked with entrepreneurship education in the Senior Phase are able to implement the intended entrepreneurship education in that curriculum effectively.

The requirement of constructivist learning – that is, that prior knowledge should provide a solid foundation on which subsequent (FET Phase) entrepreneurship education can be constructed (see section 4.2.1.1) – imposes a heavy responsibility on Senior Phase EMS teachers to construct suitable prior entrepreneurship learning experiences for learners (Du Toit, 2016:11). Although it was determined that the EMS curriculum provides an adequate foundation of terminology and generic information regarding entrepreneurship for subjects in the FET Phase (Du Toit, 2016:15), uncertainties regarding the content being too business-orientated (rather than entrepreneurship-orientated) and the implementation thereof by teachers who are often not trained in entrepreneurship education, begs the question as to how effective entrepreneurship education is in the Senior Phase. The fact that entrepreneurship education appears in only one subject in the Senior Phase, further compounds the problem of limited entrepreneurship education in the curriculum.

The next section will describe and discuss the findings related to the analysis of the CAPS for FET Phase subjects in the South African secondary school curriculum.

5.2.2 Entrepreneurship education in the FET Phase of the CAPS

The document analysis indicated that the term 'entrepreneur' and its derivatives appear in the FET Phase CAPS documents of 12 of the 13 subjects in the RNCS that include entrepreneurship (see sections 1.1.4.1, 1.1.4.2 & 5.1). These 12 subjects are: Agricultural Management Practices (DBE, 2011a); Agricultural Sciences (DBE, 2011b); Agricultural Technology (DBE, 2011c); Business Studies (DBE, 2011d), Civil Technology (DBE, 2014c); Consumer Studies (DBE, 2011e); Economics (DBE, 2011f); Electrical Technology (DBE, 2014d); Hospitality Studies (DBE, 2011h); Mechanical Technology (DBE, 2014e); Tourism (DBE, 2011i); and Visual Arts (DBE, 2011j) (Table 5.2). The RNCS for Engineering Graphics and Design (DoE, 2003i) included entrepreneurship education; however, in the CAPS for Engineering Graphics and Design (DBE, 2011g), no evidence of or references to entrepreneurship could be uncovered. Technical Sciences (DBE, 2014f) — a subject that was newly introduced in the CAPS curriculum and was therefore not part of the RNCS — also includes entrepreneurship in its curriculum.

Table 5.2: Explicit references to entrepreneurship in the CAPS subject curricula

Subject	Purpose or specific aims	As career or employment	Learning content
Agricultural Management Practices			✓
Agricultural Science			✓
Agricultural Technology		✓	
Business Studies	✓	✓	✓
Civil Technology	✓	✓	
Consumer Studies	✓		✓
Economics			✓
Electrical Technology	✓	✓	
Hospitality Studies			✓

Mechanical Technology		✓	
Technical Sciences	✓	✓	
Tourism		✓	✓
Visual Arts	✓	✓	

The term 'entrepreneur' in these 13 documents are found in one or more of three general and recurrent sections of the various subject curricula. These three sections are: (1) the subject's purpose or aims, (2) the employment or career options for the subject, and (3) the subject's learning content. The analysis of these findings is outlined in Table 5.2 to indicate in which sections of the document in each subject curriculum entrepreneurship references were uncovered. The recurrence of entrepreneurship references in these three positions in the curriculum documents (Table 5.2) contributed to a better understanding of the intentions for including entrepreneurship education in these subjects in the FET Phase.

Furthermore, a curriculum document that includes entrepreneurship as part of the subject's aims creates the expectation that entrepreneurship would be dealt with in that subject as part of the learning content. Similarly, including entrepreneurship in the subject aims creates an expectation that entrepreneurship will be mentioned as a potential career option associated with the particular subject. These expectations are based on the principles of effective curriculum construction (see section 3.2), which aligns the elements in different parts of the curriculum to create a sensibly scaffolded document — in particular, the principle that subject aims or objectives provide insight into the goals or purpose of that subject (Thijs & van den Akker, 2009:12).

Important to note is that, of the seven subjects in the FET Phase that include explicit entrepreneurship as part of learning content (Table 5.2), only Business Studies includes entrepreneurship in each of the three general positions in the curriculum documents discussed here. Consumer Studies, for example, includes entrepreneurship in its subject aims and as learning content but does not mention entrepreneurial career options (Table 5.2; DBE, 2011e). Conversely, Civil Technology and Electrical Technology both include entrepreneurship as part of the subject aims as well as a career option; however, entrepreneurship is not mentioned at all as part of the learning content for these subjects (Table 5.2; DBE, 2014c; DBE, 2014d). These inconsistencies indicate that the different components of the curricula for entrepreneurship education in these subjects (such as subject aims and content) are

not well-aligned. The careful planning and aligning of these components are important if effective entrepreneurship education is the goal (see section 2.4). The expectation would be that, if entrepreneurship is included as part of the subject purpose or in the careers section of a subject, it should be included as learning content to support the initially stated intentions, but this is not the case.

The discussion to follow provides more details and insights into the entrepreneurship found in each of the curriculum document sections (that is, as part of the subject aims or purpose, the careers section, or as subject-specific learning content).

5.2.2.1 Entrepreneurship in the subject aims or purpose

The term 'entrepreneur' is included in the purpose or subject-specific aims of six subjects (Table 5.2), specifically Business Studies (DBE, 2011d); Civil Technology (DBE, 2014c); Consumer Studies (DBE, 2011e); Electrical Technology (DBE, 2014d); Technical Sciences (DBE, 2014f); and Visual Arts (DBE, 2011j). The inclusion of entrepreneurship as part of these subjects' purpose or aims emphasises the intention of those curricula to develop or support entrepreneurship as part of the subjects' learning. Steenekamp (2013:170) highlights the importance of including clear objectives as part of the curriculum for entrepreneurship education. Clear objectives or aims will contribute to answering the 'why?' question (Fayolle & Gailly, 2008:575; Huq & Gilbert, 2017:158; see sections 2.5.2, 2.5.4 & 5.2.1) that is often used in the effective structuring of entrepreneurship education to clarify the intention of the inclusion of such content to users of the curriculum.

5.2.2.2 Entrepreneurship in the careers section of the curriculum

Eight subjects mention entrepreneurship in a section of the curriculum document that explains which career options the particular subject can lead or link to. The eight subjects are Agricultural Technology (DBE, 2011c), Business Studies (DBE, 2011d), Civil Technology (DBE, 2014c), Electrical Technology (DBE, 2014d), Mechanical Technology (DBE, 2014e), Technical Sciences (DBE, 2014f), Tourism (DBE, 2011i), and Visual Arts (DBE, 2011j) (Table 5.2). Excluding Business Studies, these subjects each includes a strong practical component as part of the subject's learning, which seems to point towards subjects with practical components being suitable to support the development of entrepreneurial opportunities. The curriculum for Consumer

Studies, a subject with a large practical component and a pertinent theory section on entrepreneurship (DBE, 2011e), disappointingly has no careers section and entrepreneurial pathways are therefore not stipulated as a potential career for learners in the subject.

The finding that several subjects mention entrepreneurship in relation to careers or employment opportunities (Table 5.2) is in line with similar reports in the literature review that entrepreneurship education in South Africa, through creating entrepreneurial or (self-) employment opportunities, has an economic intent (see section 3.3.1). The inclusion of entrepreneurship in the careers section of those curricula underlines the intention or purpose of those subject curricula to contribute to creating employment or careers for learners through entrepreneurship education, as part of the particular subject's learning, or to at least make learners aware of such potential in these subjects.

5.2.2.3 Entrepreneurship as learning content

Curriculum learning content answers the 'what?' question that contributes to the construction of effective entrepreneurship education (Fayolle & Gailly, 2008:575; Huq & Gilbert, 2017:158; Steenekamp, 2013:145; see sections 2.5.2 & 2.5.4) — in other words, what content should learners learn about the topic? Entrepreneurship is included as part of the learning content stipulated in the curriculum documents of seven subjects (Table 5.2), particularly Agricultural Management Practices (DBE, 2011a), Agricultural Sciences (DBE, 2011b), Business Studies (DBE, 2011d), Consumer Studies (DBE, 2011e), Economics (DBE, 2011f), Hospitality Studies (DBE, 2011h), and Tourism (DBE, 2011i). Entrepreneurship education is therefore part of the expected learning content to be dealt with in those subjects. This finding means that only seven of the 30 non-language subjects approved for the FET Phase in secondary schools in South Africa include discernible entrepreneurship learning content. This offers a narrow selection of subjects for FET learners to gain entrepreneurship education through formally-structured learning content. All seven of the subjects that contain entrepreneurship learning content are elective subjects, which means that only the learners who select one or more of these electives will benefit from entrepreneurship education included in the FET Phase.

The emerging patterns of the placement or positioning of the term 'entrepreneurship' in curriculum documents across different subjects contributed to an understanding of the intentions for the inclusion of the term 'entrepreneurship' as part of each subject curriculum. In addition, clearer understanding emerged about the distribution of entrepreneurship across subjects in each of the school phases and afforded an overall delineation of entrepreneurship the secondary school curriculum in South Africa.

Subsequent and iterative analyses of the curricula for the seven FET Phase subjects that include entrepreneurship learning content were then conducted to determine how and to what extent entrepreneurship education is included and constructed in the learning content of each subject. Term identification software was used to identify the inclusion of the term 'entrepreneur' (and its derivatives) in each subject's curriculum document and for each inclusion, the researcher copied the curriculum section surrounding the term (verbatim) and noted the positioning of the term together with the document name and page number (see section 5.2). The frequency of the appearance of the term in the document was not important, but rather where and how it appeared in the document. The data were collected in an Excel document for comparative purposes, from which patterns were identified after all the subject curricula were analysed.

5.2.2.4 The extent of entrepreneurship education content in the FET Phase

Detailed analysis of the emerging evidence of where and how entrepreneurship is included as learning content in each of the seven subjects (identified in Table 5.2) produced some alarming findings. Table 5.3 shows in which grade(s) of the FET Phase the entrepreneurship learning content is included in each subject. More inconsistencies with regard to alignment in the CAPS documents (see section 5.2.1) emerged upon deeper investigation of each subject's entrepreneurship learning content.

Table 5.3: Entrepreneurship learning content per subject across grades in the FET Phase

Subject	Grade 10	Grade 11	Grade 12
Agricultural Management Practices			✓
Agricultural Science			✓
Business Studies	✓	✓	
Consumer Studies	✓	✓	✓
Economics	✓		
Hospitality Studies			✓
Tourism		✓	

Emerging from this investigation, it has been found that, in five of the seven subjects, entrepreneurship learning content is only addressed in one of the three grades of the FET Phase (Table 5.3; see section 1.1.3.1). The trend identified here (Table 5.3) of several subjects only dealing with entrepreneurship once in the whole FET Phase, is disquieting and does not support constructivist learning. Effectively constructed learning content about a particular topic would include content across more than one grade to support consistency and possible progression of cognitive demand for that topic. Pritchard and Woollard (2010:51) refer to "the long-term revisiting of the curriculum" when describing effective curriculum structure and mention that topics or subject content "should be introduced early but reintroduced repeatedly at later stages"; however, this is not evident for entrepreneurship education in the majority of subject curricula in the South African secondary school curriculum.

Two subjects – Business Studies and Consumer Studies – 'repeatedly introduce' entrepreneurship learning content in the FET Phase curriculum (Table 5.3). Entrepreneurship is one of 21 topics in the Business Studies curriculum (DBE, 2011d:8). Business Studies includes three weeks (of allocated teaching time) of entrepreneurship education in Grade 10 and one more week for the topic in Grade 11 (DBE, 2011d:16, 18, 28). The Grade 11 content, however, includes only a brief discussion on "The degree to which a business embraces entrepreneurial qualities", which is not new learning content but rather a "recap entrepreneurship qualities from Grade 10" (DBE, 2011d:28). Another perplexing finding was that entrepreneurship education is not included in the Grade 12 content for Business Studies. As Grade 12 is the year in which learners finish and leave school, the expectation is that this grade

would be the optimal time to remind learners of entrepreneurship potential and opportunities through including some entrepreneurship as part of their learning content in that year. However, this is not the case, and the topic of entrepreneurship more or less fades from the Business Studies learning content in Grade 11, with no further references to entrepreneurship education anywhere in the remainder of the curriculum document.

Only a single subject in the whole FET curriculum, specifically Consumer Studies, includes entrepreneurship in all three grades of the FET Phase (Table 5.3). Entrepreneurship is included as one of seven key topics in the subject for five weeks in Grade 10, another five weeks in Grade 11 and for six weeks in Grade 12 (DBE, 2011e: 22, 30, 32) (also see Tables 6.5, 6.6 and 6.7). Including the topic in each of the three grades will contribute to reinforcement of learning and allows the topic to be explored in more depth (Umalusi, 2014:47). Repeated introduction of content additionally contributes to the effective structuring of learning as well as deeper learning (Lackéus, 2013:16), since the topic content can be structured to become progressively more demanding (Umalusi, 2014:85).

The entrepreneurship theory content in the Consumer Studies curriculum is also explicitly linked to practical skills development in the subject (that is, developing skills to make actual sellable products, such as food or clothing items) (DBE, 2011e:23; Koekemoer & Booyse, 2013:545; Umalusi, 2014:19), which further emphasises the importance of this particular topic in Consumer Studies. The extended inclusion of entrepreneurship education as part of the learning content in the subject across the grades of the FET Phase also accentuates the value and potential of Consumer Studies to promote and develop entrepreneurship in the South African secondary school curriculum.

5.3 Summary

The investigation into the inclusion of entrepreneurship education in the intended curriculum for secondary schools in South Africa resulted in several unexpected findings. In the Senior Phase – which constitutes the first two years of secondary school in this country – only a single subject contains entrepreneurship education (see section 5.2.1). This subject is Economic Management Sciences (EMS), and its intended curriculum states that the subject includes about 30% entrepreneurship

education content. There are, however, concerns about much of the EMS 'entrepreneurship content' that is rather business-orientated and the teaching of entrepreneurship in EMS by teachers who might not be qualified or experienced in the topic. These concerns raise questions about the effectiveness of entrepreneurship education in the Senior Phase CAPS, but that was not the focus of the investigation.

Of the 30 non-language subjects that form part of the FET Phase curriculum for South African secondary schools, only 13 include explicit mention of or reference to entrepreneurship in the subject's curriculum documents (see section 5.2.2). Entrepreneurship generally appears in one of three positions in subject curricula, that is, as part of the subject purpose or aims, in the careers section, or as subject learning content. The inclusion of entrepreneurship in these curricula is not clearly aligned, and in several subjects, the initially stated entrepreneurship intentions (as part of the purpose or career options) are not followed by entrepreneurship education as part of the learning content.

Only seven subjects in the whole FET curriculum include entrepreneurship education as part of their learning content. Of the seven, five subject curricula only include entrepreneurship once across the three-year span of the FET Phase, which is not conducive to constructivist learning. Business Studies includes entrepreneurship education in Grades 10 and 11, but not at all in Grade 12.

Consumer Studies is the only subject in the FET Phase curriculum that includes entrepreneurship education in each of the three grades of the FET Phase. 'Entrepreneurship' is one of seven key topics in the subject, with 16 weeks of teaching time allocated to the topic across the FET Phase. The repeated introduction of the topic in more than one grade will contribute to constructivist learning (see section 5.2.2). The topic is also linked to the practical production section of the subject, further emphasising the importance of entrepreneurship as part of Consumer Studies.

The emergence of Consumer Studies as the subject with the most significant entrepreneurship education content in the South African secondary school curriculum, necessitates that it be investigated further. The next chapter will therefore narrow the focus of the study to the findings on and discussions about entrepreneurship education particularly in the Consumer Studies curriculum.

CHAPTER 6
FINDINGS AND DISCUSSION: ENTREPRENEURSHIP EDUCATION IN THE CONSUMER STUDIES CURRICULUM

"… entrepreneurship educators are facing a very arduous task when they have to design appropriate learning activities for their students. This exercise is even harder if we consider … that the definition of the entrepreneur should constitute a collective, social, political and moral phenomenon rather than an individual set of attributes and skills."

Verzat et al., 2016:2

6.1 Introduction

After establishing that Consumer Studies is the subject with the most prominent scope of entrepreneurship education in the South African secondary school curriculum, the ensuing investigations only focused on this particular subject. This chapter therefore reports on the findings from Research Phase 2, which aimed to address Research Objectives 2 and 3. Research Objective 2 was "To investigate and delineate the potential value created through the inclusion of entrepreneurship education as part of the Consumer Studies curriculum", and Research Objective 3 was "To investigate the entrepreneurship embedded in Consumer Studies regarding content, structure and implementation of the enacted curriculum in practice".

Phase 2 of the study consisted of three sub-sections (Table 4.1 & Figure 4.1), each dealing with a slightly different investigation into entrepreneurship education in the Consumer Studies curriculum. The first sub-section (Research Phase 2a) investigated the value that entrepreneurship education contributes as part of Consumer Studies and is reported in section 6.2 of this chapter. Phase 2a utilised document analysis to obtain the data that are reported on in the findings (see section 4.3.2.2). The second sub-section (Research Phase 2b) investigated entrepreneurship education as part of the intended curriculum for Consumer Studies, also relying mainly on document analysis to obtain data for this sub-section, which are reported in sections 6.3 and 6.4 of the current chapter. The final sub-section (Research Phase 2c) investigated how entrepreneurship education is implemented in practice, as part of Consumer Studies.

In Phase 2c an online survey was administered, and focus group interviews were conducted with Consumer Studies teachers across South Africa to collect data about such implementation. The findings from Research Phase 2c are reported in section 6.5 of this chapter. The findings of the different sub-sections overlapped in several cases and in those discussions, data sources and findings were integrated. To keep the discussion of the findings focused and clear, exhaustive examples are not included in the discussion: excerpts or examples were included to the point of saturation to inform the reader.

To add clarity and credibility to the findings in this chapter, the perceptions and interpretations of the participants are included using verbatim quotes. In cases where the comments were made in the Afrikaans language, it was translated, while simultaneously attempting to stay true to the original comment made by the participant. As part of the ethical considerations to safeguard the anonymity of the participants when reporting such quotes (see section 4.4), arbitrary numbers were assigned to each participant, together with two letters identifying the province in which the participant worked (see section 4.3.2.2g). For example, MP1 (Mpumalanga Province participant 1), or WC7 (Western Cape Province participant 7). Quotes from survey responses are referred to as SP (survey participant) followed by a number, for example, SP162.

The subsequent sections in this chapter are structured as follows: section 6.2 reports on the findings for Research Objective 2, which explored the potential value that entrepreneurship education contributes to Consumer Studies (Research Phase 2a & Research Question 2); and the rest of the chapter presents and describes the findings for Research Objective 3. Due to the large volume of data that was collected, the findings for Research Objective 3 is presented in three sections: section 6.3 reports on the investigation of where and how entrepreneurship education is included in the intended curriculum for Consumer Studies (Research Phase 2b & Research Question 3); section 6.4 explains the findings regarding the structuring of entrepreneurship education in the intended curriculum for Consumer Studies (Research Phase 2b & Research Question 3); and section 6.5 describes and explains the findings regarding entrepreneurship education in the enacted (or implemented) curriculum of Consumer Studies (Research Phase 2c & Research Question 4) (also see Table 5.1).

6.2 The potential value created through entrepreneurship education in Consumer Studies

Before investigating how and to what extent entrepreneurship education is included in the intended and enacted curriculum for Consumer Studies, it was necessary to establish its contribution to or the value it creates in the subject. This would improve our understanding of the intentions of the inclusion of the topic in Consumer Studies, thereby addressing the 'why?' question of entrepreneurship education. The 'why?' question, which is a recurrent component in entrepreneurship education and curriculum development, provides insight into the objectives, intentions or purpose of the learning (see sections 2.4, 2.5.4, 3.2.1 & Table 3.1).

The findings in this section of the investigation reports on the first part of Phase 2 of this study and intended to address research sub-question 2, which asked "How does the inclusion of entrepreneurship education create value as part of the Consumer Studies curriculum?" (see Figure 4.1 & Table 5.1). Detailed and iterative document analysis, using the latest Consumer Studies curriculum document (DBE, 2011e) as well as other official documents (see section 4.3.2.2a) were used to collect the data for this phase of the research. The data analysis was informed by and structured around *a-priori* themes that were developed from the literature review of the study. In particular, three predetermined themes were used for organising and categorising the data, namely economic value, social value and environmental value (see section 2.3).

Creating value is a core goal in entrepreneurship education (Bacigalupo *et al*., 2016:6; Lackéus, 2015:10; Steenekamp, 2013:123). The value created should benefit not only the learners themselves but also others in their community or local environment (Bacigalupo *et al*., 2016:10; Lackéus, 2016:18; see section 2.3). It can be in the form of economic or employment value (see section 2.3.1), social value (see section 2.3.2) or environmental value (see section 2.3.3). These three themes of value were therefore used to structure the report on the findings regarding the value that entrepreneurship education can contribute to the Consumer Studies curriculum.

6.2.1 Economic value

The intended curriculum (that is, the Curriculum and Assessment Policy Statements or so-called 'CAPS') for Consumer Studies was analysed for content or phrases referring to economic value, employment or income generation in order to investigate if and to

what extent entrepreneurship education in the subject contributes economic value. The phrases ‘employment generation’ and ‘income generation’ emerged from the literature review as often used in conjunction with economic value and were therefore also utilised as search terms.

The findings from the Consumer Studies curriculum document analysis indicated that the potential value of entrepreneurship education to create income-generating or employment opportunities is fundamental in Consumer Studies and closely linked to practical production in the subject. The key findings regarding the potential economic value of entrepreneurship education, are shown in Table 6.1. Pertinent quotes and excerpts from the intended curriculum for Consumer Studies, together with where these references appear in the document and the page references are unpacked in Table 6.1. The positioning of the pertinent references in the document were noted as part of the analysis, since the placement gives an indication of the intention of the inclusion. For example, if it is part of the aims or purpose, learning content, or practical production instructions and resulted in the emergence of some patterns, which are discussed after Table 6.1.

It emerged from the curriculum analysis that the potential economic value (to contribute to income-generating or employment opportunities) is not openly stated in the Consumer Studies curriculum but rather implied. Learners are expected to design, develop and produce sellable products for a suitable target market (Table 6.1), but nowhere in the curriculum document is it pertinently mentioned that learners can use this learning to generate an income or create an entrepreneurial franchise.

The subject aim mentioned in Table 6.1 refers to the practical production options offered in Consumer Studies, in which learners develop knowledge and practical, making skills to enable them to make quality, marketable (sellable) products on small scale (Umalusi, 2014:110). The planning, development, production and selling of these small-scale products “could lead to self-sufficiency as well as contributing to the economy of the country” (Umalusi, 2014:14). This finding echoes the statement made by Nwonwu (2008:79) that the subject develops “job-creating rather than job-seeking” learners. Practical production is part of the formal learning and skills development that is assessed in Consumer Studies. Five different production options are available to learners in either food, clothing, soft furnishings, knitting and crocheting, or patchwork quilting by hand (DBE, 2011e:8).

Table 6.1: Economic value of entrepreneurship education in the Consumer Studies CAPS

Curriculum content	Position in CAPS	Reference
"small-scale production, entrepreneurship and marketing of quality products"	Specific aim for Consumer Studies	DBE, 2011e:9
determining the selling price for a product, including making a profit	Teaching-learning content tables	DBE, 2011e:30
"Moving from an idea to the production and marketing of a product"	Teaching-learning content tables	DBE, 2011e:32
"Attractive packaging of homemade candy for selling"	Practical Food production	DBE, 2011e:40
"Packaging for selling" of clothing items	Practical Clothing production	DBE, 2011e:45
"Criteria for quality products… suitability for target market…"	Practical Knitting and Crocheting	DBE, 2011e:47
"Packaging, labelling, storing and transporting of soft furnishing items for selling"	Practical Soft Furnishings	DBE, 2011e:52
"Requirements for quality products for small-scale production: Appropriate for target group, design and fabric suitable for purpose… quality of construction techniques… packaging…"	Practical Patchwork Quilting by Hand	DBE, 2011e:58

The curriculum prominently states that the practical option offered at a school is limited by the existing infrastructure, equipment and the school's available funds (DBE, 2011e:9). For example, schools without electricity supply may only select either knitting and crocheting or patchwork quilting by hand as practical options for Consumer Studies. Depending on the school's infrastructure, Consumer Studies learners will therefore have the option to learn how to develop and make products such as cakes, sweets or baked goods (DBE, 2011e:40), clothing items using commercial patterns (DBE, 2011e:45), crocheted granny-square blankets or knitted hats or scarves (DBE, 2011e:47), bedding, tablecloths, curtains or cushions (DBE, 2011e:51, 52) or small handmade items that use patchwork and/or embroidery (DBE, 2011e:55).

The aim in Consumer Studies is thus to plan, develop and make quality products that are sellable or marketable, thereby creating opportunities to generate an income (DBE, 2011e:16; Umalusi, 2014:14, 108). Table 6.1 shows that references to the selling of products (and therefore economic potential) were found in the descriptions for each of the five practical production options. The findings that emerged from the CAPS analysis (Table 6.1) indicate that entrepreneurship education, especially in combination with the practical production section of the subject, therefore has clear economic or income-generation value in Consumer Studies.

This finding was later confirmed in Phase 2c of the research when Consumer Studies teachers who participated in the focus group interviews shared examples of their former learners who became successful entrepreneurs after school, using the skills and knowledge they had gained in the subject (see Table 4.5, Question 10). A synopsis of these examples is included in Table 6.2 to show that Consumer Studies learners have proceeded to develop economic value from the knowledge and skills they had learnt in the subject and particularly in different practical options.

Table 6.2: Comments from focus group participants indicating that their learners derived economic value from their Consumer Studies learning

Observations (from thematic analysis)	Source(s)
Former Consumer Studies learners are making and selling mainly cakes and cupcakes but also 'runaways' as an entrepreneurial venture	FS15; GP3; GP5; GP11; LP2; LP5; NW1; WC3; WC4; WC8
Former learners are using the sewing skills they developed in Consumer Studies to design, make and sell duvets and curtains as part of an entrepreneurial venture	GP6; LP3; LP8
Former learners are using the sewing skills they developed in Consumer Studies to design, make and sell clothing (including wedding dresses) as part of an entrepreneurial venture	GP7; LP3; WC7
At schools offering the knitting and crocheting option, Consumer Studies learners are making and selling small articles like bows, hairbands or clothing accessories	NC9, NW

Table 6.2 indicates that, during the various focus group interviews in the provinces across South Africa, teachers reported that their former Consumer Studies learners created economic value from the knowledge and skills they developed in the subject, particularly in Food production, Soft Furnishings production and Clothing production. Table 6.2 additionally shows that current learners are implementing the knowledge and skills they developed from entrepreneurship and practical production in the Knitting and Crocheting option in Consumer Studies to generate income — indicating the potential contribution to economic value of the subject. The economic or income-generation value of entrepreneurship education in Consumer Studies, especially when combined with the practical production section of the subject, therefore does, in some cases, realise in practice.

The fact that this value is only implied in the intended curriculum rather than explicitly stated, is discouraging, however, and consequently, the potential of the subject to contribute to the economy is not formally recognised. Making matters worse, a section on career links in the Consumer Studies curriculum (see section 5.2.2 and Table 5.2), which could provide insight and guidance to users of the curriculum about the employment potential of the subject, is omitted. This is viewed as a serious omission (Umalusi, 2014:110), since Consumer Studies prepares learners for a wide range of occupations and careers (Chamisa, 2005:77), including entrepreneurship options, and it is currently not mentioned at all in the curriculum for the subject.

Subsequently, the Consumer Studies CAPS was analysed for references to social value or social issues.

6.2.2 Social value

At its first appearance as a subject in the South African secondary school curriculum in 2003, Consumer Studies was anticipated to “contribute to the improvement of the quality of life of consumers and to the development of the economy and social fabric in South Africa” (DoE, 2003f:10). The subject was therefore supposed to not only contribute economic value but also social value as part of the South African secondary school curriculum. Social value is created when social problems, issues or opportunities are used as a foundation to inform entrepreneurship education and addressing or solving these issues benefits individuals as well as members of the

community (Birnkraut, 2018:172; Blenker *et al*., 2012:419; Marques & Albuquerque, 2012:55; Noyes & Linder, 2015:115; see section 2.3.2).

Against this background, the intended curriculum (CAPS) for Consumer Studies was analysed for content or phrases referring to social value or social issues (as an entrepreneurial opportunity) to investigate if and to what extent entrepreneurship education in Consumer Studies could contribute social value. Several examples of references to social issues being addressed as part of the learning in Consumer Studies were found in the subject's CAPS, some of which are included in Table 6.3. For example, learners have to apply their Consumer Studies knowledge to address or solve particular social situations or issues, such as designing clothing for differently-abled persons, several general consumer issues and issues particularly relevant to young adults (Table 6.3). As noted in the introduction to this chapter (see section 6.1), examples were only included to the point of saturation. Other examples therefore do exist of social issues in the Consumer Studies curriculum, but they are not all included in Table 6.3.

Despite the numerous social issues that were found in the Consumer Studies curriculum as part of the learning content in the subject (Table 6.3), there is, however, no explicit linking of these social issues in the curriculum to entrepreneurship education. This is another serious omission in the Consumer Studies curriculum, since entrepreneurship holds great potential to create value by addressing or solving social issues and problems, and the Consumer Studies curriculum content includes learning about solutions to several of the social issues faced in South Africa. Therefore, although entrepreneurship education could contribute significant social value, this opportunity is unexploited in the Consumer Studies curriculum. Hence the anticipation that Consumer Studies would contribute to the "social fabric in South Africa" (DoE, 2003f:10) does not realise in the current intended curriculum for the subject.

The third part of the investigation in Phase 2a focused on analysing the intended curriculum (CAPS) for Consumer Studies for references to environmental value or environmental issues. These findings are discussed in the next section.

6.2.3 Environmental value

Environmental value (in the context of the current study) refers to the value created when environmental issues and related environmental entrepreneurship initiatives are

included in entrepreneurship education. This is often referred to as sustainable entrepreneurship or environmental entrepreneurship (Jenkins, 2018:65; Slavova & Heuër, 2015:2; see section 2.3.3). Environmental entrepreneurship is motivated by "compassion, rather than wealth creation" (York *et al*., 2016:696), and the careful and responsible management and/or preservation of natural resources are therefore key in such education (Berglund & Wigren, 2012:19). The constructive moral development of learners when teaching them to value and consider the impact of their choices on the environment and its resources, adds even more value to environmental entrepreneurship education (see section 2.3.3). This information served as background to conduct a detailed curriculum document analysis for Consumer Studies to find evidence of and detail regarding the inclusion of environmental value or issues in the intended curriculum for the subject.

Table 6.3: Social issues found in the intended curriculum for Consumer Studies

Curriculum content	Position in CAPS	Reference
Learners have to formulate advice for consumers shopping at different outlets (from street vendors to hypermarkets)	Teaching-learning content tables	DBE, 2011e:18
Learners learn about the impact of socio-economic conditions, culture and peer preferences on clothing choices made by young adults	Teaching-learning content tables	DBE, 2011e:22
Learners learn about designing and developing adaptive clothing for people with disabilities	Teaching-learning content tables	DBE, 2011e:22
Learners learn how to design enabling housing environments for the disabled	Teaching-learning content tables	DBE, 2011e:23
Learners have to apply their knowledge in advising consumers about the purchase of clothing items	Teaching-learning content tables	DBE, 2011e:25
Learners have to apply their knowledge in advising consumers about interior design problem areas	Teaching-learning content tables	DBE, 2011e:25
Learning about channels for consumer complaints, learners learn what to do in case of unsuitable products or unsatisfactory service	Teaching-learning content tables	DBE, 2011e:30
Learners learn about the influence of the piracy of legally protected brand names	Teaching-learning content tables	DBE, 2011e:33
Learners learn how to improve the immune system through correct nutrition	Teaching-learning content tables	DBE, 2011e:34
Learners investigate and suggest potential solutions for food production and food security in South Africa	Teaching-learning content tables	DBE, 2011e:35

Learners develop remedies for problems that consumers experience with local food supplies	Teaching-learning content tables	DBE, 2011e:35

Document analysis of the CAPS for Consumer Studies brought to light several references to environmental issues or the responsible use or management of resources. Table 6.4 includes a number of the examples that emerged from the investigation, such as learning about eco-fashion or the responsibilities of consumers and producers to support sustainable production and consumption (Table 6.4).

The curriculum document analysis and subsequent interpretation of the data from this investigation resulted in the development of two broad themes for the examples related to environmental value or environmental issues in the Consumer Studies curriculum, namely (1) examples related to sustainable *consumption* and (2) examples related to sustainable *production* practices (Table 6.4). These two emergent themes show that Consumer Studies learners are not only developed into responsible consumers (as stated in the subject description in the intended curriculum, DBE, 2011e:8) but also into responsible producers of goods (Table 6.4), which again reveals the economic intent in the subject.

Table 6.4: Content on environmental value and/or environmental issues in the Consumer Studies CAPS

	Curriculum content	Position in CAPS	Reference
Sustainable consumption	Content on the principles of sustainable consumption and linking that to good buying habits	Teaching-learning content tables	DBE, 2011e:18
	The responsibilities of consumers and producers as part of sustainable consumption	Teaching-learning content tables	DBE, 2011e:32
	"Eco-fashion and the sustainable use of textiles and clothing"	Teaching-learning content tables	DBE, 2011e:33
	Learning content on sustainable and responsible consumption of electricity and water	Teaching-learning content tables	DBE, 2011e:37
Sustai nable	Considering the environmental resources available to the entrepreneur as a factor in the choice of items for small-scale production	Teaching-learning content tables	DBE, 2011e:23

	The responsibilities of consumers and producers for sustainable production as part of the requirements for quality products	Teaching-learning content tables	DBE, 2011e:32
	Using 'locally available' raw materials as part of the planning for entrepreneurship and small-scale production (DBE, 2011e:32).	Teaching-learning content tables	DBE, 2011e:32

Both sustainable consumption and sustainable production content are explicitly linked to entrepreneurship and small-scale product development (DBE, 2011e:32; see section 6.2.1) in the Consumer Studies curriculum. The examples in Table 6.4 call attention to the environmental value that entrepreneurship education contributes to Consumer Studies. This finding echoes a statement by Umalusi (2014:102), that the value of Consumer Studies is rooted in "its intent to prepare learners to become responsible consumers".

Entrepreneurship education in the Consumer Studies curriculum therefore clearly contributes economic and environmental value (see sections 6.2.1 and 6.2.3). It also has the potential to contribute significant social value; however, this potential is not realised in the current curriculum, since explicit references thereto are lacking. It would have been preferable if a few prominent links between entrepreneurship education and the social issues that form part of Consumer Studies learning content were included in the curriculum document. When value is created as part of learners' learning process, it contributes to the development of several of the competencies associated with entrepreneurship (Lackéus, 2015:10; Rasmussen *et al*., 2015:14; Sirelkhatim & Gangi, 2015:4), thereby reinforcing entrepreneurship education. The value should be explicitly stated (not just implied) to inform the users of the curriculum of the subject's potential.

Having gained more insight into the reasons why entrepreneurship education is included in Consumer Studies, the investigation then moved on to the 'what?' and 'how?' questions for entrepreneurship education and curriculum development. Both the entrepreneurship content (what learning knowledge or skills are included in the intended curriculum for Consumer Studies) and how it is structured or scaffolded (when or how it is included) in the curriculum, were explored. These aspirations align with Phase 2b of this research (see Figure 4.1 & Table 4.1) and intended to address the research question, "How and to what extent is the curriculum for Consumer Studies structured to support entrepreneurship education?" (also see Table 5.1). Systematic and iterative document analysis of the Consumer Studies curriculum was used as the

primary source of data in this part of the research. The next sections therefore report on the findings that emerged from the intended curriculum for Consumer Studies regarding the inclusion of explicit and implicit entrepreneurship content as well as the structuring of the topic.

6.3 Entrepreneurship education content in the intended curriculum for Consumer Studies

Similar to the text identification document analysis that was applied in Research Phase 1, Phase 2b explored any appearance of the term 'entrepreneur' (and its derivatives) particularly in the Consumer Studies CAPS document. Rather than the frequency distribution of the term, the focus was on where and how it is included in the curriculum document. Document analysis was therefore the main data source for this section. However, triangulation of data from the online surveys and focus group interviews were also used and, in those instances, the findings of those sources were integrated with the findings from the curriculum analysis.

The question of 'what content is included?' was identified as a recurrent component in entrepreneurship education frameworks (see sections 2.4; 2.5.2 & 2.5.4). 'Entrepreneurship' is one of seven main topics in Consumer Studies, and about 20% of the total theory teaching time in the subject is allocated to this topic (DBE, 2011e:8, see section 3.4.2 and Table 3.2).

The typology for entrepreneurship education identified from the literature review (European Commission, 2011:2; Lackéus, 2015:10; O'Connor, 2013:549; Pittaway & Edwards, 2012:780; Ruskovaara, 2014:12; Sirelkhatim & Gangi, 2015:5; see section 2.2), which differentiates between approaches or learning *about*, *for* and *through* entrepreneurship, was used to code and categorise the entrepreneurship education content for the topic 'entrepreneurship' provided in the curriculum document (see Tables 6.5, 6.6 and 6.7). Constructivist learning that is based on active, learner-centred learning (Hoadley, 2010:142) will be supported if approaches or learning *for* and *through* entrepreneurship is used. Learning *for* and especially *through* entrepreneurship is preferred over learning *about* entrepreneurship (Lackéus, 2015:10; Sirelkhatim & Gangi, 2015:8), but each typology has its advantages, and each contributes positively to entrepreneurship education (see section 2.2).

According to Umalusi (2014:99), the CAPS document for Consumer Studies is clearly structured, giving precise specifications for topics and sub-topics to be dealt with in each week, per term of each year and per Grade in the FET Phase. As background and to illustrate this structuring of the teaching-learning content as it appears in the Consumer Studies curriculum, a screenshot from one of the pages in the document is included in Figure 6.1 for clarity – especially to persons not familiar with the structure of South African curriculum documents. Figure 6.1 shows how the content is structured in the document per Grade and per term (top of Figure 6.1), per week (left-hand column in Figure 6.1), per topic (middle column in Figure 6.1) and the level of detail included for the week's topic content that has to be completed (right-hand column in Figure 6.1). Sub-topics (or core foci) are indicated in the listed content in bold lettering. For example, 'Costing' or 'natural fibres' (Figure 6.1).

GRADE 10 TERM 3			Formal assessment for term 3:	
±2½ hours per week including: • informal assessment such as written work, marking of homework, class tests, case studies • formal assessment: tests			Open book test/test Test (theory of practical work) Practical tasks	25% 50% 25%
Week	**Topic**	**Minimum content to be covered**		
1	Entrepreneurship	**Entrepreneurship** • What is an entrepreneur? • Reasons why people decide to become entrepreneurs. • Qualities of successful entrepreneurs – reasons why some entrepreneurs fail. • The importance of entrepreneurship for the South African economy and society.		
2-3	Entrepreneurship	**Costing** • What makes up the cost of a product? • Use the cost of the ingredients/materials and calculate the cost of a product/item. • Conversions of ingredients when applicable: volume to mass and vice versa. • Develop and cost a shopping list.		
4	Fibres and fabrics	The origin, properties and use of **natural fibres** for clothing and soft furnishing • Cotton and linen (vegetable/cellulose). • Wool and silk (animal/protein).		
5	Fibres and fabrics	• The origin, properties and use of **regenerated cellulose fibres** (viscose rayon, lyocell, acetate and bamboo) for clothing and soft furnishing.		

Figure 6.1: Excerpt of the structuring of learning content in the Consumer Studies CAPS

The comprehensive and detailed descriptions of the learning content and sub-topics for the main topic 'entrepreneurship' in the Consumer Studies curriculum document,

as described in the teaching content tables in the CAPS for Grades 10, 11 and 12 (DBE, 2011e:22, 23, 30, 32), were therefore copied from the curriculum document and amalgamated into three tables (education *about* entrepreneurship in Table 6.5, education *for* entrepreneurship in Table 6.6, and education *through* entrepreneurship in Table 6.7). This was done to enable and support the analysis and interpretation of the entrepreneurship teaching content in the subject 'at a glance' by including all similar content in a table. Due to the large amount of detail found in the curriculum document for the topic entrepreneurship, the content was split into three tables to make it more manageable as well as to clarify and support the discussions of the findings.

The typology of education or content *about*, *for* and *through* entrepreneurship described in the literature review (see section 2.2) was used to split the entrepreneurship content found in the curriculum: Table 6.5 therefore shows the Consumer Studies content *about* entrepreneurship; Table 6.6 shows the Consumer Studies content *for* entrepreneurship; and Table 6.7 shows the Consumer Studies content *through* entrepreneurship. Where sub-topics are prominently included, or where bold lettering was used, it is similarly reflected in Tables 6.5, 6.6 and 6.7. Page numbers are included in brackets for each sub-topic in each of the three tables in order to allow for ease of referencing in the Consumer Studies curriculum document.

The entrepreneurship content in the intended Consumer Studies curriculum was typed or categorised based on the detailed descriptions of content or education for each type of entrepreneurship (*about*, *for* or *through*) found in the literature (European Commission, 2011:2; Lackéus, 2015:10; O'Connor, 2013:549; Pittaway & Edwards, 2012:780; Ruskovaara, 2014:12; Sirelkhatim & Gangi, 2015:5; see section 2.2).

6.3.1 Consumer Studies content *about* entrepreneurship

The analysis of the entrepreneurship teaching content in the Consumer Studies curriculum shows that content *about* entrepreneurship only appears in Grade 10, with no content *about* entrepreneurship in Grades 11 and 12 (Table 6.5). Grade 10 learners are introduced to 'Entrepreneurship' as a main Consumer Studies topic for the first time in the third term (Figure 6.1), with no prior mention of the topic appearing in the curriculum document.

As indicated in Table 6.5, the introduction to entrepreneurship leads with content *about* entrepreneurship, comprising sub-topics such as "What is an entrepreneur?",

"Qualities of successful entrepreneurs" and "The importance of entrepreneurship for the South African economy and society" (DBE, 2011e:22; see Table 6.5). These sub-topics clearly relate to the purpose of learning *about* entrepreneurship. According to Pittaway and Edwards (2012:780), the purpose of learning *about* entrepreneurship is "to raise awareness or share knowledge" about entrepreneurship and a content-based approach to teaching and learning is often used in this regard.

Table 6.5: Details of content *about* entrepreneurship in Consumer Studies

	Learning *about* entrepreneurship
Grade 10	• What is an entrepreneur? • Reasons why people become entrepreneurs. • Qualities of successful entrepreneurs and reasons for failing. • The importance of entrepreneurship for the South African economy and society. **(p. 22)**

An earlier and separate study determined that this Consumer Studies content *about* entrepreneurship (in Grade 10) connects aptly with the entrepreneurship content that is offered in the subject Economic and Management Sciences in the Senior Phase, which provides a "suitable foundation for basic knowledge about entrepreneurship … such as terminology or the basic qualities of good entrepreneurs" (Du Toit, 2016:15). However, the previous study was conducted with the input from Business Studies professionals and from a Senior Phase viewpoint and not with Consumer Studies experts from an FET Phase viewpoint (see section 5.2.1). Consequently, question 53 of the online survey (see section 4.3.2.2c) for the current study asked participants to comment on Grade 10 learners' prior knowledge (from the Senior Phase) regarding entrepreneurship when they start with that topic in Consumer Studies, based on the experience of these teachers in practice. Participants had to make a judgement if they thought the learners' prior knowledge was suitable and extensive enough to serve as a foundation for the subsequent entrepreneurship learning included in Grade 10 Consumer Studies.

Figure 6.2 shows that two-thirds of the Consumer Studies experts who participated in the survey were of the opinion that the prior knowledge for entrepreneurship provided in the Senior Phase was insufficient. Prior knowledge is included in the principles for

effective teaching (Schiefelbein & McGinn, 2017:39; see section 2.5.4). The importance of providing a solid foundation of prior knowledge in entrepreneurship education to support constructivist learning have also been pointed out in previous research (Du Toit, 2016:16; see section 4.2.1). The result which indicates that, in teachers' experience, Grade 10 Consumer Studies learners do not have enough or suitable prior entrepreneurship knowledge (Figure 6.2), would suggest that this is an area in the secondary school curriculum that needs amelioration. The alignment of topics and sub-topics across phases should form an important part of the planning for the overall school curriculum (Booyse & Du Plessis, 2014:71); however, research on the alignment of the CAPS across subjects and content topics in different phases have not been finalised and published yet.

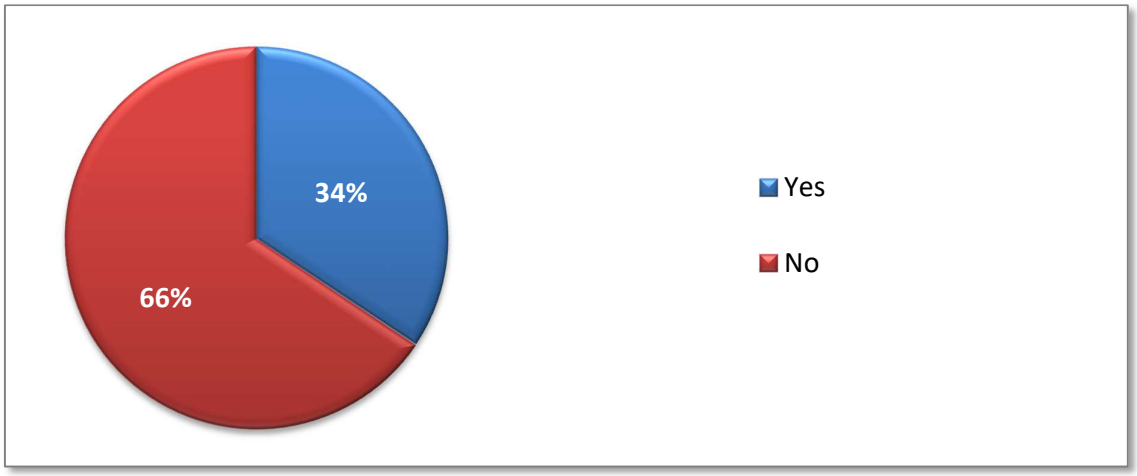

Figure 6.2: Participants' experiences of the suitability and extent of learners' prior (Senior Phase) entrepreneurship knowledge

When considering the curriculum document, it is constructive to introduce entrepreneurship education by leading with content *about* entrepreneurship in Grade 10, the first year of the Consumer Studies curriculum. Starting with content *about* entrepreneurship will lay a foundation for learners' understanding of the value and importance of entrepreneurship and increases learners' awareness regarding entrepreneurship and its potential for self-employment (Lackéus, 2013:4; Sirelkhatim & Gangi, 2015:5). Consumer Studies learners' first encounter with entrepreneurship

education thus provides the groundwork that this learning has potential economic value.

All the subsequent entrepreneurship content and sub-topics in Grades 10, 11 and 12, listed in the content tables of the Consumer Studies curriculum, were categorised as learning content *for* entrepreneurship (Table 6.6), and these are discussed in the subsequent section and sub-sections.

6.3.2 Consumer Studies content *for* entrepreneurship

Following education *about* entrepreneurship, education *for* entrepreneurship (as indicated in Table 6.6) serves the purpose of developing learners' knowledge, skills, values and competencies (Lackéus, 2013:4; Pittaway & Edwards, 2012:780) as well as increasing learners' entrepreneurial intentions (Sirelkhatim & Gangi, 2015:5). In addition, education *for* entrepreneurship provides generic life and work skills (such as problem-solving, critical thinking skills or communication) (O'Connor, 2013:549), which will be useful to learners, even if they do not 'become an entrepreneur'. Informed by these explanations in the literature, most of the content and sub-topics *for* entrepreneurship in the Consumer Studies curriculum were classified as content *for* entrepreneurship (Table 6.6).

The amount of content *for* entrepreneurship in the Consumer Studies curriculum turned out to be vast and cumbersome to deal with or discuss in such a large collection (Table 6.6). Further analysis of the content *for* entrepreneurship therefore resulted in the identification of three categories, specifically content focusing on (1) **costing**, (2) **marketing** and (3) selecting products and planning for **small-scale production**. These three categories, together with the detailed content found in the curriculum and reflected in Table 6.6, were used to structure the discussion of the findings regarding the learning content *for* entrepreneurship in the Consumer Studies curriculum document in the following sub-sections. The different rows per grade in Table 6.6 indicate the clustering of entrepreneurship content for a week's worth of teaching time, as demarcated in the curriculum document itself.

6.3.2.1 'Costing' as sub-topic in Consumer Studies *for* entrepreneurship education

The analysis of the curriculum document indicated that 'costing' is the first entrepreneurship sub-topic following directly after the introduction to the topic in Grade 10 (DBE, 2011e:22; Figure 6.1). The sub-topic 'costing' comprises a substantial amount of entrepreneurship learning, including content on what makes up the cost of a product, cost calculations, factors influencing production costs, determining production costs and the selling price of products (DBE, 2011e:30; Table 6.6).

Table 6.6: Details of content *for* entrepreneurship in Consumer Studies

	Learning *for* entrepreneurship
Grade 10	**Sub-topic: Costing (p. 22)** • What makes up the cost of a product? • Use the cost of the ingredients/materials and calculate the cost of a product/item. • Conversions of ingredients when applicable: volume to mass and vice versa. • Develop and cost a shopping list.

	Sub-topic: Choice of items for small-scale production (*Linked to practical option*) **(p. 23)**
	• Factors to consider:
	  ○ The culture, socio-economic conditions and preferences of the target group.
	  ○ The human, material and environmental resources available to the entrepreneur.

	Sub-topic: Planning for small-scale production (*Linked to practical option*) **(p. 23)** • Use the principles of work simplification to adapt household processes and workflow to produce a product for small-scale production from home (production on a larger scale than for household use). • The main working areas: planning, production, controlling/evaluating, packing. Correct sizes and heights of work surfaces, storage of equipment and other resources.
Grade 11	**Sub-topic: The choice, production and marketing of homemade products/items (p. 30)** • How to identify a potentially profitable business opportunity. • How to formulate the idea and specification of the product. • Factors to consider in the entrepreneur's choice of a suitable product for small-scale production.
	Sub-topic: Concept testing and needs identification (p. 30) • The use of questionnaires, surveys, personal interviews and observation to analyse the needs of different target groups and to identify a target group and market segment for a concept.
	Sub-topic: Marketing (p. 30) • The marketing process (situation analysis, marketing strategy, marketing mix decisions, implementation and control). • Core principles of marketing (produce what customers want; analyse competitive advantage; target specific markets; create profitable sales volume; grow networks and build relationships; satisfy customer needs). • The product life cycle (introduction; growth; maturity; decline).
	Sub-topic: Production (p. 30) • Production costs: packaging, wages, cost of maintaining and replacing equipment, cleaning, delivery, rent, electricity and other overheads, cost of faulty or damaged products. • Factors influencing production costs. • Determine selling price by adding a suitable percentage to cover production costs and make a profit – this percentage may differ according to the context in which the entrepreneur finds himself/herself.
	Calculations to determine a selling price - adding a suitable percentage to cover production costs and make a profit.
Grade 12	**Sub-topic: Moving from an idea to the production and marketing of a product** *(link with grade 11)* **(p. 32)** • Identifying a potentially profitable business opportunity. • The formulation of the idea and specification of the product.
	Factors to consider in the entrepreneur's **choice of a suitable product** for small-scale production: the availability of human skills, financial resources, available workspace, available raw materials (locally available) and consumer appeal.
	Factors influencing the **efficient production** of quality products. • Planning, adhering to specifications, quality control, a tidy workplace, hygiene of workers, careful control of finances, stock control. Requirements for **quality products**: • Appropriate for target group, presentation of the product, quality of raw materials used, quality and design of packaging, quality of storing, safety, labelling. • Efficient use of time, storage procedures, customer relations, maintenance of equipment and training of staff. • Sustainable production and consumption: responsibilities of consumers and producers. • Storage and delivery strategies.
	Sub-topic: Developing a marketing plan according to the 5P marketing strategy (p. 32) • Product: trade mark/name, image, labels and packaging. • Promotion/advertising. • Price and pricing strategy. • Place: Where will the product be produced? Where will the point of sale be? • People: target group and people doing the marketing.
	• Doing a financial feasibility study to determine the **sustainable profitability** of the enterprise. • Determining production costs, selling price and profit and start-up needs.
	• Creating a "best sale scenario" and a "worst sale scenario". • Creating a cash-flow projection (optional).

Costing is also included in the Consumer Studies curriculum in term four for Grade 11, where learners are expected to do calculations to determine selling prices for products (DBE, 2011e:30; Table 6.6) and in term one for Grade 12, when learners have to determine the sustainable profitability of an enterprise, determine production costs and selling price and, based on their calculations, create a "best sale scenario" and a "worst sale scenario" for an enterprise (DBE, 2011e: 32, Table 6.6). The value of the content in these 'costing' sub-topics *for* entrepreneurship education is undeniable, since being able to plan and manage costs will contribute to an enterprise's profitability (or lack thereof) and it is a competency that learners need to develop.

However, when teachers were asked if there are "any entrepreneurship sub-topic(s) in Consumer Studies that you find particularly difficult to teach" (survey question 44), participants reported that 'costing' and the related calculations as part of 'costing' are the two sub-topics in entrepreneurship they found most difficult to teach (Figure 6.3). The content for 'best- and worst-case scenarios', determining a venture's financial feasibility as well as its sustainable profitability, which all form part of the learning content in costing and costing calculations in the Consumer Studies curriculum (Table 6.6), were also reported in the survey data as being difficult to teach (Figure 6.3).

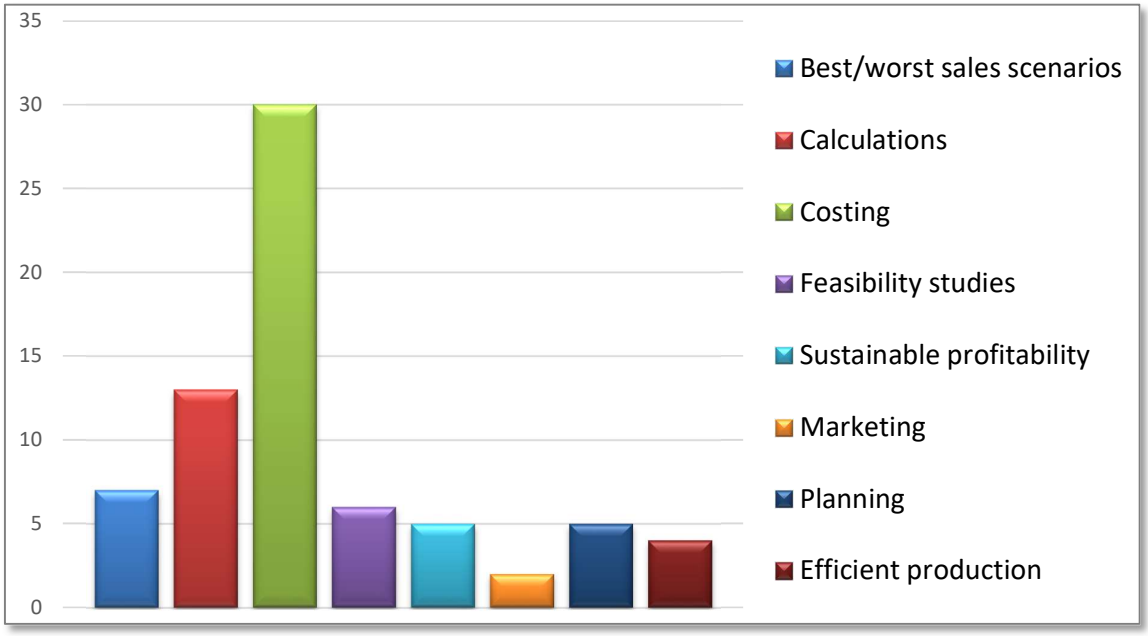

Figure 6.3: Sub-topics of entrepreneurship that Consumer Studies teachers find difficult to teach

The result from survey question 44 indicates that teachers struggle with the teaching of several aspects of the sub-topic 'costing' as part of entrepreneurship content in the Consumer Studies curriculum (Figure 6.3) – which that there is a need to support teachers in the teaching of the sub-topic 'costing' and its related content. The support could be in the form of additional guidance or training (since both are lacking at present) but will have to improve teachers' grasp of this content to enable them to teach this content (more) effectively, which in turn should improve the development of learners' competencies in this regard. It fell outside the scope of the current study to investigate why Consumer Studies teachers find these particular sub-topics in entrepreneurship hard to teach, but it would be meaningful to investigate this aspect in deeper detail in subsequent research.

'Costing' is preceded by entrepreneurship content on the sub-topic 'marketing' in both Grades 11 and 12 in the Consumer Studies curriculum document. 'Marketing' was mentioned by only a few participants as being a difficult entrepreneurship sub-topic to teach (Figure 6.3) and is discussed in the next sub-section.

6.3.2.2 'Marketing' as sub-topic in Consumer Studies *for* entrepreneurship education

'Marketing' emerged in the Consumer Studies curriculum as a sub-topic of two main topics, specifically 'The Consumer' and 'Entrepreneurship' (see section 3.4.2 and Table 3.2). The curriculum analysis showed that, in Grade 10, 'marketing' is not addressed as part of the main topic 'entrepreneurship', but is addressed only as a sub-topic of the main topic 'The Consumer', including content such as 'Marketing strategies for consumer products', 'The aim of marketing', and 'The 5P marketing mix model' (DBE, 2011e:20). This content contributes to a foundation of knowledge and understanding regarding the importance of marketing as a link or vehicle for goods and services between producers and consumers.

As part of the main content topic 'Entrepreneurship', the sub-topic 'marketing' is included only in Grades 11 and 12, covering content such as the marketing process and core principles of marketing in Grade 11 (DBE, 2011:30; Table 6.6) as well as "Moving from an idea to producing and marketing a product" and "Developing a marketing plan according to the 5P marketing strategy" in Grade 12 (DBE, 2011:32;

Table 6.6). The 'marketing' content in Grades 11 and 12 does not merely repeat what is included in the Grade 10 'marketing' content but clearly builds on that prior knowledge (compare for example, the 5P marketing model content in Grades 10 and 12), requiring more and progressively deeper levels of cognitive input. The 'marketing' content is therefore structured in a constructivist manner and is mostly *for* entrepreneurship, with extensive real-life application possibilities. The learning included in this sub-topic will contribute to learners' knowledge, skills and competencies to plan and implement a strategy to persuade consumers to buy their entrepreneurial products.

The third category of sub-topics *for* entrepreneurship (see section 6.3.2) deals with selecting products and planning for small-scale production and is discussed in the next section.

6.3.2.3 'Selecting products and planning for small-scale production' as sub-topic in Consumer Studies *for* entrepreneurship education

The third sub-topic *for* 'Entrepreneurship' in Consumer Studies is concerned with identifying or selecting products for small-scale production as well as planning for the process of production. The choice of product will significantly impact on the planning for the production thereof and that is probably the reason why these two aspects are dealt with in a connected way throughout the Consumer Studies curriculum document (see Table 6.6).

Factors to consider for 'The choice of items for small-scale production' — such as culture, socio-economic conditions and environmental resources available to the entrepreneur — form part of this sub-topic in term four of Grade 10 (DBE, 2011:23; Table 6.6).The curriculum document explicitly states that this content must be linked to the practical production option (Table 6.6) offered at each school, signifying that this learning should not be treated as theory content only but should be applied in real-life situations. Real-life learning is a preferred teaching method and pedagogical approach for entrepreneurship education (see section 2.2) and the inclusion of this reference with regard to the linking of entrepreneurship content to the practical production in the Consumer Studies curriculum document, was therefore seen as positive.

Factors to consider in the entrepreneur's choice of suitable products for small-scale production are repeated in term four of Grade 11 (DBE, 2011:30; Table 6.6) and again

in term one of Grade 12 (DBE, 2011:32; Table 6.6). In Grade 11 this work is linked to identifying potentially profitable business opportunities, the formulation of specifications for products as well as concept-testing and needs identification of consumers (DBE, 2011:30; Table 6.6), again requiring that learners apply this learning to real-life situations, which supports effective entrepreneurship education. In Grade 12 additional factors that impact on the choice of suitable products for small-scale production are included in the curriculum, adding to those found in Grade 10. Additional factors covered in Grade 12 include 'available workspace', 'available raw materials', with specific reference to local availability and 'consumer appeal' (DBE, 2011:32; Table 6.6). Although it might be construed as being repetitive, the reintroduction of this content in each grade of the FET Phase for Consumer Studies underscores its importance as part of the learning in the subject and it becomes less abstract and progressively more practical and applied in subsequent grades, indicative of constructivist learning.

Such repeated introduction of content to strengthen learning forms part of an effective curriculum and supports learning through "the long-term revisiting of the curriculum" (Pritchard & Woollard, 2010:51). The usefulness of this content *for* entrepreneurship and real-life learning is irrefutable, as the planning and selection of items for small-scale production (while keeping in mind all the factors that impact thereon) would be a crucial part of any entrepreneurial endeavour, contributing to learners' entrepreneurship knowledge, skills and competencies.

The last part of the curriculum analysis focusing on the entrepreneurship content included in Consumer Studies, investigated evidence of the inclusion of content or references to content or learning *through* entrepreneurship.

6.3.3 Consumer Studies content *through* entrepreneurship: the Grade 12 project

Informed by the descriptions in literature of education *through* entrepreneurship (see sections 2.2 & 6.3) the document analysis uncovered only one example of content or learning *through* entrepreneurship in the intended curriculum for Consumer Studies. This example emerged in the form of the Grade 12 entrepreneurship project, which is included in the curriculum content tables for Term 1 of Grade 12 (DBE, 2011e:33). The description, as it appears in the Consumer Studies curriculum, is included in Table 6.7.

As background, it is necessary to point out that all entrepreneurship education in the Consumer Studies curriculum is supposed to culminate in a large formal project that each learner must complete in the first term of Grade 12. The project involves the planning, development and implementation of a plan for the small-scale production and marketing of a homemade product (DBE, 2011e:33; Table 6.7).

Table 6.7: Details of content *through* entrepreneurship in Consumer Studies

	Learning *through* entrepreneurship
Grade 12	**Entrepreneurship project**: **(p. 33)** **Implementation plan** for the production and marketing of a homemade product (product depends on practical option). • For food production, the teacher should give a list of at least six food products from which learners can choose, taking into account the budget and resources of the school. Learners need to make the chosen products in the practical examination 1 in term 2. • Other practical options: learner could select any item from items and patterns the teacher selects for practical examinations.

According to the Consumer Studies curriculum document (DBE, 2011e:62), these projects should require learners to:

- do some planning/preparation/investigation/research to solve the identified problem/task;
- perform the task/carry out instructions (according to criteria given);
- produce a product such as a quotation, a booklet, a written task with an introduction, main body, conclusion and recommendations; and
- allow for some innovation and creativity.

The requirements stipulated in the curriculum (DBE, 2011e:62) and as listed above, clearly indicate that the intention of the project includes problem-based learning and active involvement of the learners in the learning process. The project is in line with Lackéus' (2013:26) proposed definition for action-based entrepreneurial education, which he describes as "educational approaches where the learners get to create new artefacts through activity". The small-scale products that learners plan, develop and make in the practical production, as part of the project, would then be the 'artefacts' they create as part of their entrepreneurship education.

An aspect of the project that needs to be reassessed, is the number of choices of products that are available for Grade 12 learners to develop as an entrepreneurial opportunity. During the focus group interviews, in the answer to Question 3 – which asked if teachers think that learners are gaining the maximum potential advantage from entrepreneurship education that is embedded in Consumer Studies (see Table 4.5) – one participant noted in Afrikaans (one of the official languages in South Africa): "*Ons prakties in matriek is eintlik vreeslik voorskriftelik wat hulle kan maak"* (WC3). Translated, this comment means *"Our practical in matric [Grade 12] is actually really prescriptive regarding what they can make [in the project]"*, a statement that several other participants echoed. The learners are limited to only a few choices of products, because the products should conform to the minimum skills code requirements.

'Skills codes' refer to the weighting (or points) allocated to each skill or technique used in the making of a product according to the degree of difficulty of the technique (DBE, 2017:9). An excerpt from one of the practical production guides, specifically the one for Food Production in Consumer Studies (DBE, 2017:8), have been included in Table 6.8 to indicate how skills codes are calculated. The total of all the skill code points must adhere to a minimum standard of 20 points per assessment in Grade 12 (DBE, 2017:9).

Table 6.8: Excerpt from the Food Production guide to illuminate the calculation of skills codes in Consumer Studies practical production options

1	Techniques	Skills-code points
1.1	Baking a cake: Lining tin, preheating oven and setting correct temperature. Position of oven rack correct, baking for desired time, blind baking.	3
1.2	Baking without lining a tin: Baking in a pan of hot water (bain-marie), e.g. baked custard. Baking a soufflé.	2
1.3	Blanching	2
1.4	Boiling on stove-top (e.g. rice, pasta, vegetables)	2
1.5	Deep-frying (chips, doughnuts, vetkoek, draining on paper towel)	3
1.6	Grilling (hamburger patties, steak)	3
1.7	Roasting (vegetables, meat)	3
1.8	Cooking in microwave oven, e.g. custard sauce, white sauce, pasta (not for heating up milk, food, water)	3
1.9	Poaching	2
1.10	Pressure cooker used, e.g. meat and vegetable stew, bean soup	3
1.11	Sautéing (onions, green peppers, etc.)	2
1.12	Sealing and browning meat/mince/dry frying bacon	2
1.13	Shallow-frying (pancakes, crumpets, hamburger patties, fish cakes)	3
1.14	Simmering/Stewing meat/poultry dish with vegetables, dried fruit	4

When learners are limited in the choice of products they are allowed to develop as entrepreneurial opportunities in the project, it limits their creativity and is actually not supportive of entrepreneurial enterprise, since the products will probably not be unique. Conradie (2011:27) notes that the entrepreneurial process starts with and continuously depends on a creative, innovative idea. Creativity and innovation is therefore vital part of entrepreneurship education (Conradie, 2011:27).

Making more allowances for creativity and innovative thinking while keeping in mind the requirement of skills codes and broadening the spectrum of the products that learners can choose from, would add to the entrepreneurship education value of the project. Consumer Studies has so much positive potential to offer learners, but learners' development in entrepreneurship is being limited due to these restrictions. A survey participant (SP6) captured this limitation clearly by stating that: "*we cover one practical option per phase … and there are probably thousands of products or services (ideas) that can be developed into a business*" as part of her answer to survey question 51, which asked if teachers think that the curriculum provides Consumer Studies learners with enough entrepreneurship skills at the end of the FET phase to become successful entrepreneurs. Section 6.5.2.5 includes more detail and some suggestions on how this might be achieved, through making more culturally relevant products part of the selection available for learners in their projects.

The planning and implementation of costing calculations, marketing strategies and several factors that impact the choice of a product for this project should be carefully considered and is based on the prior learning of Grades 10 and 11 as well as the additional entrepreneurship content included in the curriculum for the first term of Grade 12. It is clear that prior learning plays a vital and constructive role in this project, which is a requirement in constructivist learning. The type of product for which the project is designed, depends on the practical option offered at the school (see sections 3.4.2 & 6.2.1) and might be limiting creativity and enterprising spirit at present. In her investigation, the researcher considered this the only example in the Consumer Studies curriculum of learning *through* entrepreneurship.

Education *through* entrepreneurship is practically orientated, with the purpose of aligning entrepreneurship education closer to real-life examples, using experiential learning (Lackéus, 2013:4; see section 2.2). The application of knowledge, skills and

competencies in real-life situations is a requirement of both effective entrepreneurship education (European Commission, 2011:48; Lackéus, 2013:35; Neck & Greene, 2011:63; Ruskovaara *et al*., 2015:64) and constructivist learning (Kurczewska, 2016:35; Löbler, 2006:28). The Grade 12 entrepreneurship project therefore contributes vital learning and opportunities to develop entrepreneurship knowledge, skills and competencies in a real-life setting.

Overall, the entrepreneurship education content in the Consumer Studies curriculum therefore focuses mostly on learning *for* entrepreneurship (Table 6.6), with the majority of this content based on learning in the sub-topics of costing, marketing and selecting an appropriate item for small-scale production. The Consumer Studies curriculum also includes some opportunities for learning *about* (Table 6.5) and *through* (Table 6.7) entrepreneurship, although it is more limited than the content *for* entrepreneurship.

Nonetheless, it was also important to investigate if and what entrepreneurship content is perceived (by teachers) to be missing from the Consumer Studies curriculum, as discussed in the subsequent section.

6.3.4 Perceived gaps in entrepreneurship content in the Consumer Studies curriculum

Despite the positive potential that Consumer Studies holds for developing entrepreneurship (see section 5.2.2.4), one of the survey participants in the study noted – for question 72, as a general comment (see Appendix A) – that, "*the subject could do with some tweaking and streamlining*" (SP64). This indicates that subject teachers believe that there is room for improvement in the Consumer Studies curriculum, which also emerged during the focus group sessions that were conducted to investigate the enacted curriculum for Consumer Studies, when one participant (WC4) significantly remarked:

> "*dit is te min. Ek dink dit is net heeltemal te min… entrepreneurs weeg net soveel soos voeding, maar voeding het omtrent drie keer soveel inligting… dit moet bietjie meer uitgebrei word… Nie net omdat dit so baie tel nie, maar ek dink dit is onsettend nuttige inligting en dit is net geweldig beperk*" (*it [entrepreneurship education] is too little. I think it is way too little… entrepreneurship [theory learning] weighs as much as nutrition but nutrition has about three times as much content… it needs*

to be expanded a little bit… Not just because it counts so much [in the exam] but I think it is extremely valuable information and it is too constricted [in the curriculum]).

The comment by WC4 was made in response to focus group interview question 5, which asked participants to "Please comment on the curriculum content regarding entrepreneurship in Consumer Studies" (Table 4.5). Based on these comments and after finding in the curriculum document that up to 20% of the formal written examination in Consumer Studies covers the topic entrepreneurship (DBE, 2011e:63), the study then attempted to establish if any entrepreneurship content is perceived by the users of the curriculum (that is, teachers) as missing or inadequate in the Consumer Studies curriculum.

When survey participants were asked (question 45) if they thought there are any particular gaps (or missing content) in the entrepreneurship topic in Consumer Studies, 60% of them were of the opinion that the topic is comprehensive enough. The other 40% of participants made several suggestions for additional content that they perceived as being missing from the topic entrepreneurship. Their suggestions have been disseminated in Figure 6.4 and weighting was added (quantifying of data) in order to differentiate what content was cited most often as being missing or inadequate.

The findings from the analysis of the data for survey question 45 on perceptions regarding missing content in the topic entrepreneurship in Consumer Studies indicate that the most-often cited gaps in entrepreneurship content were related to (1) starting a business; (2) using a business plan; and (3) lack of practical application of content (Figure 6.4). Each of these three often-cited suggestions are discussed in more detail in the paragraphs following Figure 6.4.

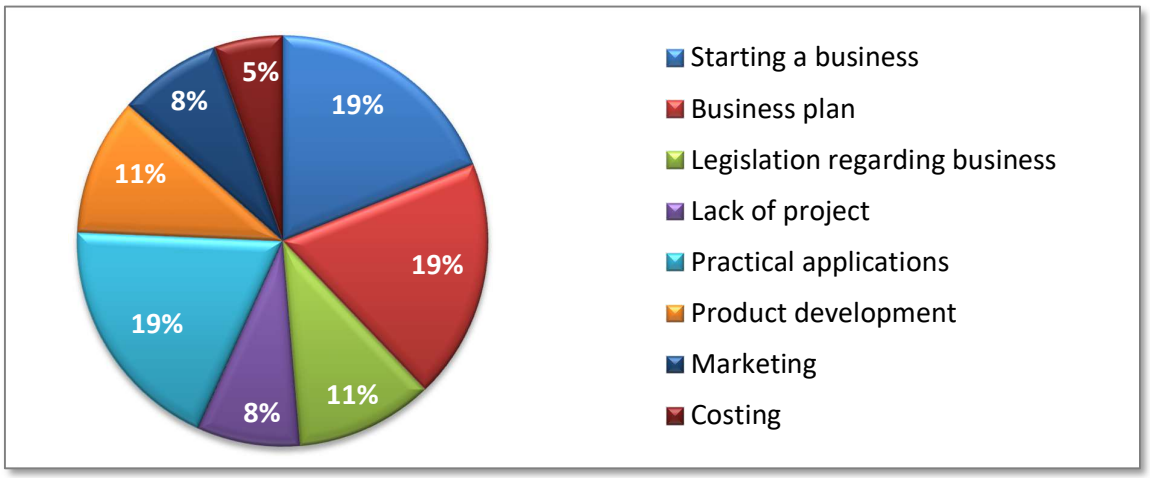

Figure 6.4: Perceived gaps in entrepreneurship content in Consumer Studies

6.3.4.1 Starting a business

In addition to content on 'starting a business' emerging from the survey data as being perceived as inadequate, several focus group participants also mentioned that knowing where to start with entrepreneurship education is a problem, or is lacking from the Consumer Studies curriculum, confirming this finding from the survey data. Some examples of comments from the focus group participants – in response to question 5, when teachers were asked to comment on the curriculum content regarding entrepreneurship in Consumer Studies (see Table 4.5) – included in Table 6.9 to support this finding.

Table 6.9: Comments from the focus group participants indicating that 'starting a business' is a gap in entrepreneurship education in Consumer Studies

Quote	Source
"if I am going to be now become a caterer and somebody asks me to set up a five or six course meal, how do I start? We don't teach them that".	GP6
"It's no longer a gap it's a crack, because how do you start"	LP6
"Where do I start, especially in Grade 10"	LP10
"wat jy moet mee begin … daar staan nie dit nie" (*what you have to start with, it is not included [in the curriculum]*)	MP2

After the comment that the information on starting with entrepreneurship is not included in the curriculum, Participant MP2 (see Table 6.9) added that the information on starting with entrepreneurship is too general, a statement with which all the other participants in the focus group agreed with. Teachers should be able to direct learners' attention to the particular starting point for learning as that will provide directions for subsequent learning, which in turn will contribute to effective scaffolding of learning (Booyse & Du Plessis, 2014:38). The European Commission (2013:49) therefore states that every curriculum should include starting points for entrepreneurial teaching, which the findings seem to indicate is missing in the Consumer Studies curriculum.

According to Conradie (2011:27), "it is clear that the entrepreneurial process starts with and continuously depends on the creative, innovative idea". This statement was used to investigate if there are any references to creativity or innovation in the Consumer Studies curriculum, which could possibly serve as a starting point for business. The only reference to creativity and innovation in the intended curriculum for Consumer Studies was found as part of the requirements for the Grade 12 project (DBE, 2011e:32; see section 6.3.3). This finding therefore shows that creativity and innovation is not sufficiently included in the Consumer Studies curriculum to support the 'starting of a business', as proposed by Conradie (2011:27).

Alternatively, Gustafsson-Pesonen and Remes (2012:17213) recommend "Finding a problem to solve or project to run" as the starting point for entrepreneurship education. This recommendation aligns well with literature on the social value and environmental value of entrepreneurship (see sections 2.3.2 & 2.3.3), which uses a problem as a starting point. Problem-solving is also included in several entrepreneurship education frameworks (see Table 2.1) and a competency or skill requirement for entrepreneurship education (Meintjes *et al*., 2015:1). After consequently analysing the Consumer Studies CAPS document for its inclusion of problems or issues that could be used as starting points for entrepreneurship, it was, however, determined that there are no explicit linking of the social problems or issues in the Consumer Studies curriculum to entrepreneurship education (see section 6.2.2). This finding further supports the previous findings (Figure 6.4 & Table 6.9) that, at present, the starting of a business, or where to start with entrepreneurship, is not clear or is inadequately included in the Consumer Studies curriculum.

In another view, Steenekamp (2013:167) is of the opinion that "the instilment of a positive attitude towards entrepreneurship appears to be the starting point for effective entrepreneurship education, especially insofar young learners are concerned". The first introduction to entrepreneurship in the Grade 10 Consumer Studies curriculum (Table 6.5) seems to have the potential to do just that. The content on "The importance of entrepreneurship for the South African economy and society" (DBE, 2011e:22; see section 6.3.1 & Table 6.5) develops learners' awareness and understanding of the value of entrepreneurship for individuals, the economy and society and should therefore contribute to instilling a positive attitude towards entrepreneurship, as suggested by Steenekamp (2013:167). However, it seems that this starting point for entrepreneurship education is not perceived by teachers as clear or structured enough to provide guidance in learning *for* entrepreneurship. Providing clear and detailed guidelines and explaining why starting with particular entrepreneurship content is important will support teachers in understanding and implementing the intended curriculum.

6.3.4.2 Using a business plan

It emerged from the survey data that several participants lamented the lack of a business plan to link and structure entrepreneurship content in the Consumer Studies curriculum (see section 6.3.4 & Figure 6.4). However, Komarkova *et al*. (2015:148) warn that the focus in entrepreneurship education should not be on business-related activities, "but rather on thinking entrepreneurial, being generator of new ideas, being innovative and thinking out-of-the-box", and therefore they do not endorse the use of a business plan as a tool for entrepreneurial learning. Most often, a business plan is something that is developed as part of the entrepreneurial learning process (Ibrahim, Baharuddin, Jamil & Rosle, 2017: 10786) rather than a tool used to structure learning. This is also evident from the definition provided in the Entrepreneur encyclopaedia (2018), that a business plan is "A written document describing the nature of the business, the sales and marketing strategy and the financial background and containing a projected profit and loss statement". Despite these negative views on the use of business plans in entrepreneurship education that emerged from the literature, when asked "Do you use a comprehensive BUSINESS PLAN to structure entrepreneurship learning in Consumer Studies?" in survey question 49, a large number of participants mentioned that they sometimes, often, or even very often use

a business plan to structure entrepreneurship education in Consumer Studies (Figure 6.5).

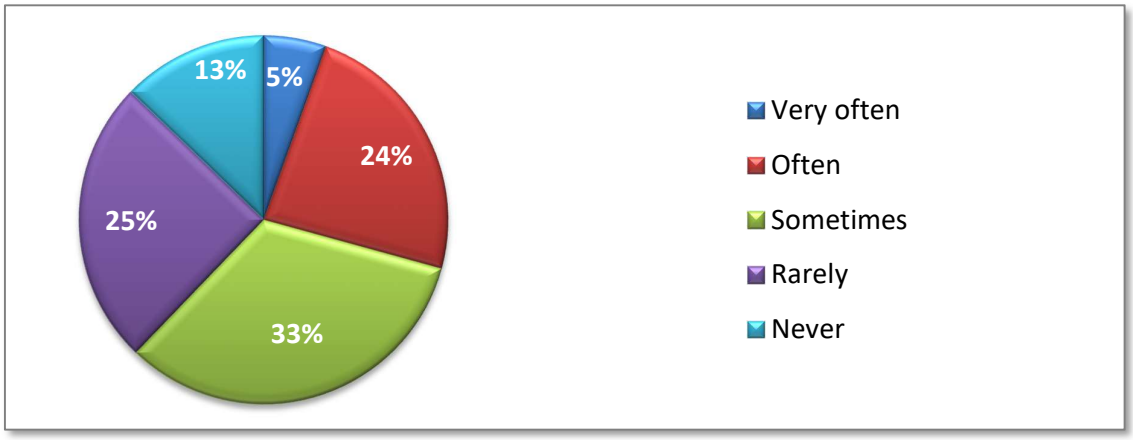

Figure 6.5: The frequency with which participants use a business plan to structure entrepreneurship education in Consumer Studies

When considering the definition provided by the Entrepreneur encyclopaedia (2018) stated above, the Grade 12 entrepreneurship project is actually almost like a business plan, although a business plan is not mentioned per se (see section 6.3.3 and Table 6.7). Some participants actually realise this. For example, EC7 noted that "*the projects was like a business plan" … "as a teacher that [the project] helped me because it informed me more of what a business plan actually must look like*". Some Consumer Studies teachers therefore seem to misunderstand or misinterpret the role or function of a business plan in entrepreneurship education and therefore perceive the lack of such a plan as a gap in entrepreneurship education in Consumer Studies (Figure 6.4). This might be due to their lack of training for entrepreneurship education (see section 6.5.4) and/or the lack of pedagogical guidance for entrepreneurship education in the Consumer Studies curriculum (see section 6.5.5).

Although the absence of references to a business plan as the culmination of entrepreneurship education in the Consumer Studies curriculum is perceived by teachers as a gap that needs to be addressed, literature (Entrepreneur encyclopaedia, 2018; Ibrahim *et al*., 2017; Komarkova *et al*., 2015) indicates that such an inclusion is not optimal and therefore other means to support the users of the curriculum in recognising how different elements of entrepreneurship education can be linked to each other, should be investigated.

6.3.4.3 Lack of practical application

A lack of practical application of entrepreneurship education also emerged from the survey data as a gap that teachers perceive in the Consumer Studies curriculum (see section 6.3.4 & Figure 6.4). One participant, when providing a general comment in question 72 posed in the online survey, succinctly articulated the idea by stating, "*It is disturbing that the teachers of schools where entrepreneurship could be of the way forward in the future, rush through the content just to get it covered, very few encourages the learners to practically apply the skills obtained*" (SP6). Participants realise the value of practical application. For example, in response to survey question 50 – which asked "Do you think that the curriculum provides Consumer Studies learners with enough entrepreneurship content KNOWLEDGE at the end of the FET phase to become successful entrepreneurs?" – SP30 said that "*in most cases practical examples [that are] used [in entrepreneurship] help learners for real-life situations*".

It also emerged from the survey data that the uncertainty currently surrounding the Grade 12 project — whether or not it will be kept as part of the formal assessment in Consumer Studies — will further negatively affect the practical application of entrepreneurship education, to the detriment of learners. In this regard, in the general comments section (question 72) of the online survey, SP8 commented that, should the project be removed, entrepreneurship "*is now covered as any other and there is no time to practically apply this vital concept*". In the same vein, SP57 also made a general comment (a response to question 72) that "*the Grade 12 project used to be a very good tool to support entrepreneurship learning. It was very long and time consuming, the learners found it very stressful but managed correctly it was a very good way to bring theory to practice*". The project is seen as a vital part of the education *through* entrepreneurship in Consumer Studies (see section 6.3.3), which promotes the linking of learning to real-life situations and supports deeper learning through active learning and learning-by-doing (Lackéus, 2013:4; Neck & Greene, 2011:63; see section 2.2).

Practically applying knowledge supports the development of skills and competencies such as problem-solving, critical or creative thinking and effective communication, which are all needed in entrepreneurship. Participants were therefore asked if they think that learners develop adequate entrepreneurship knowledge (survey question 50) and/or sufficient entrepreneurship skills (survey question 51) in Consumer Studies to become successful entrepreneurs. The results of these two questions are displayed in

Figure 6.6, indicating that more participants than not are of the opinion that learners develop sufficient entrepreneurship knowledge in Consumer Studies but that many participants believe that not enough entrepreneurship skills development takes place in the subject (Figure 6.6).

The lack of skills development is blamed on a lack of practical application of the entrepreneurship theory. For example, SP5 was of the opinion that the Consumer Studies curriculum does not provide enough entrepreneurship skills because "*There is more theory than practical. Talent from learners is not actualised due to lack of practical lessons*". The lack of practically applying entrepreneurship theory in real-life situations (Figure 6.4) will limit learners' learning in the topic and is a serious omission in the Consumer Studies curriculum.

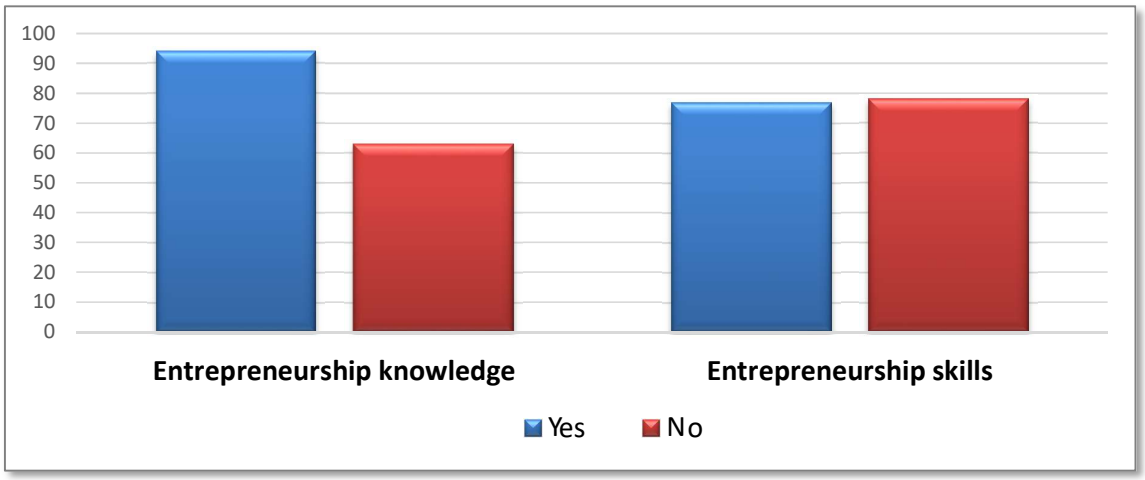

Figure 6.6: Participants' opinions regarding Consumer Studies' contribution to learners' entrepreneurship knowledge and skills

In closing the discussion on potential gaps that participants identified in the topic entrepreneurship (section 6.3.4 and Figure 6.4), the following remark needs to be made. Despite 'costing' and 'marketing' featuring prominently in the Consumer Studies curriculum (see sections 6.3.2.1, 6.3.2.2 & Table 6.6), a few survey participants still mentioned these two sub-topics as gaps in the topic of entrepreneurship (survey question 45 & Figure 6.4). When probing the responses to question 45, these

participants explained that it is not the sub-topic that is missing but rather the way it is structured (rather disconnectedly and not outlined well, according to SP162) as part of the topic entrepreneurship, which makes the teaching thereof difficult. The findings regarding the structuring of entrepreneurship education content in the Consumer Studies curriculum is therefore discussed in detail in section 6.4.

6.4 The structuring of entrepreneurship education in the intended curriculum for Consumer Studies

The '*when?*' question, referring to the order or sequence of entrepreneurship education content in the intended curriculum (see section 2.4), is not often stated explicitly in the literature. This might be due to numerous scholars recommending that the components in entrepreneurship education should be linked in a less structured and non-linear manner, or that it should be constructed iteratively and with dynamic integration of components (Huq & Gilbert, 2017:159; Maritz, 2017:472; Maritz & Brown, 2013:244; Verzat *et al*., 2016:8). Several entrepreneurship frameworks do, however, utilise a definite order or sequence (see sections 2.5.1 & 2.5.3), indicating that structure is an element of entrepreneurship education that should not be overlooked. In addition, in a constructivist learning approach, the scaffolding or order of construction of various components as part of learning is especially important (see section 4.2.1).

The sequence (or order) of the entrepreneurship sub-topics, the positioning of the sub-topics in each grade and in the FET Phase as well as the perceivable levels of cognitive demand (which can point to progression) were used to analyse and gain insight into the structuring or scaffolding of the entrepreneurship content in the intended curriculum for Consumer Studies. In sections 6.3.2.2 and 6.3.2.3, the structuring of entrepreneurship content in the Consumer Studies curriculum were briefly referred to when mentioning recurrent entrepreneurship content and increasing cognitive difficulty of some of its sub-topics. When investigating the explicit structuring of entrepreneurship content in the Consumer Studies CAPS in more detail, it emerged that clear and detailed progression of entrepreneurship content is evident in the subject overview (DBE, 2011e:15) as well as in the comprehensive content tables that describe sub-topics in the Consumer Studies curriculum (DBE, 2011e:22, 23, 30, 32, 33). At first glance, entrepreneurship education in the intended curriculum for Consumer Studies therefore seems well-planned.

A more in-depth analysis was subsequently conducted, investigating the structuring of content *about*, *for* and *through* entrepreneurship, in particular. The findings from this part of the investigation are discussed in the next sections.

6.4.1 The structuring of learning *about* entrepreneurship in Consumer Studies

The positioning of learning *about* entrepreneurship as a starting point for the topic 'entrepreneurship' in Grade 10 (see section 6.3.1 & Table 6.5) is viewed as being constructive and practical. Content such as "The importance of entrepreneurship for the South African economy and society" (DBE, 2011e:22; Table 6.5) introduces entrepreneurship and immediately situates the new learning as valuable, based on its potential economic and social value for our country.

This content also aligns well with the description of learning *about* entrepreneurship as a content-laden and theoretical approach aiming to give a general understanding of the phenomenon (Lackéus, 2013:8). Additionally, the learning *about* entrepreneurship (Table 6.5) can create a positive expectation in learners for the subsequent entrepreneurship learning in Consumer Studies, since the value of entrepreneurship has been set out in the introductory sections as a foundation for the subsequent learning. This might encourage learners to consider or choose entrepreneurship as a potential career choice (Sirelkhatim & Gangi, 2015:5).

6.4.2 The structuring of learning *for* entrepreneurship in Consumer Studies

The content *for* entrepreneurship in all three the categories identified for the topic in the Consumer Studies curriculum analysis ('costing', 'marketing' and 'selecting products and planning for small-scale production') (see section 6.3.2) is scaffolded across the grades of the FET Phase from simple knowledge and understanding, to more complex content, including the application of learning as well as analysis and synthesis. Several examples of such scaffolding (to serve progression) were found in the curriculum analysis and three examples were included in Table 6.10 for illustrative purposes. Table 6.10 includes an example from each of the content categories for the topic 'entrepreneurship', which indicates how the content in the curriculum is structured with progressive increase in complexity from Grade 10 to Grade 12 within each sub-topic.

Such scaffolding of content from simple to more complex for the same sub-topic reflects constructivist learning and supports progression of learning. This type of content construction poses prior knowledge and skills that can serve as a scaffold for the construction of continued learning and skills development in Consumer Studies (Du Toit, 2016:11; Umalusi, 2014:170). Organising content in such a way makes it easier for users of the curriculum to understand and interpret the information (Booyse & Du Plessis, 2014:11). Furthermore, the Consumer Studies curriculum document also includes an explicit statement that Grade 12 learning about 'marketing' needs to be linked to the 'marketing' learning from Grade 11 (DBE, 2011e:32), which points toward effective construction of knowledge through the connecting of prior knowledge to newly developed knowledge and learning. This structuring of content for entrepreneurship sub-topics is in alignment with Bhattacharjee's (2015:71) description of constructivist learning, which states that "learners actively construct their own knowledge by connecting new ideas to existing ideas".

Table 6.10: Findings indicating progression within sub-topics across the FET Phase

	Grade 10	Grade 11	Grade 12
	Basic knowledge and understanding ⇨	More complex, such as application of knowledge ⇨	More complex, such as analysis or synthesis
Costing	"What makes up the cost of a product?" (DBE, 2011e:22)	determine "selling price by adding a suitable percentage to cover production costs" (DBE, 2011e:30)	conduct "a financial feasibility study to determine the sustainable profitability of the enterprise" (DBE, 2011e:32)
Marketing	-	Core principles of marketing, including analysing competitive advantage (DBE, 2011e:30)	Developing a marketing plan according to the 5P marketing strategy (DBE, 2011e:32)
Small-scale production	learners are introduced to a variety of factors to be considered when choosing an item for small-scale production (DBE, 2011e:23)	learners have to be able to "identify a potentially profitable business opportunity" and "formulate the idea and specification of the product" (DBE, 2011e:30)	learners are required to develop and create a plan for the production of an actual small-scale product (DBE, 2011e:33)

Despite the findings that the entrepreneurship content in the intended curriculum is well-structured cognitively to support progression in learning, it later emerged during the focus group interviews that teachers still experience the entrepreneurship content in the Consumer Studies curriculum as ill-structured. Table 6.11 includes some comments reflecting Consumer Studies teachers' dissatisfaction with the structuring of entrepreneurship content in the curriculum.

The comments in Table 6.11 reflect teachers' frustration and struggle to connect or link the separate sub-sections in entrepreneurship in a sensible manner so that it would contribute to effective knowledge construction, as is required in constructivist learning. Including explicit references or notifications to link particular sections, or including an outline (flow chart, mind map, table or diagram) of how different sub-sections are linked, would support teachers in the effective structuring and implementation of the entrepreneurship content in the intended curriculum for Consumer Studies.

Table 6.11: Comments from focus group participants indicating their dissatisfaction with the structuring of the topic 'entrepreneurship' in Consumer Studies

Quote	Source
"it's (sigh) lots and lots of separate content and they don't see the links between it"	GP4
"I mean there's lack of link in between the content"	LP2
"die een ding volg nie, dit vloei nie" (*the one thing doesn't follow the other, it doesn't flow*)	NC10
"Dit voel vir my daar's nie genoeg koppeling nie, want dit is daai onderwerp, daai en daai en daai een" (*It feels to me that there isn't enough linking, because it's that topic, this and that one*)	NW1
die temas in die inhoud is geïsoleerd (*the topics in the content are isolated*)	NW2

6.4.2.1 Explicitly linking entrepreneurship education to practical production

It emerged during the curriculum document analysis that two explicit statements in the CAPS link theory content about entrepreneurship to the practical production section of Consumer Studies, specifically in the sub-topic on the choice of a product and planning for small-scale production in Grade 10 (DBE, 2011:23; also see Table 6.6). However, no other mention is made of linking entrepreneurship learning to the practical making skills of learners in the intended curriculum. The entrepreneurship potential of the practical production part of the subject is therefore not explicitly stated in the curriculum document but only implied. It is unlikely that teachers or learners will make this important connection or refer to this valuable potential of the practical skills learnt in the subject if it is not expressly stated in the intended curriculum.

Connected to this finding of a dearth of links between the entrepreneurship content to the practical production in the subject, was a similar finding that emerged from the data of survey question 70 (Figure 6.7). Survey question 70 enquired about Consumer Studies teachers' assessment of the application of entrepreneurship content in the practical production to determine if such linking is taking place in practice during the implementation of the learning process. More than half of the participants in the survey reported (for question 70) that they rarely or only sometimes assessed the application of entrepreneurship as part of the practical production (Figure 6.7). Even worse, a few teachers reported that they *never* link the entrepreneurship learning content to the practical production in the subject.

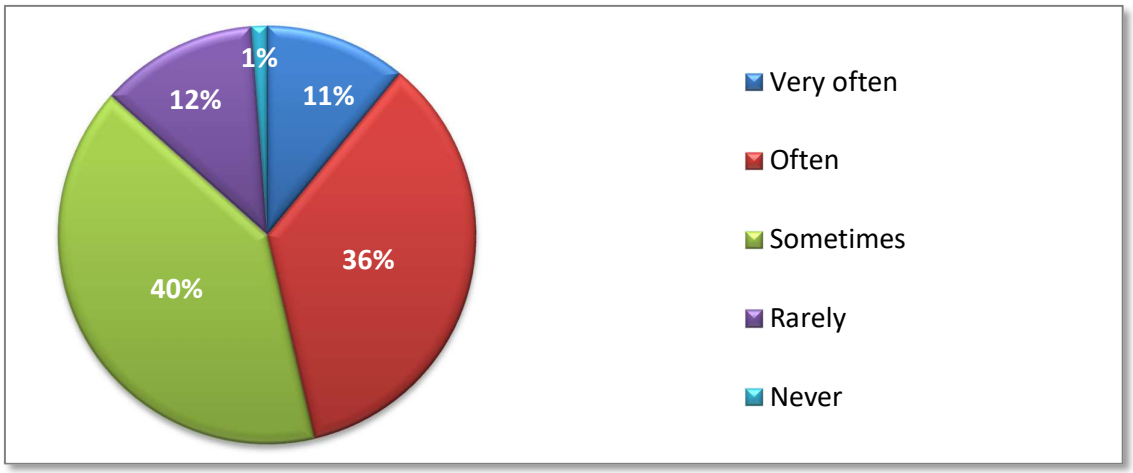

Figure 6.7: The frequency of assessing the application of entrepreneurship in small-scale product development

On the other hand, there are also teachers who realise the importance of linking entrepreneurship to practical production. For example, one survey participant noted, "*I feel it is very important to make the learners aware of how the entrepreneurship education and the practical component is linked and related to each other, in that they are learning invaluable life skills that can make them self-sufficient in their futures and could eliminate their fear of unemployment*" (SP8). It is, however, evident that many teachers do not make the important connection between entrepreneurship education and the practical production in Consumer Studies on their own, which is a void in the curriculum that needs to be filled.

For these reasons, the lack of explicit links between entrepreneurship content and practical production is seen as a serious omission regarding the structuring of entrepreneurship education in the intended curriculum for Consumer Studies. Including more explicit links between the entrepreneurship theory content and the practical skills development of learners will bring the entrepreneurship education content closer to the real-life experiences of the learners and will support learning *through* entrepreneurship, which is the ideal approach to experiential learning (Lackéus, 2013:4; Neck & Greene, 2011:63).

6.4.3 The structuring of learning *through* entrepreneurship in Consumer Studies

The Grade 12 entrepreneurship project is the only example of learning *through* entrepreneurship uncovered in the Consumer Studies curriculum during the analysis of the CAPS (see section 6.3.3). Learning *through* entrepreneurship, where learners use their own experiences and learn-by-doing, "is [the] only one way to learn to become entrepreneurial" (Lackéus, 2013:13). The positioning of the Consumer Studies project in Grade 12 will allow learners to construct their projects based on and informed by the previous grades' entrepreneurship learning, together with the entrepreneurship learning content which is included in the first term of Grade 12. This will support the use of prior knowledge as a foundation for the construction of new knowledge and learning, which is preferred in constructivist learning. Verstergaard *et al*. (2012:12)

describe education *through* entrepreneurship as being "more practice oriented" and requiring pedagogic and didactic teaching methods that supports learners' active knowledge and skills development, based on their acquired knowledge and experience. The Grade 12 project aligns well with this description of education *through* entrepreneurship (Table 6.7) and is also based on a foundation of previous learning. This project is therefore vital in supporting education *through* entrepreneurship in Consumer Studies.

The structuring of the project itself has, however, been criticised, with teachers requesting that it should include a comprehensive business plan in order to provide enhanced conceptualisation for learners (Umalusi, 2014:17, 111; see section 6.3.4.2). Requests for more guidance for teachers regarding the implementation and assessment of the project have also emerged from literature (Umalusi, 2014:27, 158). Including more guidance in the curriculum for the planning and implementation of the project "will support teachers in the structuring and assessment of projects, should promote learning as part of projects and will facilitate the inclusion and assessment of 21st-century life skills such as critical thinking, problem-solving, communication and collaboration, as part of projects" (Umalusi, 2014:27). More guidance and information regarding the intended entrepreneurship learning (knowledge, skills and competencies) for the project will also improve standardisation prospects and inform teachers regarding the type of supervision and support they should provide for learners during the project. As the project is the only instance of learning *through* entrepreneurship in the Consumer Studies curriculum and as learning *through* entrepreneurship is optimal and preferred, the development of guidance and structure for the project is critical. Such guidance should form part of the intended curriculum so as to avoid document proliferation. This requirement connects to the finding of Dada *et al.* (2009:19) that too many separate documents (as part of the curriculum) renders teachers' planning process time consuming, since they have to develop information from several sources if all the pertinent information is not provided in one document.

Overall, the findings indicate that the education *about* and *for* entrepreneurship in the intended curriculum for Consumer Studies is suitably structured to support constructivist learning. From the survey data, it is clear that the majority of Consumer Studies teachers who participated in the study also perceived that the

entrepreneurship content, including its sub-topics, is structured well or very well within each grade (Figure 6.8) as well as across the grades of the FET Phase (Figure 6.9).

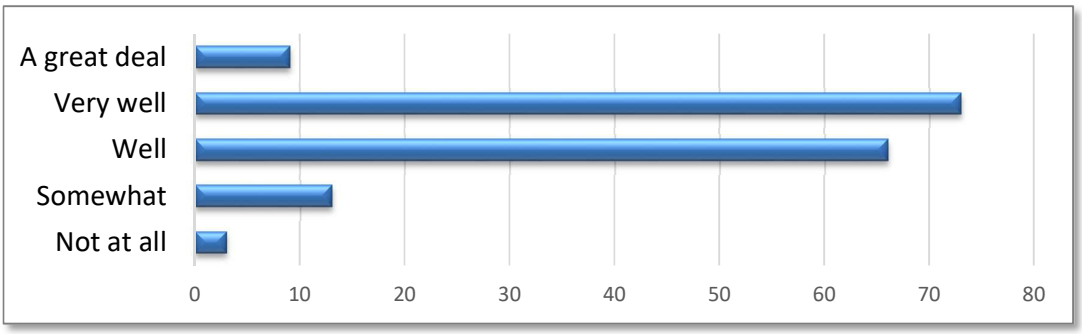

Figure 6.8: Teachers' perceptions about the structuring of entrepreneurship content within each grade in Consumer Studies

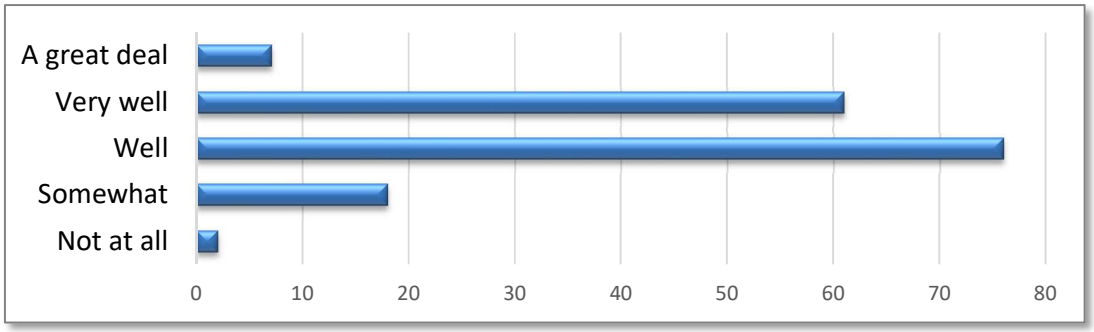

Figure 6.9: Teachers' perceptions about the structuring of entrepreneurship content in Consumer Studies across the FET Phase

The education *for* entrepreneurship in Consumer Studies can be strengthened if more explicit links between entrepreneurship theory content and the practical options are included in the curriculum document. The structuring of the education *through* entrepreneurship, in the form of the Grade 12 entrepreneurship project, needs to be enhanced using a business plan or other means to link the various elements thereof and to provide sensible structure to the task. Guidelines also need to be developed to support Consumer Studies teachers in the effective structuring and implementation of the project as a significant part of entrepreneurship education in the subject.

Curriculum structure should support its use and implementation. Notwithstanding careful planning and structuring, a curriculum is, however, implemented by different people (teachers), with particular resources available to them, in specific contexts and with learners who have differing needs and backgrounds. After the analysis of the entrepreneurship content and its structuring in the intended curriculum for Consumer Studies, the investigation shifted to how this curriculum is implemented in practice by Consumer Studies teachers. The findings of the investigation regarding entrepreneurship education in the enacted (or implemented) curriculum for Consumer Studies, which was informed by the data from the survey and focus group interviews, are discussed in the next section.

6.5 Entrepreneurship education in the enacted curriculum for Consumer Studies

The enacted curriculum is the process of conveying the 'paper plan' [the intended curriculum] to the learners to effect the planned learning (Esene, 2015:5), explaining how the curriculum is implemented or delivered in practice through teaching and learning (Chisholm, 2015:3). The implementation of the curriculum therefore links the questions related to the intended curriculum ('why?'— see section 6.2 and 'what content?'— see section 6.3) with the curriculum questions related to 'how to teach?' (pedagogy or method) as well as 'where is the learning taking place?' (context) to contribute to the structuring of the curriculum (see section 3.2.2 & Table 3.1). The enacted curriculum also includes the perceptions and interpretations of its users (teachers), which affect their approach to and implementation of the intended curriculum.

For the last-mentioned reason, it was important to establish Consumer Studies teachers' perceptions regarding this topic, before disseminating the findings regarding entrepreneurship in the enacted curriculum for Consumer Studies, as those perceptions in all probability impact these teachers' (the participants) approach to and implementation of the intended curriculum.

6.5.1 Consumer Studies teachers' perceptions regarding the importance of entrepreneurship education

It emerged from the analysis of the survey data that several participants held extremely positive viewpoints regarding the perceived importance they attached to entrepreneurship education, both in Consumer Studies as a subject as well as for South African society. Some examples of these unbidden positive responses (that were included under the "General comments" section in the survey) are included in Table 6.12.

Table 6.12: Comments from survey participants indicating their positive viewpoints toward 'entrepreneurship' in Consumer Studies and in South Africa

Quote	Source
"Entrepreneurship education is a vital part of Consumer Studies, even more so in under privileged communities where learners can use the skills learnt to start a business"	SP162
"[Entrepreneurship is] Vital for any student's life and every person should adopt the attitude of "I want to become an entrepreneur!""	SP67
"Entrepreneurship needs to become a very important subject or topic with in all subjects as this is the way to create job opportunities reducing poverty and improving the economy"	SP17

The finding that most participants were overwhelmingly positive about entrepreneurship (Table 6.12) was confirmed by the analysis of the data from two survey questions where participants were also asked to indicate the importance they attributed to entrepreneurship education for South African learners in general (survey question 13, Figure 6.10) as well as the importance they attributed to entrepreneurship education as part of Consumer Studies (survey question 14, Figure 6.11).

In each of these survey questions (questions 13 & 14), a five-point Likert scale, ranging from 'not important at all' to 'essential' (Figure 6.11), was used. For both questions, 70% of the participants indicated that entrepreneurship education is 'essential' (Figures 6.10 & 6.11). The majority of Consumer Studies teachers therefore perceived entrepreneurship education as an essential or vital part of South African school

education as well as the subject Consumer Studies. If most Consumer Studies teachers perceive entrepreneurship education as important, it might encourage them to implement that particular topic with additional effort.

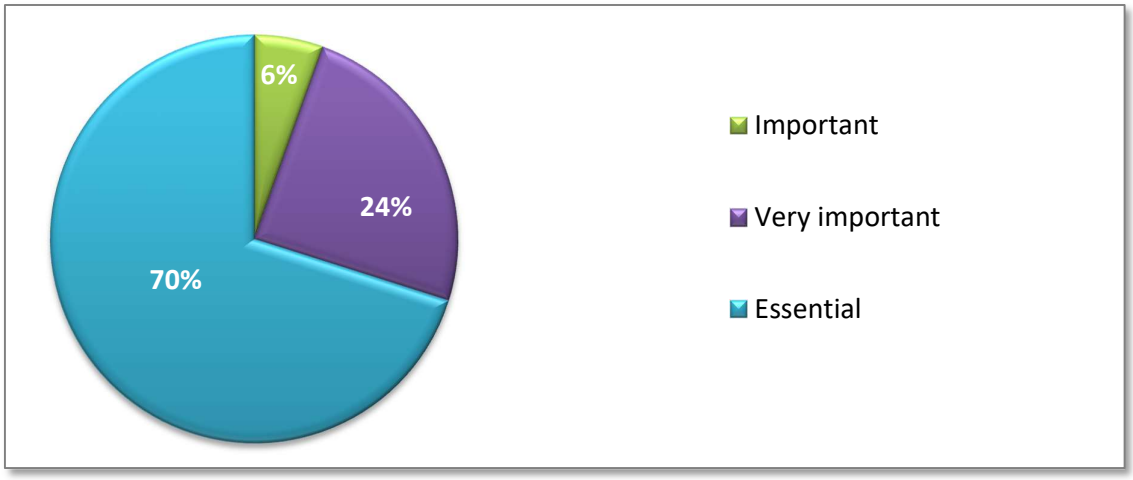

Figure 6.10: Perceived importance of entrepreneurship education in South Africa

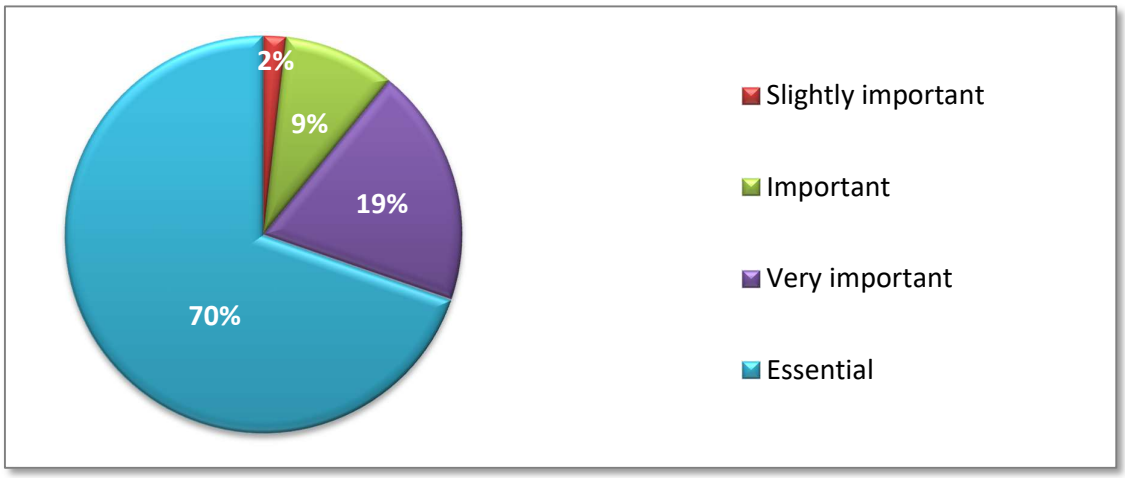

Figure 6.11: Perceived importance of entrepreneurship education in Consumer Studies

After establishing teachers' perceptions on entrepreneurship education (Table 6.12 and Figures 6.10 & 6.11), the reporting of the findings then turned to addressing Phase 2c of the research (Table 5.1). The objective of this section of the research was to investigate the entrepreneurship embedded in Consumer Studies regarding the

implementation of the enacted curriculum in practice, in an effort to answer research sub-question 4, which was "How is entrepreneurship education in Consumer Studies implemented in practice?" (see Table 5.1).

In previous research (Koekemoer & Booyse, 2013:456), ineffective implementation of the curriculum and under-prepared teachers were mentioned as factors which negatively impact effective entrepreneurship education in Consumer Studies. Numerous studies (Booyse, Du Randt & Koekemoer, 2013:92; Du Toit, 2014:55; Du Toit & Booyse, 2015:24; Koekemoer & Booyse, 2013:555; Umalusi, 2014:89) have already determined that the Consumer Studies curriculum does not provide enough pedagogical guidance for teachers, emphasising the need for the current study to investigate how teachers are implementing the intended entrepreneurship education in practice without structured guidance from the intended curriculum. It was therefore imperative to investigate the 'how?' question – an important component in entrepreneurship education (see section 2.5) as well as in curriculum construction (see section 3.2.2).

The 'how?' question refers to the methods or pedagogies utilised to facilitate entrepreneurship education and includes learning activities, the role of the teacher as well as the materials and resources available for the process (see sections 3.2 & Table 3.1). The context in which entrepreneurship education takes place — that is, the environment, place or circumstances in which the curriculum will be implemented (and which answers the 'where?' question) — is intermingled with the pedagogy and methods (Booyse & Du Plessis, 2014:6). Insufficient contextualisation will negatively impact entrepreneurship education efforts (see section 3.3.2) and 'context' was therefore included in the reporting of the findings on the enacted curriculum.

The findings from Phase 2c of the investigation are therefore reported against the background of the complex and sometimes difficult contexts that impact on school education in South Africa (see section 3.3.2.2). The Ministerial Report on the implementation of the previous (RNCS) curriculum (Dada *et al*., 2009), Booyse and Du Plessis (2014:6) as well as Statistics South Africa (2016b:13) identified a number of specific issues as critical in affecting the implementation of the South African school curriculum. These issues include inadequate resources, overcrowded classrooms, inadequate training and experience of teachers, and a lack of subject-specific pedagogical guidance for teachers. Based on the relevancy thereof to the South

African context in which the study was conducted, these issues were used to introduce and provide a backdrop for the subsequent sections reporting the findings on the implementation of the Consumer Studies curriculum.

6.5.2 Learning resources for entrepreneurship education in Consumer Studies

Learning resources are described as "the carriers of the curriculum" that serve as a vehicle for the implementation of the intentions of the curriculum in practice (Booyse & Du Plessis, 2014:74). "Different subjects and curricula rely on different resources for success" (Booyse & Du Plessis, 2014:73), which implies that the success of entrepreneurship education in Consumer Studies will also be impacted by learning resources. Nevertheless, if schools or learners do not have these resources or access to them, the responsibility lies with teachers to find creative solutions to deal with these problems (Booyse & Du Plessis, 2014:74). The following learning resources came to light as having an impact on the implementation of entrepreneurship as part of the enacted curriculum for Consumer Studies: financial resources (money) (section 6.5.2.1); digital resources (internet access) (section 6.5.2.2); textbooks and other learning-teaching support media (LTSM) (section 6.5.2.3); and resources for the practical production options, which include ingredients, materials and equipment (section 6.5.2.4). Furthermore, the relevance of the available resources to the cultures and languages of learners are also reported on (sections 6.5.2.5 & 6.5.2.6).

6.5.2.1 Financial resources

Figure 6.12 presents the findings from the survey data (survey question 26) regarding the general and overall distribution of financial resourcing of most schools in the districts where participants work and is based on their experiences and contact with those schools. It emerged from the analysis of this question's data that there are still more schools that are under-resourced than schools that are very well resourced, which unfortunately aligns with the findings in the literature that (too) many South African schools have limited access to resources (see section 3.3.2.2).

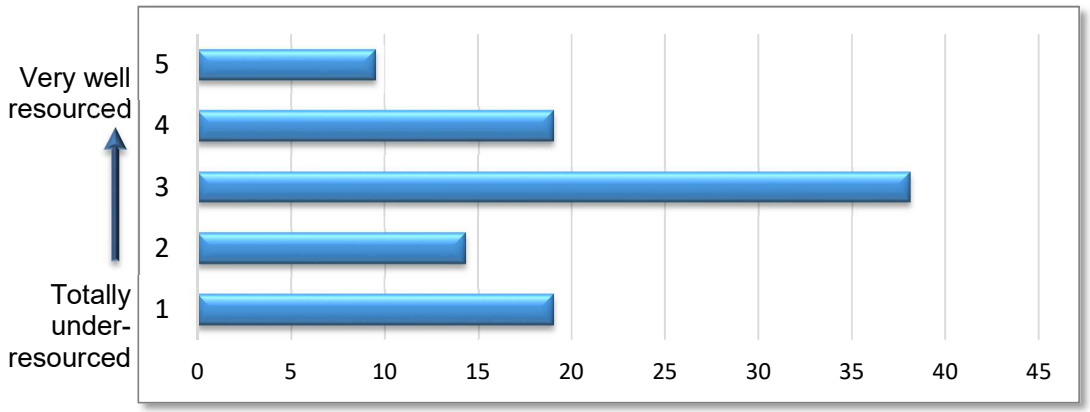

Figure 6.12: Financial resources for most schools in districts in which participants work

A lack of money or poor management of available money will negatively impact a subject such as Consumer Studies, which requires a detailed budget so as to keep track of all the expenses, especially those related to practical production. In their investigation of the implementation of the South African school curriculum, Dada *et al.* (2009:47) found that "learners who do not have access to appropriate, required resources … are consequently severely disadvantaged". A similar sentiment was voiced by a focus group participant when she said that at *"… schools where the money is not as much, the options you have for the practical is less … so it's limiting the learners*" (FS13). Less money in the subject almost always means less money for practical production. When the money intended for practical production does not reach the teacher (and therefore the learners), the practical production (actual making of products — see section 3.4.2) and therefore the learning experiences of learners in the subject are hampered.

According to several focus group participants (EC12; NC7; NW2), money should not be a problem, however, because each province is supposed to provide a fixed amount of money, per learner and per grade, for the practical production requirements that form part of the subject. However, it often *"depends on the financial committee of the school*" what happens to the money that was earmarked for practical production (EC12). Several participants (who all asked to remain anonymous) mentioned that they were not informed when this money was paid into their school's account, or that this money was sometimes used for other activities in school (such as a rugby tour or

buying new desks) at the discretion of the principal or the school's finance committee. It is therefore unsurprising that one focus group participant pronounced that "*teachers who are in those situations are not very motivated*" (KZ4). The negative impact of a lack of money for practical production, is discussed in more detail in section 6.5.2.4.

However, other participants had an opposing and more positive view. During the focus group interview sessions, several positive or inventive strategies emerged that were implemented by Consumer Studies teachers to address the challenge of limited resources. A number of these suggestions are described in Table 6.13. Due to the extent of the explanations of participants (which was often lengthy and sometimes wordy), only the gist of each strategy was included in Table 6.13.

Table 6.13: Strategies implemented by Consumer Studies teachers to deal with limited resources in the subject

Description	Source
suggestion that learners "make six muffins, eat one, sell five" to raise money for buying new equipment for the food production centre at their school	GP4
"I think sometimes it's the heart of the teacher also, because lots of teachers are bringing equipment and ingredients from their houses"	GP4
using simple recipes with simple ingredients (she gave the example of making chutney), rather than elaborate or expensive recipes, to ensure that learners at least develop some knowledge and skills	KZ1
using Pinterest, pictures from magazines and local television food shows to visually stimulate her learners (using her laptop), especially when it is new or unusual learning or products (she mentioned choux paste as an example)	MP2
a passionate teacher can do a lot to support teaching and learning, even with limited resources	NC8
improvising to provide equipment – an example was mentioned where a teacher re-used empty tomato paste tins to bake chiffon cakes in	NC8

From these examples (Table 6.13), the importance of maintaining a positive attitude in the subject is clear. The first suggestion in Table 6.13 (by GP4) — namely allowing learners to eat some of the products they make but then selling the rest of the products to generate funds — is a good example of real-life learning, where the learners can see the advantages of entrepreneurship when the money raised through selling their

products is ploughed back into their learning experience. The second comment by GP4 in Table 6.13 — reporting that teachers are bringing equipment from their own homes — might resolve some cases but is not a long-term solution.

Unequal access of schools (and therefore also learners and teachers) to digital resources (such as computers and the internet) is another resource-related issue which cannot easily be resolved by a teacher bringing these resources from home.

6.5.2.2 Digital resources

It emerged from the literature review that several South African schools do not have electricity or internet access (see section 3.3.2.2) and different schools have unequal access to digital resources such as computers or internet access. In an effort to investigate the situation regarding access to digital resources as part of the implementation of entrepreneurship in Consumer Studies, survey participants were asked in survey question 27 to comment on the internet access of most schools in the districts where they worked (based on their experiences). The findings from the analysis of that data is presented in Figure 6.13. A similar picture to that of the financial resourcing of schools (Figure 6.12) emerged in Figure 6.13.

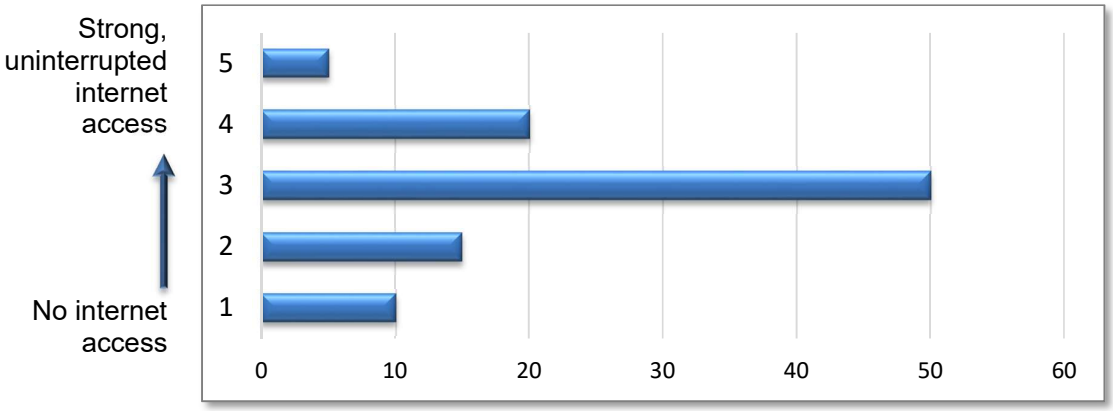

Figure 6.13: Internet access of most schools in districts in which participants work

It seems that a large number of schools did have internet access but that the access is not stable. Some schools still do not have any internet access, which will negatively impact learners who are supposed to be prepared by the school system to function

optimally in the 21st century. Not only will learners with no internet access not be ready for the challenges of the 21st century and the digital age, but it will also negatively affect their entrepreneurship education in Consumer Studies. This is underscored by a simple statement made by a focus group participant, who said that learners who do not have internet access, have more difficulty finishing the [Grade 12] entrepreneurship project (FS7).

Given that the entrepreneurship project is a vital part of entrepreneurship education in Consumer Studies (see sections 6.3.3 & 6.4.3), this finding is dismaying. Almost a decade ago, Dada *et al*. (2009:47) found the same problem as part of the implementation of the previous South African school curriculum — that learners need access to the internet or electricity to complete projects, homework and other research for school, but that they often do not have access. This unrelenting problem is an issue that needs urgent addressing to afford all learners the same learning opportunities. Improving school infrastructure and internet access will help to increase the standard of education.

Conversely, it was also reported that, in some provinces, all learners had to write out the Grade 12 project by hand, because some learners might not have access to a computer (GP5; NW2). This is deplorable, because such practice lowers the educational standard for everyone, including learners who do have access to resources like computers or the internet. The aim should be to improve standards for all, not lower standards to keep everyone at the lowest level of development.

One of the ways in which the Department of Basic Education aimed to improve standards for the implementation of the intended curriculum, was through the development of textbooks for each subject and in each phase (Dada *et al*., 2009:9). Therefore, textbooks and other learning-teaching resources are discussed in the subsequent section as elements contributing to the implementation of Consumer Studies.

6.5.2.3 Textbooks and other learning-teaching resources

As part of their investigation on the ineffective implementation of the previous South African school curriculum, Dada *et al*. (2009:9) noted that “the textbook is the most effective tool to ensure consistency, coverage, appropriate pacing and better quality instruction in implementing a curriculum”. For that reason, the investigators for the

Ministerial Report recommended that suitable textbooks and learning-teaching support media (LTSM) needed to be developed and made available to subject teachers (Dada *et al*., 2009: 66) as a priority in the new (CAPS) curriculum, which is the curriculum currently in use (see section 3.2.2). Against this background, the learning-teaching support media available to Consumer Studies teachers for the implementation of the subject, was investigated.

In question 32 of the online survey participants were thus asked if they used any particular resources to support their teaching of entrepreneurship in Consumer Studies (Figure 6.14). The question aimed to gain insight into the LTSM, including textbooks, which is used to support the implementation of the intended entrepreneurship education in Consumer Studies. It is encouraging to have found that the resource used most by Consumer Studies teachers is the actual curriculum document (CAPS) (Figure 6.14). If teachers use the intended curriculum as a key resource in teaching, the learning of learners should be closely aligned with the original intentions of the curriculum document.

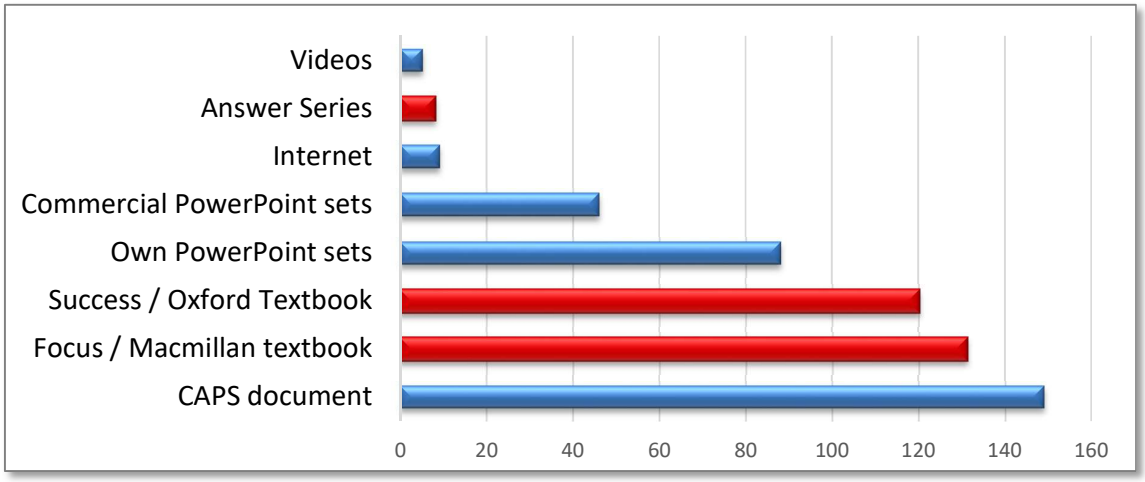

Figure 6.14: Particular resources used to support the learning and teaching of entrepreneurship in Consumer Studies

To provide further background, in an effort to address the recommendation of Dada *et al*. (2009) that textbooks needed to be developed to support the implementation of the curriculum and to help ensure quality and high standards, the development of

textbooks were closely managed and monitored by the Department of Basic Education. Only two textbooks — specifically the so-called "Success" and "Focus" books — were approved for Consumer Studies as part of the official catalogue of the Department of Basic Education[4]. The three data sections indicated in red in Figure 6.14, all refer to textbooks (the 'Answer Series' is a textbook that was not approved by the Department of Basic Education). From Figure 6.14, reflecting the interpretation of the data from survey question 32, it is clear that Consumer Studies teachers rely heavily on the available subject-specific textbooks as a learning resource.

However, based on the discoveries in literature that the procurement and delivery of textbooks to schools is still problematic in South Africa (Zenex Foundation, 2013:3) and that several learners often share a single textbook (Tshiredo, 2013:131; see section 3.3.2.2), the access to and use of textbooks in Consumer Studies, and specifically for the entrepreneurship content, was explored in more detail. Question 28 of the online survey therefore asked teachers to indicate the access of learners to Consumer Studies textbooks in most schools in the districts in which they worked (Figure 6.15).

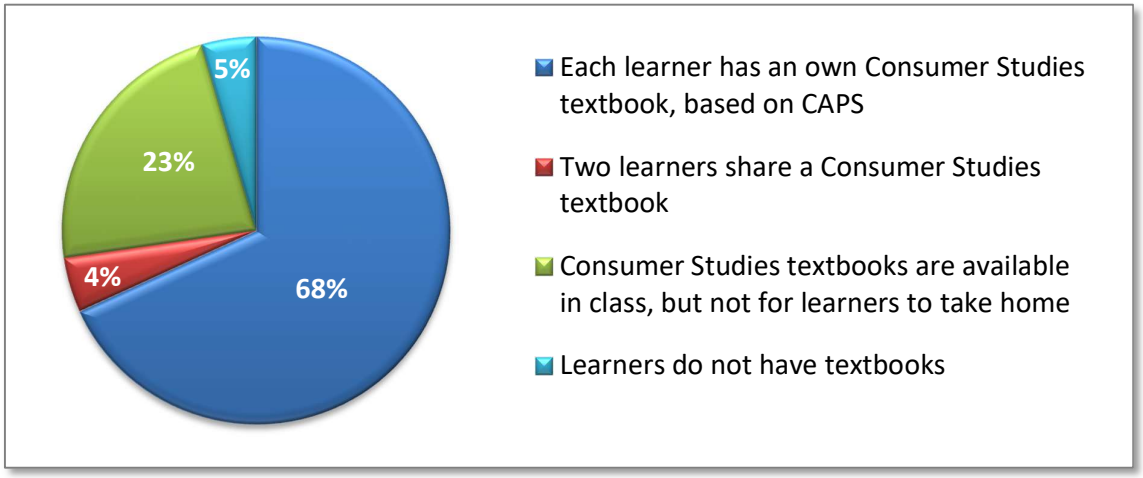

Figure 6.15: Learners' access to textbooks in most schools in districts in which

[4] Up to eight textbooks were approved for some subjects, for example, Tourism. This makes standardisation extremely difficult when different schools choose to use different textbooks while learners have to write the same (provincial or national) exams.

participants worked

The finding that emerged from the survey data that only a small percentage of Consumer Studies learners do not have textbooks (Figure 6.15) and that most learners each have 'their own' textbook (meaning they do not have to share and can probably take the textbook home if they need to work or study from it), was encouraging (Figure 6.15). These textbooks are learning resources that provide (most) learners with direct access to structured learning content, which should contribute to constructivist learning. Teachers can, however, sometimes be excessively dependent on textbooks, resulting in the phenomenon of 'textbook teaching', which may hinder rather than foster the implementation of the intended curriculum (Booyse & Du Plessis, 2014:74; Thijs & Van den Akker, 2009:33). Teachers should therefore strive to incorporate a variety of learning-teaching resources to support their implementation of the curriculum.

Contributing to insights about the use and usefulness of textbooks, in particular for its support in the implementation of entrepreneurship education as part of Consumer Studies, question 41 of the survey requested participants to pass a judgement, based on their own experiences, on whether the Consumer Studies textbook(s) comprehensively cover the entrepreneurship content required in the intended curriculum (Figure 6.16).

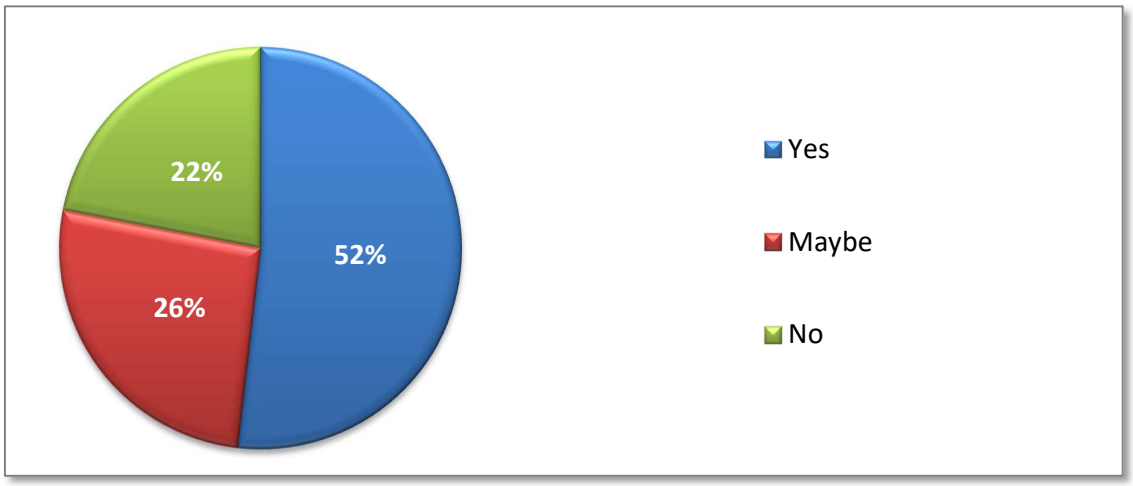

Figure 6.16: Survey participants' opinions about textbooks providing sufficient entrepreneurship content

Slightly more than half of the survey participants affirmed that the entrepreneurship content in the government-approved textbooks cover the work specified for that topic in the Consumer Studies curriculum. The quite large remainder of the participants (just less than half of the total number), who were unsure (and answered 'maybe') or who did not agree that the entrepreneurship content is covered comprehensively enough, necessitated that the issue (of textbooks as a resource in entrepreneurship education in Consumer Studies) be explored further in the focus group interviews.

The findings that emerged from the participants' answers in this regard in the focus group interviews were insightful, indicating that many Consumer Studies teachers were dissatisfied with the coverage of 'entrepreneurship' as a topic in the available textbooks. Some of the comments from participants critiquing entrepreneurship education in the textbooks have been included in Table 6.14. Their criticism ranges from misalignment with CAPS content to textbooks lacking information, not including enough activities to support active, real-life learning, as well as the information on the topic not being structured properly in the textbooks (Table 6.14).

Table 6.14: Comments of focus group participants regarding the entrepreneurship content in the Consumer Studies textbooks

Quote	Source
"*The textbook doesn't relate to what [the entrepreneurship content] is in the CAPS document at all and it teaches them absolutely nothing*"	GP5
"*… the textbook it's just not good enough and I think that is why learners struggle*"	FS4
"*Ek dink die handboek kort definitief meer inligting" (I think the textbook definitely needs more information*)	MP3
"*there should be more activities that should be explained better" in the textbook*	FS4
The Consumer Studies textbooks do not include enough real-life examples – the learners "*can't apply knowledge to real-life" and they often "can't think further than what the textbook is saying*"	EC7
The entrepreneurship content of the textbooks seems to not link properly to the headings in the textbook and does not seem to contribute to learners' preparation for the end-of-year Grade 12 exam questions on the topic of entrepreneurship	GP3

Given that it emerged that, besides the curriculum document itself, Consumer Studies teachers rely mostly on textbooks (Figure 6.14), it is vital that these textbooks provide sufficient, well-structured and detailed information on all topics (not just entrepreneurship) to support teachers in their implementation thereof in practice.

One participant, who had no training for Consumer Studies but was teaching the subject, complained that *"… die kennis wat ek het, is dit wat ek uit die handboek kry, of as ek tyd het om ekstra te gaan oplees en dis nie altyd genoeg nie*" (*… the knowledge that I have, is what I get from the textbook or if I have time to read up additionally, but there isn't always time*) (MP5). Having a textbook that will support effective teaching and learning is therefore fundamental. As this seems to not be the case for entrepreneurship education in the Consumer Studies textbook, it points towards an area that is in need of serious amelioration to enable better implementation of this important topic in practice.

Textbooks are, however, not the only resource to support teaching and learning in the enacted curriculum. Carefully planned and well-prepared LTSM can serve as a bridge between "content-specific, pedagogical and organisational challenges" that are experienced in the implementation of the curriculum (Booyse & Du Plessis, 2014:75). Learning-teaching support materials can help teachers in their planning and can contribute to their conceptual knowledge, which makes it necessary to develop and provide subject-specific materials for teachers to use. In addition, it is also important that teachers themselves are able to develop and adapt materials according to their needs and contexts (Miquel & Duran, 2017:358).

However, similar to Nchu's (2016:90) findings for Business Studies (the subject with the closest amount of entrepreneurship content in the South African school curriculum to that of Consumer Studies), the findings from the survey (Figure 6.14) of the current study indicate that the Department of Basic Education has not provided Consumer Studies teachers with additional LTSM (besides the textbooks) to enhance the teaching of the subject. No focus group participant mentioned, nor does Figure 6.14 show any Departmental resources for Consumer Studies other than the CAPS and textbooks. For this reason, teachers turn to readily available resources, which are not always subject-specific or precisely aligned with the curriculum (Akande & Tiamiyu, 2015:20).

Other resources that some Consumer Studies teachers reported they use for teaching entrepreneurship (survey question 32, see Figure 6.14) include video clips from YouTube and '*How it's made'*, newspapers, magazines and previous years' question papers. Searching for, planning and developing appropriate and subject-specific LTSM however "requires a vast investment in time, research and skill. This excessive planning erodes time that teachers should be spending teaching and marking" (Dada *et al.,* 2009:52). It is therefore imperative that suitable subject-specific LTSM, additional to the textbooks, be developed for Consumer Studies teachers. Such resources will support their implementation of the curriculum and will allow them to spend more time on teaching rather than searching for resources.

6.5.2.4 Resources for practical production options

Paralleling the dearth of LTSM for teaching theory content, Consumer Studies teachers also reported a lack of LTSM to support teaching of the practical aspects of the subject during the focus group interviews (see section 6.5.2.1). In addition to this lack of LTSM, there are often bigger issues related to resourcing practical production lessons, particularly a lack of funds or inadequate materials, ingredients or equipment to support effective teaching of the particular skills associated with each practical production option (see sections 3.4.2 & 6.5.2.1). These issues abound, even though the Consumer Studies curriculum document explicitly states that "The infrastructure, equipment and finances for the subject are the responsibility of the school and will be determined by the practical option chosen by the school" (DBE, 2011e:10).

According to one participant, when learners do not have resources (such as ingredients for food production) or access to those ingredients (for example, in deep rural areas far from the closest shops), the onus rests on the teacher to make a plan to provide those resources (EC11). Booyse and Du Plessis (2014:74) confirm this, stating that teachers need to find creative ways to resolve a lack of resources and that the "school must be ready for the learner rather than the learner being ready for the school". As noted in section 6.2.5.1, the lack of resources and equipment in Consumer Studies classrooms often has the following result: "*lots of teachers are bringing equipment and ingredients from their house…"* (GP4). This practice was confirmed by many participants in focus group sessions across South Africa. This practice is, however, not sustainable nor fair to the teachers' pockets.

The reality is that a lack of resources results in less learning taking place in some instances. For example, one focus group participant concisely described the situation that:

> "… *those [learners] who are more resourced, especially with money and especially with other materials, they do a lot of entrepreneurship, meaning they do a lot of practicals but with schools that have less resources, especially in rural areas, it becomes a problem. You'll find that as money will be a problem in a school, they might be doing one practical per term… Some of the skills might be lacking and this can be brought up by lack of resources*" (LP2).

Considering that the Consumer Studies curriculum prescribes at least 12 practical production sessions per year for Grades 10 and 11 and six practical lessons for Grade 12 (DBE, 2011e:10, 39-42), this participant's comment is an admonition about the seriousness of the situation. If learners only do one practical lesson per term, as claimed here, it means all the other practical lessons for that term, in which they are supposed to develop particular skills are not taking place and that the development of those skills therefore do not form part of those learners' education. Learners need these skills — for example, making sellable biscuits or cakes (DBE, 2011e:41), or learning how to correctly lay out a commercial sewing pattern (DBE, 2011e:44) — to enable them to produce sellable or marketable products, which offers them positive entrepreneurial opportunities. If the correct skills are not developed because the practical learning and skills development is not taking place (for whatever reason), the gaps in their learning might result in products not being of good quality or sellable, which will reduce their chance of selling such items.

For this reason, the funding and resourcing of the practical production in Consumer Studies need urgent and considerable attention. Solutions need to be developed for the effective planning, allocation, distribution and application of resources to all schools, in an effort to support teachers in the implementation of the intended curriculum for Consumer Studies. Such solutions will help to overcome these barriers to learning so that the negative impact it has on learners' development can be reduced (Booyse & Du Plessis, 2014:74).

Another barrier to some learners' learning that emerged from the analysis of the data from the surveys and the focus group interviews, is a lack of cultural relevance of the

resources and products that learners must use or must learn how to make in the practical production options, which is discussed in the next section.

6.5.2.5 Cultural relevance of resources for practical production options

A curriculum is implemented by different people (teachers), with particular resources available to them (or not, as discussed in previous sections) in specific contexts and with learners who have different needs and backgrounds. The learners in Consumer Studies classes in South Africa come from varied cultural and religious backgrounds (see section 3.3.2.2).

During the curriculum document analysis, the practical production section, especially for food production (which is by far the most widely offered option in schools), was however found to include rather narrow cultural content, with a Western slant toward the types of products that are made, such as pasta Alfredo (DBE, 2011e:39), éclairs, cream puffs and queen fritters (DBE, 2011e:40) or Swiss rolls (DBE, 2011e:41). Confirming this finding from the document analysis, a number of participants mentioned this same issue during the focus group interviews. The various comments by different participants are suitably verbalised by the words of one focus group participant, who said "*Dit is ook baie keer … produkte wat hulle nie regtig ken nie soos daai choux deeg … as jy sê 'n éclair — hulle het nie 'n idee wat dit is nie … party kinders het glad nie daai blootstelling of hulle weet partykeer nie eers wat is die goed nie" (It also often is… products that they don't really know like that choux pastry… if you say 'an éclair' — they have no clue what it is.…some children doesn't have that exposure at all or sometimes they do not know what the things [that they have to make] are*" (MP1). This comment clearly indicates that learners are often unfamiliar with the products that they have to make, because the products fall outside their scope of experience or cultural frame of reference.

The Consumer Studies curriculum document, however, does include a statement that "The recipes indicated are **examples** only. Teachers can replace them with similar or more advanced recipes, taking into account contemporary culinary trends and the context of the school" (DBE, 2011e:38). The blame for the lack of cultural variation in recipes for food production therefore does not lie with the intended curriculum but with its implementation. Possible reasons for teachers only using the recipes suggested in the curriculum document, could be a lack of time (to search for or develop alternative

recipes) or knowledge (teachers who are inadequately trained in Consumer Studies to be able to replace recipes or ingredients with alternative options).

There is therefore room for improvement in the implementation of the Consumer Studies curriculum to provide a wider range of products from different cultures that learners can make and develop into entrepreneurial opportunities. Including a wider selection of options for products in practical production will not only offer more culturally relevant options to more learners but can also be used as a learning experience. For instance, one focus group participant stated that "*daai ding van verskillende kulture, verskillende idees... Die een ou sal 'n ding so doen en 'n ander ou sal so, so ons leer bymekaar" (that thing of different cultures, different ideas… The one guy will do something like this and another guy will do it like that but in this way, we learn from each other*) (MP2). This comment demonstrates that including elements or products from different cultures in the practical production options will enrich the learning experience of learners.

From the ranks of the focus group participants, a few suggestions were made regarding how more cultural variation could be achieved in the practical production of Consumer Studies. For example, one participant expressed how one of her learners, who has an Indian background, "adds curry to almost everything", indicating how learners themselves sometimes try to make their (food) products more culturally relevant (MP2). Another participant suggested a local morogo (edible plant), which is not sold in shops, but is freely available to learners to use in food production, if a recipe called for it, or something similar such as spinach (LP2). Yet another participant mentioned that "*Ek het 'n kind wat runaways verkoop het" (I have a learner who sold runaways*) (WC8). Runaways are chicken feet cooked in a flavourful sauce, which is an inexpensive dish popular with several of the African cultures in South Africa. There are thus alternative options available to make the products, especially in Food production, more culturally relevant to learners' experiences.

However, one participant appropriately cautioned that "*we better sit down and do this skills code, but it must be something traditional. Something that, eh, anyone will enjoy eating*" (LP3). Developing skills codes for such proposed local or more culturally orientated items would make the practical learning meaningful and pitch it on the correct standard or level (as suggested by focus group participant MP5) in line with the requirements for the practical production lessons and products (DBE, 2017:9; see

section 6.3.3 & Table 6.8). This is an area that needs the input from teachers to develop acceptable alternatives to allow cultural diversification in the practical production options in Consumer Studies. Developing their suggestions (such as morogo or runaways) with the appropriate skills codes and making such alternative options available to learners will provide more options for learners to design and make entrepreneurial products for wider target markets and will bring the learning closer to their own real-life experiences.

One focus group participant also mentioned that the Grade 12 entrepreneurship project allows for cultural differentiation to some extent, because learners can choose their own target market (NC8). However, the products that they can select for development are still limited. Another important finding related to culture and which greatly impacts the enacted curriculum, is the language of instruction used to implement the intended curriculum (see sections 3.3.2.1 & 3.3.2.2), as discussed in the next section.

6.5.2.6 Language of instruction and language of learning

The disparities that exist between learners' language of learning and the main language of instruction (English) in the majority of schools as well as in teaching-learning resources, such as textbooks, were discussed in sections 3.3.2.1 and 3.3.2.2, which pointed out that textbooks for most subjects are only available in two of the eleven official languages of South Africa. It also emerged from the focus group interviews that, from the experiences of Consumer Studies teachers, learners struggle to learn or be taught in English if it is their second, third or even fourth language. Evidence to support this finding is included in Table 6.15.

A participant's recommendation (LP2) of including more activities in the textbooks (Table 6.15) was repeated by another focus group participant in a different province: "*in all of the textbooks there's not a lot of practical things that they can actually do*" (EC6). These participants' comments add increased importance to the findings in section 6.3.4.3, where participants noted that a lack of practical application is evident in the entrepreneurship education content in Consumer Studies. The same comment (LP2, Table 6.15) also links to findings in section 6.5.2.3 that, despite teachers relying heavily on textbooks as a teaching-learning resource (see Figure 6.14), several teachers find the content therein inadequate. Adding more activities in textbooks will

allow more opportunities for practical application of learning and will help learners who struggle with the language to better understand the content through application thereof.

Table 6.15: Comments by focus group participants regarding language being a barrier to learning in Consumer Studies

Description or comment	Source
"because they cannot read and write… I think the problem is in the primary they do not read and write properly"	FS15
"hulle kan nie lees nie … hulle het nie 'n leesbegrip nie" (they [learners] can't read … they don't have reading comprehension).	MP5
Learners sometimes lack a basic understanding of English subject terminology. For example, when instructing learners that they have to cream together the sugar and margarine in a recipe, the learners asked 'where is the cream that we have to add'	MP2
"… really language it's a barrier… if it's a lot of words in there [the textbook] they [the learners] get stuck but if there are activities … other than reading it would be helpful, because we are only stuck we are only focused on the book rather than other activities…".	LP2

In addition to struggling with language in the textbooks, it also emerged from the focus group interviews that, because of the language barrier, learners struggle with the case studies that are frequently used as part of the formal assessment of the topic entrepreneurship. For example, one participant said that "*Another problem with entrepreneurship … is the higher cognitive questions … the learners must be able to read the case study and analyse the questions step by step before answering it*" (EC12). This finding about the language barrier might explain why the perception of some Consumer Studies teachers is that "*Die gevallestudies is baie moeilik …" (the case studies are very difficult*) (MP3). This issue is elucidated when Booyse and Du Plessis (2014:33) emphasise the "very important link between language and understanding" that should take place when learners put their thoughts into words (or language) as part of their knowledge and learning construction, but that seems to be missing for many learners in Consumer Studies.

According to the entrepreneurial learning model of Thompson, Scott and Gibson (2010:68), case studies provide an important bridge between knowledge-based learning and experience-based learning in entrepreneurship education. Learners' access to, deep involvement in, and understanding of suitable and life-relevant case studies should therefore be fostered, while keeping in mind the language used to formulate them. In addition, Schulte-Holthaus (2018:111) suggests that when case studies are related to the cultural experiences of learners, it fosters participatory learning and real-life experience. The cultural relevance of case studies should therefore also be considered as part of the knowledge construction of learners when planning or developing them as a resource for teaching and learning (also see section 6.5.2.5).

Language being a barrier to learning in Consumer Studies is not a new issue. The 2015 Consumer Studies Subject Improvement Framework (DBE, 2015) mentioned several learner weaknesses that are related to language of learning and/or instruction. Some of these include "Poor understanding of action verbs", learners "are unfamiliar with terminology and concepts" and "Lack of sound reasoning ability and are unable to express themselves clearly" (DBE, 2015), which echo the findings above. Aitchison (2018:2) reports that the poor reading skills of South African learners can be blamed on the absence of a reading culture among adult South Africans, a shortage of school libraries, the high cost of books as well as the low quality of teachers training to support learners' development of reading. These causes for poor reading and language skills fall outside the scope of Consumer Studies teachers' domains, but the problem seriously impacts on learners in the subject.

Due to being taught and having to learn in a second or third language (see section 3.3.2.1), learners actually do not possess the vocabulary or grasp the language of instruction in order to understand what is expected of them or to formulate their ideas and answers effectively. In a subject such as Consumer Studies, with its wide topic coverage and inclusion of quite specific (and sometimes unusual) subject-terminology, it will be especially hard for learners who are taught in a different language (see section 3.3.2.2). It is also probable that it is difficult to translate some of the terms into local languages (in order to better explain it to learners), because these terms might not exist in those languages. For example, terms like 'regenerated cellulose fibres', 'synthetic polymer fibres' (DBE, 2011e:22), 'macro-minerals', or 'pantothenic acid'

(DBE, 2011e:25), to name but a few. This finding confirms the comment made by Tshiredo (2013:64) that language is one of the greatest barriers to learning in South African schools.

The Language in Education Policy in South Africa "is meant to facilitate communication across the barriers of colour, language and religion" and "assumes a fluid relationship between languages and culture" (Booyse & Du Plessis, 2014:57). From the findings of the current study reported in this section, it is clear that the policy needs to be developed further in an effort to better realise these goals. The requirement that constructivist classrooms should provide ample opportunities for communication and discussion to support knowledge construction (Pritchard & Woollard, 2010:52), further adds to the conundrum. This requirement will be extremely challenging in situations where language is a barrier to learning and education.

Having discussed the findings that relate to various learning resources and learning issues that impact the implementation of the enacted curriculum for entrepreneurship education in Consumer Studies, the next section will address another potentially challenging issue that impacts the implementation of the curriculum (see section 6.5.1), namely overcrowding in classrooms.

6.5.3 Class sizes in Consumer Studies

The curriculum analysis indicated that the Department of Basic Education sets strict parameters within which practical production may take place, especially for the food production option, which is the most popular option in schools. For example, as part of the intended curriculum for Consumer Studies, the following requirement is stated: "The number of learners in a food production practical class may not exceed 32 learners working on eight stoves" (DBE, 2011e:9). The motive for this requirement is explained in the CAPS: "Schools should not offer food production to more than 32 learners per class, as it becomes a safety risk" (DBE, 2011e:9). The safety of learners is therefore the basis on which this requirement is founded.

To provide insight into the number of learners per class in Consumer Studies, survey question 18 enquired about the number of learners (on average) in participants' Consumer Studies classes. The findings of this question indicate that most Consumer Studies classes (about 71%) are smaller than 30 learners per group (Figure 6.17), which fits within the parameters set in the intended curriculum for practical food

production. However, the findings also show that 29% of participants' Consumer Studies classrooms are overcrowded, with about 12 % of classes having 40 or more learners in a classroom (Figure 6.17).

At the least, such large classes hold safety risks for learners when practical lessons have to be facilitated (DBE, 2011e:9), and according to Dada *et al*. (2009:59), overcrowded classes also make it difficult to implement the curriculum. Both informal and formal assessment in large classes is difficult (Dada *et al.*, 2009:59), which was also mentioned by a number of focus group participants as troublesome in large Consumer Studies classes, especially in relation to marking practical products and projects (EC11; EC12; FS2; WC4). The making of products in practical classes as well as the projects in Grade 12, both contribute significantly to learners' entrepreneurship education (see sections 6.3.3, 6.4.3 & 6.4.2.1) and care should be taken to limit class sizes in adherence to the requirements of the intended curriculum in order to support optimal entrepreneurship development for each learner in the Consumer Studies class.

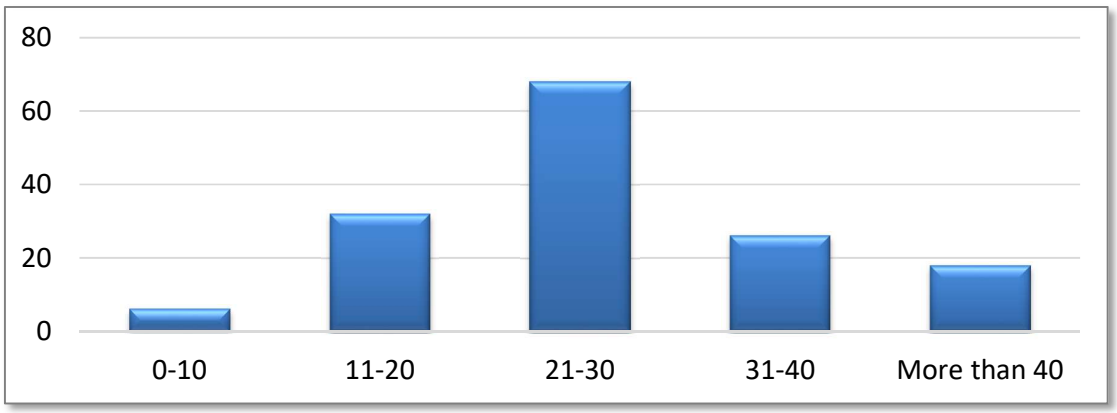

Figure 6.17: Number of learners per Consumer Studies class reported by survey participants

The issue of overcrowding in some classes needs to be investigated and ameliorated. There are, however, particular methods and approaches to teaching large classes effectively, especially in relation to classroom management principles (Dada *et al*., 2009:59). These principles would have to be included in teacher training if they are to be implemented effectively. Hence, the next section reports on the findings regarding

the training of teachers for entrepreneurship and Consumer Studies and how that training impacts their implementation of the curriculum.

6.5.4 Teachers' training for and experience of entrepreneurship education

The literature review revealed that some previous studies have found that teacher training in South Africa is problematic and sometimes inadequate (Dada *et al*., 2009:67; Pistorius, 2011:65; Steenekamp, 2013:11). It has also been reported that "many teachers [who are teaching the subject] have little or inadequate training in Consumer Studies" (Koekemoer & Booyse, 2013:545; Umalusi, 2014:89; see sections 3.2.1 & 3.4.3). The fact that teacher training for entrepreneurship education is rare globally further adds to the problem (David, Penaluna, McCallum & Usei, 2018:322). However, since teachers are viewed as the gatekeepers to improve the quality of learning experiences, it is important to train and support new as well as established teachers in entrepreneurship education (David *et al*., 2018:320). The training of Consumer Studies teachers for the subject, including for the important topic of entrepreneurship within the subject, was therefore investigated as one of the issues affecting the implementation of the curriculum.

Question 7 of the online survey consequently asked participants to indicate if they had any specific training for Consumer Studies (NOT for Home Economics). The question was specifically phrased in that manner, as people often refer to the two subjects as interchangeable, which they are not (see section 3.4.1) and because many Consumer Studies teachers were actually trained as Home Economists (Koekemoer & Booyse, 2013:545; Umalusi, 2014:89; see section 3.2.2).

The data analysis for that question indicated that 54% of the survey participants have received training specifically for Consumer Studies (Figure 6.18), which is viewed as positive, as it indicates that more than half of the teachers teaching Consumer Studies had subject-specific training for the subject. Confirming similar findings by Koekemoer and Booyse (2013:545) as well as Umalusi (2014:89), a number of participants in the focus group interviews (EC12; GP5; LP2; WC2) mentioned that they were not trained for Consumer Studies but rather for Home Economics, which did not include entrepreneurship. Two participants subsequently mentioned that Consumer Studies teachers need to create a mind shift away from Home Economics toward the more

entrepreneurial focus of Consumer Studies (GP5; NW2). This begs the question — if teachers were not trained for Consumer Studies, did they receive training for entrepreneurship education?

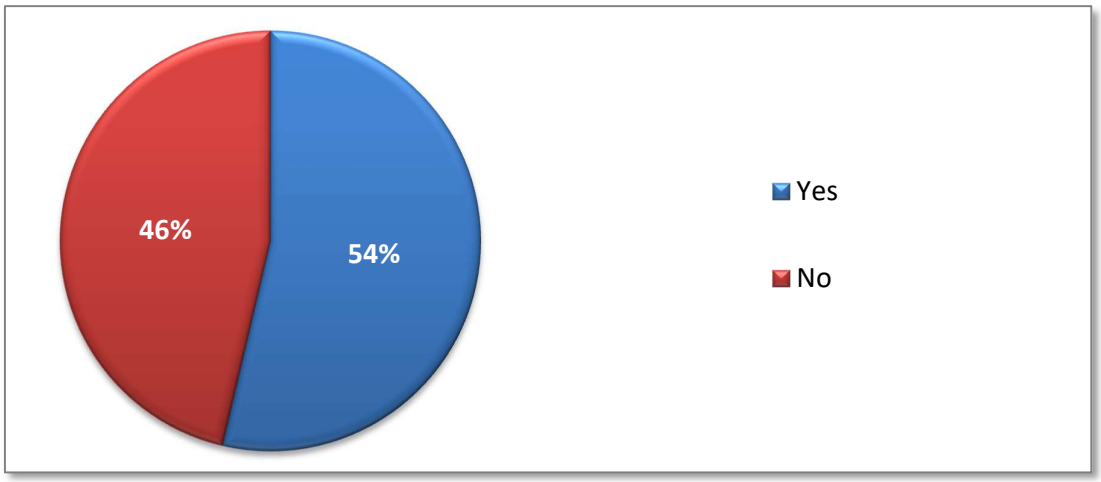

Figure 6.18: Survey participants who had specific training for Consumer Studies

Question 9 of the online survey therefore asked participants to indicate if they had received any training in particular for entrepreneurship education and question 10 asked them to provide details of such training. The results of the data analysis for question 9 (Figure 6.19) shows that a significant percentage (more than two-thirds) of the survey participants had not had any training for entrepreneurship education and that additionally, another 8% of survey participants were unsure if they had received training for entrepreneurship education (replying that they *'maybe'* had training) (Figure 6.19).

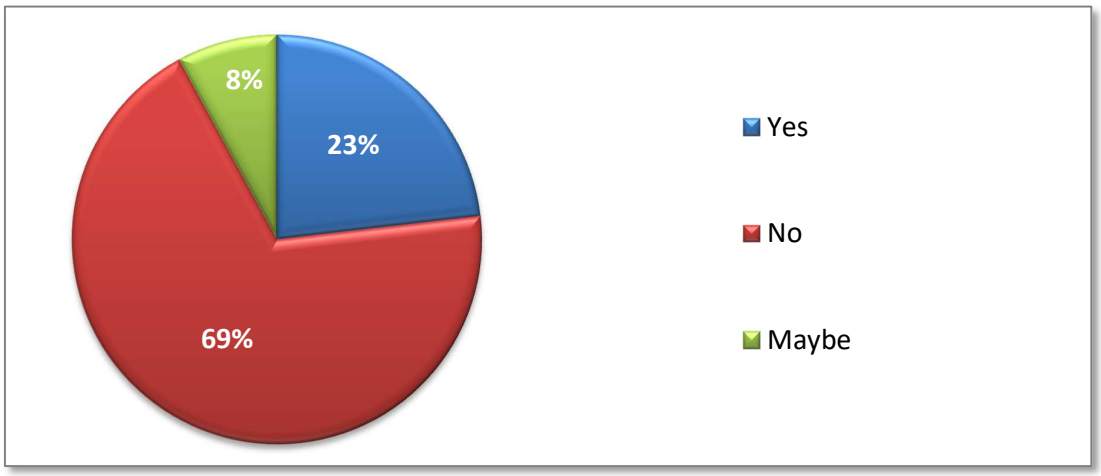

Figure 6.19: Survey participants' training for entrepreneurship education

Strengthening the finding that Consumer Studies teachers lack training for entrepreneurship education, the majority of the participants in the focus group interviews were of the opinion that their training for or experience of entrepreneurship education was utterly inadequate. In fact, in three of the provinces, every single focus group participant actually said that they had no training (at all) for entrepreneurship education. Several participants also mentioned that when they did receive training for entrepreneurship education, it was limited or inadequate (EC12; FS8; GP5; LP2; MP2; MP3; NC1; WC7; WC8). Recognising this problem as part of the implementation of the intended curriculum, one participant stated that "*there is a great need for training specifically for entrepreneurship education in Consumer Studies*" (EC11). According to a technical report on teacher training by the Departments of Basic Education and Higher Education and Training (2011:118), South African schools actually receive a budget for continued professional development or in-service training of their staff and teachers; however, it seems that little of this money is used for the development of Consumer Studies teachers.

One teacher (MP5), who has not been trained for Consumer Studies but rather for Natural Sciences, noted that she relied mainly on the Consumer Studies textbooks to boost her subject knowledge. However, the finding that teachers perceived the entrepreneurship content in the Consumer Studies textbooks to be inadequate and incomplete (see section 6.5.2.3), suggests that teacher training would be a better alternative to enhance teachers' subject content and pedagogical knowledge. This was sustained in an unsolicited response (as part of the "General comments" section in the

survey) from a survey participant that "*Specialised training/up-skilling is needed for Consumer Studies teachers*" (SP87). The survey participant's (SP87) suggestion parallels the recommendations of Dada *et al*. (2009:9) and Booyse and Du Plessis (2014:100), that is, that teacher training should be subject-specific rather than generic to fulfil the needs of teachers for support in the implementation of the curriculum. In addition to being targeted and subject-specific, training for teachers should include "competency to teach in English as the language of learning; use of textbooks; and training in subject discipline content" (Dada *et al*., 2009:67), which will contribute to addressing some of the barriers to the implementation of the curriculum, such as language (see section 6.5.2.6) and textbooks (see section 6.5.2.3).

Expanding on the suggestion of Dada *et al*. (2009:67) that teacher training should focus on "subject discipline content", Schiefelbein and McGinn (2017:364) emphasise the need to develop teacher training programmes that will include not only subject content but also pedagogy and instruction on the use of a variety of instructional methods and practices (see section 3.3.2.2). Principles of active learning and constructivism should be emphasised in such teacher training programmes (Schiefelbein & McGinn, 2017:2). Furthermore, David *et al*. (2018:337) suggest that entrepreneurship education should be included in both initial teacher training and continuing professional development as a key enabler to improve overall teacher training and to better align teacher training to the needs of society. The need to develop and implement targeted, topic- and subject-specific training for entrepreneurship education in Consumer Studies is clear. These suggestions for teacher training on entrepreneurship should, however, be kept in mind when planning and implementing entrepreneurship education training programmes for teachers. Improved training in this regard will support teachers to more effectively implement and realise the intended curriculum in practice.

Having discussed Consumer Studies teachers' need for more and extensive training in both the subject overall as well as in entrepreneurship education, the subsequent section focused specifically on the pedagogy and teaching methods (the 'how?' of implementing the curriculum) that Consumer Studies teachers utilise to implement entrepreneurship education (see section 6.5.5) in practice, particularly considering their lack of training for this topic.

6.5.5 Pedagogy and teaching methods utilised for entrepreneurship education in Consumer Studies

This section reports on how teachers implement the intended curriculum for Consumer Studies, focusing on the methods and approaches they use in practice. The findings of the study regarding pedagogical guidance for Consumer Studies is reported first (section 6.5.5.1), followed by the findings regarding the particular methods used (or in some cases, not used) by Consumer Studies teachers (see Figure 6.21). These include the use of content-based teaching-learning methods (section 6.5.5.2), life-relevant teaching-learning methods (section 6.5.5.3), problem-based teaching-learning methods (section 6.5.5.4), learner-centred teaching-learning methods (section 6.5.5.5), active teaching-learning methods (section 6.5.5.6) and collaborative teaching-learning methods (section 6.5.5.7).

6.5.5.1 Pedagogical guidance for Consumer Studies education

The lack of pedagogical guidance in the Consumer Studies CAPS, which emerged from the literature reporting on previous studies (Booyse, Du Randt & Koekemoer, 2013:92; Du Toit, 2014:55; Du Toit & Booyse, 2015:24; Koekemoer & Booyse, 2013:555; Umalusi, 2014:89; see section 6.5.1), was also reported by the focus group participants in this study. For example, one participant stated this need succinctly when she said "*Ek sou baie daarvan gehou het as ek beter riglyne gehad het" (I would have really liked it if I had better guidelines*) (MP5). Booyse and Du Plessis (2014:75) underscores that "concrete and specified guidelines are necessary — especially in the early stages of implementation" to support teachers in aligning their planning and pedagogical efforts with the intentions of the curriculum. The current study therefore aimed to confirm or refute previous findings regarding a lack of pedagogical guidance by investigating the experiences and opinions of the teachers and not only the curriculum document, and focusing on 'entrepreneurship' as a topic.

Question 61 of the online survey inquired if there was any topic-specific pedagogical guidance for Consumer Studies teachers regarding the teaching and learning of the topic entrepreneurship. The findings from the analysis of the data for this question show that 64% of the participants were of the opinion that there was no pedagogical guidance available to them for Consumer Studies, confirming the findings of previous

studies, and that only 25% of participants are aware of some pedagogical guidance for the subject (Figure 6.20).

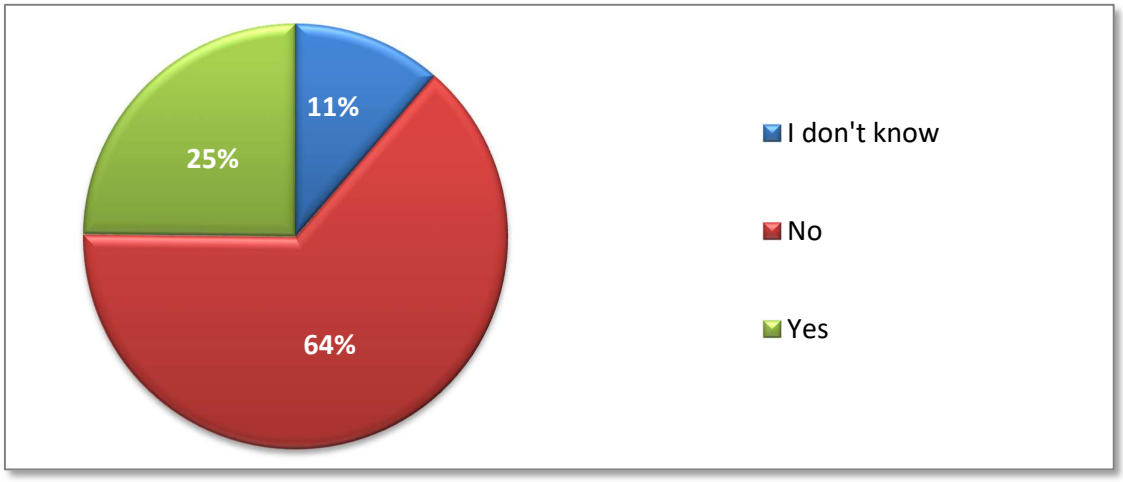

Figure 6.20: Teachers' awareness of pedagogical guidance available for Consumer Studies

In hindsight and through follow-up questions it was determined that numerous participants did not know what the term "pedagogy" refers to. The 11% of participants who answered "I don't know" to survey question 61 (Figure 6.20) might not have understood the question (or the term 'pedagogy').

Pedagogy can be viewed through several lenses, each providing a different perspective on how it is interpreted or approached (Du Toit & Booyse, 2015:17). In the current study, which was approached from a constructivist point of view, *pedagogy* referred to the methods, activities, principles or practices that best support the construction of knowledge and skills in Consumer Studies. The Oxford Dictionary (2018b) defines 'pedagogy' as "The method and practice of teaching, especially as an academic subject or theoretical concept". It was therefore important to investigate which methods and practices teachers in the subject use to implement the curriculum, despite the lack of pedagogical guidance available to them.

Entrepreneurship education utilises a constructivist approach to teaching and learning, stressing action-oriented learning, experiential learning, problem-based learning (learning by solving problems) and positioning the learner as well as the learning process, at the core of such education (Kurczewska, 2016:27). Informed by this reference and similar evidence found in the literature review (see sections 2.4, 2.5.4 &

3.3.2.2), a number of preferred methods or practices for the implementation of entrepreneurship education was identified (as *a priori* codes) and used to frame survey questions in this regard. Questions 33 to 38 of the online survey asked participants to indicate if and how often they used active learning, learner-centred learning, problem-solving, collaborative learning, life-relevant learning and/or content-based learning methods in particular when teaching entrepreneurship as part of Consumer Studies. The results of the participants' responses are combined in Figure 6.21.

6.5.5.2 Content-based teaching-learning methods

It emerged from the survey findings that content-based teaching-learning methods are used more and most often by participants than any other method (Figure 6.21). Content-based teaching methods are suitable for education *about* entrepreneurship (Sirelkhatim & Gangi, 2015:6) in contexts where the teaching is mostly teacher-centred, and learners are passive receivers of information. Furthermore, content-based teaching relies heavily on textbooks as sources of information.

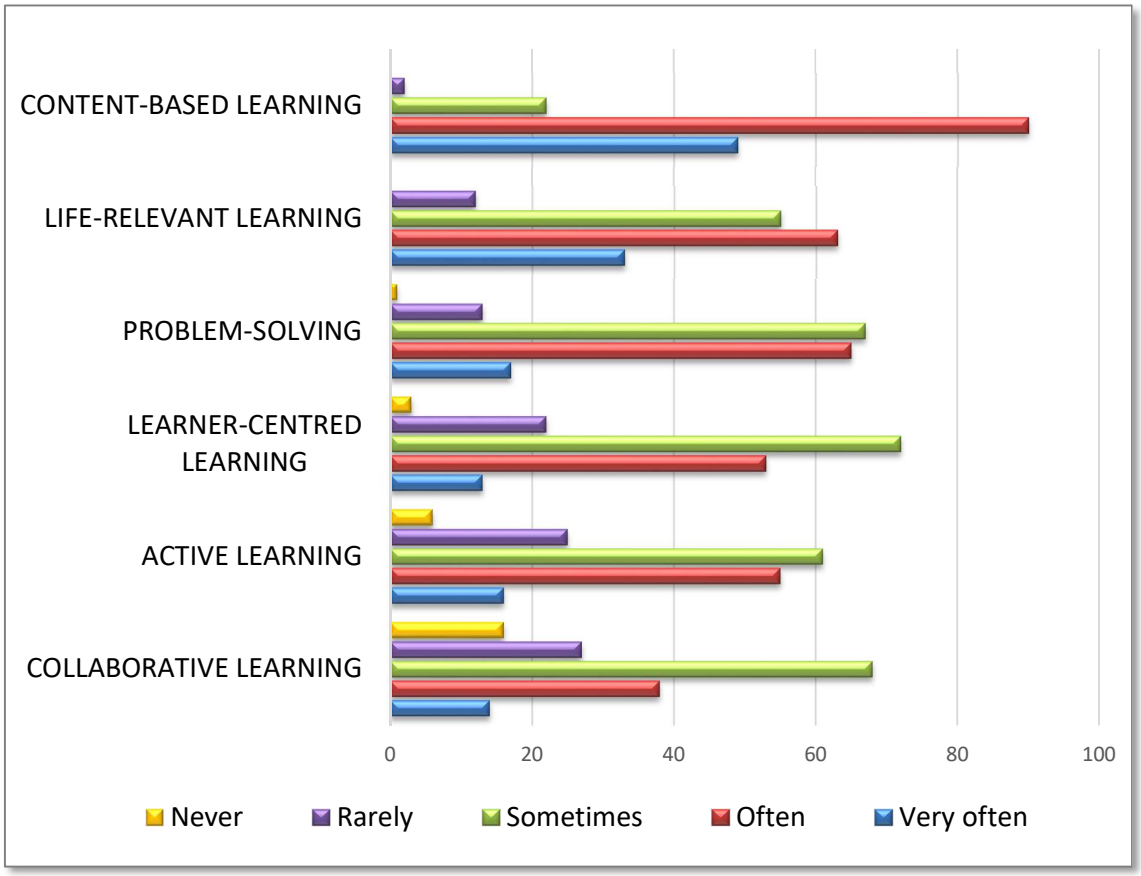

Figure 6.21: Teaching-learning methods used for entrepreneurship education in Consumer Studies

This finding showing a trend of Consumer Studies teachers relying mostly on content-based teaching methods (in other words, textbook-based teaching) (Figure 6.21) combined with the findings that teachers experience the textbooks as inadequate or lacking in content (see section 6.5.2.3 & Figure 6.15) and that learners often struggle with the language of instruction in the textbooks (see section 6.5.2.6), is distressing. Only a small section of entrepreneurship education in Consumer Studies is *about* entrepreneurship (see section 6.3.1 & Table 6.5), which indicates that alternative types of teaching methods should be used more frequently, to support education *for* and *through* entrepreneurship (see sections 6.3.2 & 6.3.3 and Table 6.6).

'Life-relevant learning' was reported as the second most used method for entrepreneurship education in Consumer Studies (Figure 6.21) and is discussed in the next section.

6.5.5.3 Life-relevant teaching-learning methods

Life-relevant teaching-learning methods connect learning with the real-life experiences of learners and is sometimes referred to as experiential learning (Kurczewska, 2016:107; Neck & Corbett, 2018:15). Several scholars support life-relevant learning as being one of the most effective methods for entrepreneurship education (including but not limited to Kirkley, 2017:32; Kurczewska, 2016:103; Lackéus, 2013:3; Neck & Corbett, 2018:15; Neck & Greene, 2011:63; Sirelkhatim & Gangi, 2015:6; Steenekamp, 2013:169; Thompson *et al*., 2010:69).

Sirelkhatim and Gangi (2015:6) explain that experiential teaching methods such as 'learning-by-doing' and life-relevant learning are exceedingly suitable for use in education *for* entrepreneurship, as it "aims to provide a portfolio of techniques to encourage entrepreneurship practice". When learners see the application possibilities of the entrepreneurship learning to real-life situations, they learn knowledge, skills and values more effectively (Neck & Corbett, 2018:15). Using such real-life learning transforms and links theoretical learning to more meaningful experiences (Steenekamp, 2013:169) and it is an effective way to connect the learning content to student needs and targets, resulting in a learning experience (rather than learning in

isolation) (Neck & Corbett, 2018:14). In addition, when learners use life-relevant learning in entrepreneurship education, they exhibit "greater ownership and responsibility for the learning process (Kirkley, 2017:32), which makes the learning even more meaningful. Brentnall *et al*. (2017:18) confirm that deeper learning and active learning takes place in life-relevant learning, since learners focus on developing particular competencies while addressing or solving problems in real-life entrepreneurial situations. Such active, learner-centred real-life or life-relevant learning also aligns well with the requirements for constructivism (Brentnall *et al*., 2017:18).

For the reasons stated above, it was promising to find that 'life-relevant learning' was reported by survey participants as the second most used method for entrepreneurship education in Consumer Studies (Figure 6.21). According to Jenkins (2018:71), the use of real-life situations for experiential learning are not always possible, but teachers can construct and facilitate such experiences in the classroom with careful planning. One outstanding example of the use of life-relevant learning for the implementation of entrepreneurship as part of Consumer Studies, emerged from the survey data and is described in the following verbatim quote:

> "*We have market days at school every year for each grade. This is THE best way to teach Entrepreneurship! The students take out a loan, which they have to repay. They are responsible for every part of the business, but I support them if they need help. After the event they actually understand why you must be able to do costing, why you have to plan and why standardization is important. I refer back to their products when I teach the unit and that makes a very big difference. They get the opportunity in class to reflect on what they did well and what could have been better and then they get the chance to do it again*" (SP61).

This participant's quote shows how the process of developing entrepreneurship education is carefully constructed to link theory content to real-life applications and experiences that learners can identify with. The inclusion of reflective practice, as indicated in this example, is also conducive to experiential learning, since it helps learners to make sense of the experience (Bacigalupo *et al.*, 2016:34; Kurczewska, 2016:98; Lackéus, 2013:16), which contributes to constructivism (Kurczewska, 2016:105; Marks, 2012:46) and will support learners' entrepreneurship education (Marks, 2012:47; Ruskovaara, 2014:91). Teachers must foster and develop learners'

reflection skills to enable learners to consider and apply their learning in a wider context (Nieuwenhuizen & Groenewald, 2008:132). Due to the lack of pedagogical guidance for the subject (see section 6.5.5.1), many Consumer Studies teachers probably do not have the knowledge or insight to effectively construct and implement life-relevant learning to support effective entrepreneurship education, further emphasising the need for developing subject-specific training to support these teachers in the implementation of the curriculum (see section 6.5.4).

The third most used method for the implementation of entrepreneurship in Consumer Studies emerged to be problem-solving (Figure 6.21) and is discussed in the next section.

6.5.5.4 Problem-solving teaching-learning methods

Problem-based learning is a constructivist method often used in entrepreneurship education (Deveci & Seikkula-Leino, 2015:35; Gedeon, 2014:240; Kurczewska, 2016:27; Lackéus, 2015:15; Paloniemi & Belt, 2015:265). The solving or addressing of problems forms the basis of problem-based teaching and learning. Question 35 of the online survey therefore asked participants if they "use PROBLEM-SOLVING (learners analyse and solve real-life problems to support learning and understanding) particularly when teaching entrepreneurship as part of Consumer Studies". The question referred to problem-based learning methods, but to simplify the terminology (and participants' understanding of the question), the term 'problem-solving' was used in the phrasing of the question. The results of participants' responses for this question have been included in Figure 6.21, indicating that some Consumer Studies use this method sometimes but not as many times and as often as content-based and life-relevant learning methods.

Document analysis revealed that one of the core aims of the South African National Curriculum Statements is to "produce learners that are able to … identify and solve problems" (DBE, 2011e:4), and problem-solving should therefore feature in the CAPS. Solving or addressing social or environmental issues or problems through entrepreneurship creates social or environmental value, addresses community needs and makes the learning more meaningful for learners (see sections 2.3.2 & 2.3.3). The intended curriculum includes several opportunities for learners to address or solve social and environmental issues as part of the learning in Consumer Studies. However,

despite this potential, it emerged from the findings that the solving of the social problems are not explicitly linked to entrepreneurship (see sections 6.2.2 & 6.2.3). Problem-based learning contributes to the development of learners' creativity and a broad range of thinking skills, which are considered to be entrepreneurial competencies (Meintjes, 2014:45). It could therefore strengthen entrepreneurship education in the Consumer Studies curriculum if more emphasis is placed on utilising problem-based teaching and learning methods for its implementation.

Learner-centred learning was the fourth most used method that participants reported they used for entrepreneurship education in Consumer Studies (Figure 6.21) and is discussed in more detail in the subsequent section.

6.5.5.5 Learner-centred teaching-learning methods

Learners are considered to be the audience for whom a curriculum is designed, or the 'who' in entrepreneurship education (see sections 2.4 & 2.5.1) and they are therefore a core component in most frameworks for entrepreneurship education (see section 2.5.4 & Table 2.2). Learner-centred teaching-learning strategies are often used in entrepreneurship education (Deveci & Seikkula-Leino, 2015:35) and are considered to be conducive to constructivist learning (Frederiksen, 2017:40). Such strategies place the learner at the core of the entrepreneurship process.

Despite the apparent importance of this method reported in literature, little evidence thereof was uncovered in the current investigation (Figure 6.21). Curriculum analysis also revealed that the intended curriculum document for Consumer Studies also does not refer to or mention learner-centred learning. Effective curricula offer guidance to teachers to facilitate the intended curriculum outcomes and should include suggestions for the methods to use in that process (Cai & Cirillo, 2014:133; Ebert *et al.*, 2013:1; Thijs & van den Akker, 2009:12). Including or describing such an approach, as part of pedagogical guidelines for teachers, will support their implementation of the curriculum and will contribute to learners' development as more independent learners (Steenekamp, 2013:148).

Learners take greater responsibility for their own active (rather than passive) learning in learner-centred learning (Frederiksen, 2017:40; Kurczewska, 2016:38; Meintjes, 2014:62). Successful entrepreneurship education requires that teachers develop and adopt learner-centred teaching skills and methods to foster learners' development as

part of the learning process (Huq & Gilbert, 2017:156), which requires them to facilitate and guide the learning process rather than 'being the instructor' (Frederiksen, 2017:40). Steenekamp (2013:125) emphasises the importance of learner-centred learning methods, stating that "entrepreneurship education must provide a learner-centred environment" to enable true entrepreneurial learning. Learner-centred methods engage learners more in the learning process than teacher-centred methods do (Sirelkhatim & Gangi, 2015:4).

Learner-centred learning is considered to be an active teaching-learning strategy (Frederiksen, 2017:40; Kurczewska, 2016:38; Meintjes, 2014:62). Active learning is consequently discussed in the next section.

6.5.5.6 Active teaching-learning methods

Active teaching-learning was reported by survey participants as being the second least used method for the implementation of entrepreneurship education in Consumer Studies (Figure 6.21). The South African school curriculum is based on several key principles, including one that requires "Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths" (DBE, 2011e:4). As the intention of the overall curriculum is clear that learners should not (just) memorise content but should be actively involved in the process of their own learning (see section 3.3.2.2), this finding (of limited use of active teaching-learning methods — see Figure 6.21) was unexpected. Based on the stipulation of the intended curriculum that active learning methods should be used, the expectation was that such practices would realise more widely in reality.

However, additional data from the focus group interviews confirmed that teachers perceive entrepreneurship education in Consumer Studies as 'not active enough' or not including enough practical application. Question 5 of the focus group interviews requested participants to "comment on the curriculum content regarding entrepreneurship in Consumer Studies" and most of the comments about the lack of active learning or practical application of learning were in response to this question. Some of the comments from participants critiquing the deficiency of active learning and practical application in entrepreneurship education as part of the Consumer Studies curriculum, have been included in Table 6.16.

Table 6.16: Comments of focus group interviewees regarding the deficiency of active learning in entrepreneurship education in Consumer Studies

Comment	Source
"*there should be more activities that should be explained better*"	FS4
"*… we are only focused on the book rather than other activities…*"	LP2
"*Ek wonder of ... dit nie meer prakties gerig moet wees nie.*" (*I wonder if … it should not be more practice-orientated*)	MP2
"*Ek voel net hulle moet dit meer prakties maak, die kinders moet dit meer aan hulle lyf voel,*" (*I feel they have to make it more practical, the learners have to experience it in their own skin*)	NC9
"*The kids are totally bored because they don't have experience that needs to go with it. It needs to be something practical that they can get in term to understand that this is how I am doing this.*"	GP5
"*… it's not really difficult when it comes to costing, because when you do it with them practically as [an] activity they're able to do it*"	LP2

From these comments (Table 6.16), it is evident that teachers would prefer to have more activities, including practical application opportunities, to support the development of entrepreneurship education from pure theory content towards more real-life learning in Consumer Studies. Follow-up questions revealed that the 'practical application' participants referred to (Table 6.16) means 'application in practice' and does not necessarily refer to the practical production section of the subject. The final two comments included in Table 6.16 indicate that active learning is more enjoyable to learners and supports the learning process by providing experiences and application activities that can be used in the construction of new knowledge. This finding echoes similar appeals that emerged from the findings for the language used in textbooks, when focus group participants requested more activities to support learners' learning in the subject (see section 6.5.2.6 & Table 6.16). One participant commented that including more activities, rather than pure text, in the Consumer Studies textbooks will be "more … visual than reading … because if it's a lot of words in there [and] they [learners] get stuck" (LP2). Active learning methods might therefore also contribute to

attending to the issue of language being a barrier to learning in Consumer Studies (see section 6.5.2.6).

Sirelkhatim and Gangi (2015:4) recommend that a "high proportion of active learning is important to enable problem solving, self-reliance and self-reflection", which are essential capabilities for entrepreneurship. Engaging learners in active learning through various activities will assist them in acquiring entrepreneurial skills and competencies, which support education *for* entrepreneurship and which learners can apply to novel contexts in future opportunities (Pittaway & Edwards, 2012:781). In addition, Paloniemi and Belt (2015:267) advocate that teachers in entrepreneurship education should focus on activities that will contribute to learners' construction of multiple realities, as is required in constructivist learning, which will enable and support the transfer of their learning to real-life opportunities. The potential benefits of using active teaching-learning strategies in entrepreneurship education is unmistakable, as is the perception of several participants that it is an area that needs expansion in the Consumer Studies curriculum.

The least used method for the implementation of entrepreneurship education in Consumer Studies, emerging from the survey results, was collaborative learning (Figure 6.21). This teaching-learning method is discussed in the next section.

6.5.5.7 Collaborative teaching-learning methods

Document analysis revealed that two other key principles on which the South African National Curriculum Statements are based (see section 6.5.5.6) mention that learners should be enabled to "work effectively as individuals and with others as members of a team" as well as be able to "communicate effectively using visual, symbolic and/or language skills in various modes" (DBE, 2011e:4). As the Oxford Dictionary (2018a) defines collaboration as "The action of working with someone to produce something", the inclusion of these two key principles in the NCS implies an intention of collaborative learning in this curriculum. Besides, in Grades 10 and 11, Consumer Studies learners have to work (collaboratively) in pairs during several of the food production practical lessons, as prescribed by the subject's curriculum document (DBE, 2011e:12). Against this background, the finding that participants used collaborative learning least of all the teaching-learning methods, as suggested by participants in the survey, was unexpected.

One possible reason for the low positive response rate for collaborative methods (survey question 36) could be that participants were unfamiliar with the term 'collaborative'. The question was, however, phrased as follows: "Do you use COLLABORATIVE LEARNING (learners learn in pairs or small groups to support peer-teaching and -learning) particularly when teaching entrepreneurship as part of Consumer Studies?" (see Appendix A), which should have clarified the meaning of the term. Follow-up questions to investigate this finding (for example, 'Do you use group work or team activities to teach entrepreneurship education?') however indicated that several participants did not understand the 'peer-teaching and –learning' that was referred to in the question.

Social constructivism (see section 4.2.1) emphasises the importance of and need for social interaction and collaboration as part of the learning process (Beckers *et al*., 2015:4). Collaborative learning methods are preferred in constructivist learning, since it exposes learners to alternative viewpoints other than their own, thereby expanding their knowledge when ideas are exchanged (Bhattacharjee, 2015:9). In entrepreneurship education, collaboration "can lead to a single product that is owned by all the participants" (Pritchard & Woollard, 2010:27). Learners who collaborate benefit from one another's knowledge, resources and skills (Val, Gonzalez, Iriarte, Beitia, Lasa & Elkoro, 2017:759). Collaboration additionally contributes to the development of social skills or entrepreneurship competencies, such as problem-solving, innovation and communication (Val *et al*., 2017:759). Collaboration involves one or more 'others' who contribute to the construction of learners' knowledge and experiences and this process involves language and collaborative dialogue (Schrader, 2015:25). This significant role that language plays in collaboration again highlights the issue of language as a barrier to learning in Consumer Studies (see section 6.5.2.6). Collaborative learning then has great potential to contribute in several positive ways to constructive entrepreneurship education and it was therefore discouraging to find that several survey participants reported that they *never* used collaborative learning, problem-solving, learner-centred learning and/or active learning (Figure 6.21).

Internal collaboration between learners, or teachers and learners, is, however, not the only way to support entrepreneurship education, since close (external) collaboration between schools and local businesses and societies also contributes to entrepreneurship education (Bhattacharjee, 2015:70; Diehl & Olovsson, 2017:135;

Matilla *et al*., 2009:8; Ndedi, 2012:59; Robb *et al*., 2014:16). For example, in Finland (a country often referenced for good entrepreneurship education practices, see section 2.5), using external stakeholders in entrepreneurship education has enriched learners' learning environment and was experienced by teachers as being 'of great help' (Matilla *et al*., 2009:8; Ruskovaara *et al*., 2015:65). Based on this example of good practice and taking into consideration the findings regarding Consumer Studies teachers' overall lack of subject- and topic-specific training (see section 6.5.4) as well as the lack of pedagogical guidance available to these teachers (see section 6.5.5.1), the investigation then looked into participants' external collaboration — in other words, their use of outside persons to support entrepreneurship education in Consumer Studies.

The abovementioned literature, combined with the importance of effecting learning experiences that are close to the real lives or context of learners (see sections 2.4 & 2.5) informed the inclusion of survey question 30, which asked if and how often participants refer to local or indigenous entrepreneurship examples as part of their teaching of entrepreneurship as a topic in Consumer Studies (Figure 6.22). The finding that more than 60% of participants reported that they did so often or very often (Figure 6.22), was perceived as positive. Although these 'local entrepreneurs' are not physically present at the lesson, referring to local or indigenous entrepreneurs reduces the gap between theoretical entrepreneurship learning and the everyday lives of learners and contributes to learners' positive expectations about the potential benefits of entrepreneurship.

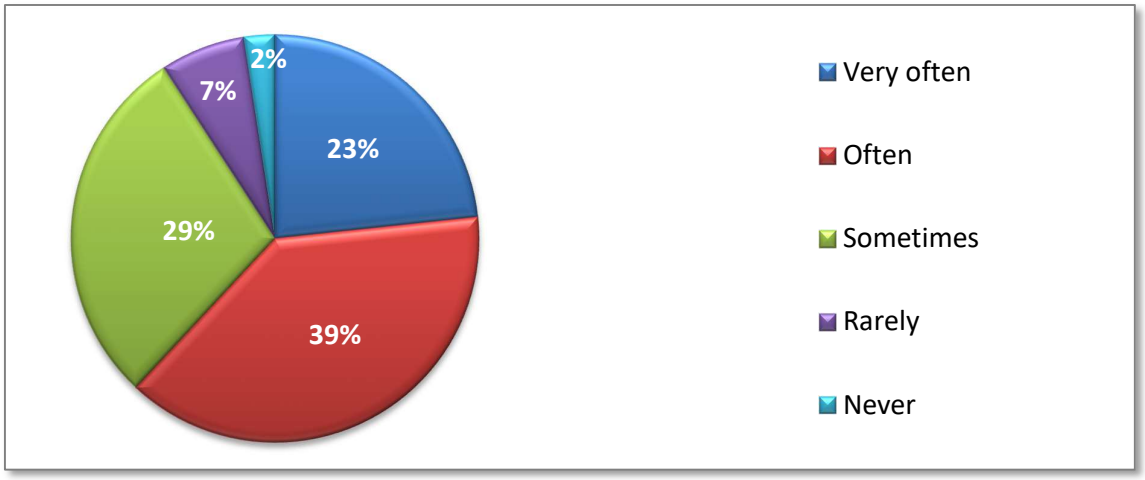

Figure 6.22: Referring to local entrepreneurs as part of teaching entrepreneurship

True external collaboration however takes place when outside persons or stakeholders are invited to become part of the teaching-learning process. This could be in the form of guest speakers invited to present content as part of learning, or field trips to local businesses to enable learners to explore systems and processes first-hand, both of which is often utilised in entrepreneurship education globally. For instance, the European Commission (2013:5) describes how "Entrepreneurial teachers seek to close the gap between education and economy" by including external experts in their teaching, which increases the focus on real-life experiences as part of learners' learning.

Survey participants were therefore asked if and how often they invited entrepreneurs to be guest speakers as part of the Consumer Studies lessons (survey question 31), since guest speakers are considered to be experienced experts and they could contribute significantly to entrepreneurship education of learners. The results of survey question 31 were disappointing, with 53% of participants reporting that they *never* used guest speakers, and another 26% of participants indicating that they only *rarely* used guest speakers (Figure 6.23). Less than 5% of the participants conveyed that they often, or very often, invited guest speakers to support them in their entrepreneurship teaching (Figure 6.23).

There were, however, indications that at least some of the participants were aware of the valuable contribution such external collaboration can bring to entrepreneurship education. For example, one survey participant mentioned that "*Practical experience is needed [for learners] — visits to industries or small business that are well resourced*" (SP87). This discovery supports the finding that several Consumer Studies teachers perceived entrepreneurship education in the subject as lacking practical application and active learning (see section 6.5.5.6).

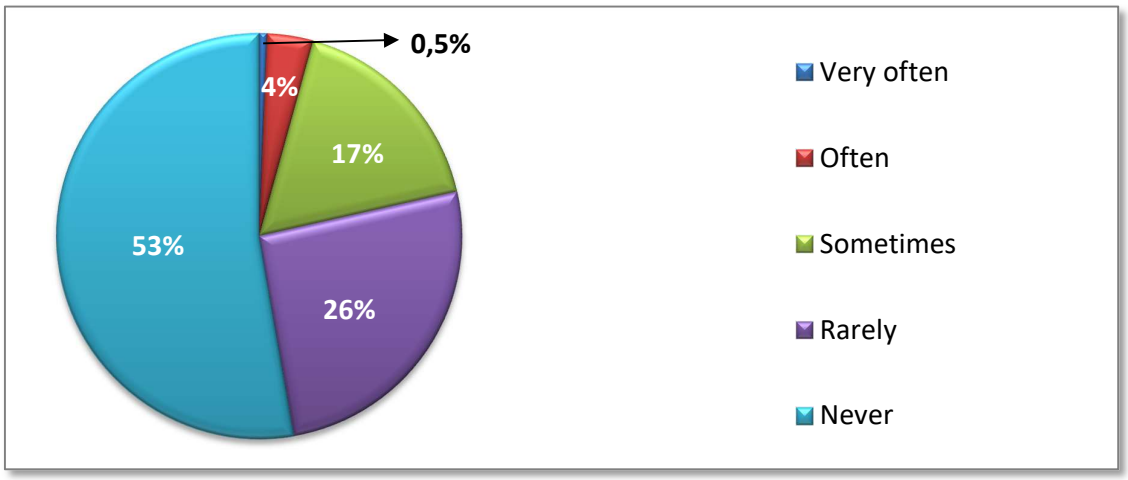

Figure 6.23: Inviting guest speakers as part of entrepreneurship education

The potential of external collaboration to support untrained or inexperienced Consumer Studies teachers in entrepreneurship education (see section 6.5.4) was also explicitly recognised by participants, for example, when one of them mentioned that "*I wasn't formally trained … when I do this eh, eh, work, entrepreneurship with the kids then I get somebody from the industry to come and share … with the kids how they started a business, … what skills you need and yes, I do that a lot, because I don't have the, I didn't study entrepreneurship and don't have the knowledge*" (EC8). External collaboration therefore holds great promise to support Consumer Studies teachers in their implementation of entrepreneurship education as part of the intended curriculum. However, the findings indicate that it does not realise much in practice (Figure 6.21).

The overall findings regarding the methods utilised for entrepreneurship education in Consumer Studies (sections 6.5.5.2 to 6.5.5.7) are similar to the findings for another South African study (Nchu, Tengeh & Hassan, 2015) that investigated entrepreneurship education and its implementation in one urban area, specifically in the subject Business Studies. In that particular study it was found that the "methods used to teach entrepreneurship education in high schools in Cape Town area does not comply with what is prescribed by the literature and also not according to the global trends on how it should be done" (Nchu *et al*., 2015:523). In addition, it was reported that "The practical activities that are offered is textbook-based case studies and projects that lack a link to real life situations. Furthermore, there is also a lack of involvement of local business in teaching the subject" (Nchu *et al*., 2015:523). Several

of the trends identified in the current study for Consumer Studies that negatively impacts entrepreneurship education, were therefore also evident in Business Studies — the closest subject to Consumer Studies in the secondary school curriculum regarding the amount of teaching time allocated to entrepreneurship in its curriculum (see section 3.4.2). Consequently, there is a clear and urgent need to develop unambiguous, topic-specific and well-structured guidelines to support teachers in their implementation of entrepreneurship education in the intended curriculum.

To conclude, section 6.6 provides a summary and overview of the findings presented in this chapter, which focused on entrepreneurship education in the intended and enacted (implemented) curriculum for Consumer Studies.

6.6 Summary

Consumer Studies is the subject with the most prominent scope of entrepreneurship education in the South African secondary school curriculum. The contribution to or the value created by entrepreneurship education in Consumer Studies was investigated to add to our understanding of the intentions of the inclusion of the topic in this subject's curriculum. It emerged from the document analysis that entrepreneurship education contributes potential economic and environmental value to the learning experiences of learners, but that the potential social value of entrepreneurship education in the subject is not realised due to a lack of explicit links thereto in the intended curriculum.

The findings regarding the inclusion of explicit and implicit entrepreneurship content in the intended curriculum for Consumer Studies indicate that some content *about* entrepreneurship is included in Grade 10 of the curriculum and that most of the entrepreneurship content across the three grades of the FET Phase is aimed at education *for* entrepreneurship. The Consumer Studies content *for* entrepreneurship can be categorised into sub-topics related to costing, marketing and planning of and selecting products for small-scale production and entrepreneurship. The only instance uncovered of education *through* entrepreneurship in Consumer Studies, is the Grade 12 entrepreneurship project and it therefore contributes vital real-life learning as part of learners' entrepreneurship education. Participants identified a number of perceived gaps in the entrepreneurship content in the Consumer Studies curriculum, most notably 'how to start a business', 'using a business plan' as well as a lack of practical

application of entrepreneurship theory content, which leaves this content as abstract rather than linking it to active, real-life experiences.

The entrepreneurship education content in the Consumer Studies curriculum *about*, *for* and *through* entrepreneurship was found to be structured efficiently, including clear progression in the cognitive demand across the grades in the FET Phase for sub-topics and indicative of constructivist learning practices. The lack of links between the practical production option and entrepreneurship content was pointed out as a serious omission in the Consumer Studies curriculum. In addition, it emerged that participants were of the opinion that the structuring and implementation of the project needs refinement.

Consumer Studies teachers perceived entrepreneurship education as a vital part of the enacted (or implemented) curriculum in the subject as well as for South African learners overall. Several issues, which have also been reported in past studies and which negatively affects the implementation of entrepreneurship education in Consumer Studies, were identified. These issues include a lack of financial resources, unequal access to digital resources as well as limitations regarding resources for practical production. The textbooks for the subject was criticised by participants for not including enough activities or opportunities for active learning in entrepreneurship education as well as lacking some content and not structuring the content in the topic effectively. A deficiency in cultural relevance of some learning resources was found as well as corroboration that language is (still) a significant barrier to learning for many learners. It was found that the majority of Consumer Studies classes were not overcrowded but that large classes will negatively impact practical production in Consumer Studies, especially in the case of food production. Despite the challenges that the implementation of the curriculum holds, several participants reported creative and innovative ways in which to address and solve these challenges.

It further emerged from the survey data that some Consumer Studies teachers were (still) not trained for the subject, and most of these teachers reported that they had no training for or experience of entrepreneurship education. The need to provide subject-specific training and guidance for Consumer Studies teachers – both as part of initial teacher training and as continued professional development, especially for the entrepreneurship content in the subject – is therefore vital to support them in the (more) effective implementation of the subject's intended curriculum.

A lack of pedagogical guidance for Consumer Studies, reported in previous research, was confirmed by the findings in the current study. It was determined that, of the teaching-learning methods suggested for entrepreneurship education, content-based teaching was used most often and most widely by participants, followed (in descending order) by life-relevant learning, problem-solving, learner-centred learning, active learning and collaborative learning methods. The tendency to use content-based learning, in combination with inadequate textbooks, which often present a language barrier to the learning of many learners, was perceived as undesirable. The findings that other teaching-learning methods are used to some extent for entrepreneurship education in Consumer Studies, is expedient. There is, however, room for improvement, through the expanded use of the preferred teaching-learning methods rather than content-based methods, which will be more in line with global trends and suggestions for entrepreneurship education.

These findings, specifically in regards to (but not limited to) the lack of training and entrepreneurial experience of Consumer Studies teachers, the perceived gaps in content and structuring of the topic entrepreneurship education in the intended curriculum, the lack of pedagogical guidance for Consumer Studies (and entrepreneurship) education as well as the preference of these teachers to use content-based teaching methods rather than active, learner-centred and real-life learning methods (as is globally recommended), all point toward the same overarching gap. The gap that emerged time and again, is a lack of guidance for Consumer Studies teachers to support them in the effective implementation of the curriculum and, in particular, in the valuable and important topic of entrepreneurship. Such guidance can take the form of training programmes, guidelines or frameworks, which will support these teachers in the effective interpretation and practical implementation of the intended curriculum, to the advantage of learners.

Chapter 7 will report on the investigation of best practice for entrepreneurship education internationally. The findings of that investigation, together with the findings in the current chapter, were eventually used to plan and construct a proposed framework that could be utilised to guide and support Consumer Studies teachers in the effective implementation of entrepreneurship education as part of the intended curriculum for the subject.

CHAPTER 7
FINDINGS AND DISCUSSION: BEST PRACTICE FOR ENTREPRENEURSHIP EDUCATION

"The first and most important step would involve state and school district adoption of a formal Entrepreneurship Education curriculum. This curriculum could be adopted "off the shelf" from existing 'best practice' products, or developed in-house."

The Aspen Group, 2008:20

7.1 Introduction

This chapter reports on the findings from Phase 3 of the investigation, which served the purpose of identifying best practice regarding entrepreneurship education internationally. Existing literature – in the form of published research articles and chapters in academic books (a secondary source) – was selected for the document analysis, as official documents are not always accessible due to legislation on confidentiality of information (Strydom & Delport, 2005:317). Published research was selected as sources for the document analysis based on the beliefs that these studies have been vetted and reviewed before publication and that, in most cases, the documents (articles) report on existing programmes that are implemented (and often have been tested) in practice, adding to the reliability of the data (see section 4.3.2.3a). Informed by the suggestions of Bowen (2009:32-33) for document analysis, the relevance of documents to the research problem was first established, followed by an iterative process of reading and reviewing, using both content- and thematic analysis to identify recurring elements or components that are reported to be used in existing entrepreneurship education programmes across the globe. A total of 359 articles and/or chapters, which each describes entrepreneurship education programmes or curricula in various contexts and in several countries, were analysed. Once saturation was reached for all elements and components identified, the categories and themes that emerged from the literature were refined and clarified until the final 13 components

(see section 7.3) together with the 'approaches to entrepreneurship education in schools' were left.

The first section of this chapter will describe overall (from a wider perspective) how entrepreneurship education is included in school curricula globally (section 7.2). The subsequent section of the chapter will describe the essential components that emerged from the analysis of international literature for inclusion in entrepreneurship education (section 7.3). This will be followed by a chapter section (section 7.4) detailing the findings that describe best practice (internationally) for the scaffolding or structuring of those components into frameworks for entrepreneurship education. A section delineating some of the challenges that are associated with entrepreneurship education is also included (section 7.5), since these emerged from the investigation and might impact the intended structuring and implementation of entrepreneurship education.

This chapter will be concluded with an overview of the findings from the initial three phases of the research. Research Phase 1 focused on the inclusion and structuring of entrepreneurship education in the implemented curriculum of South Africa (Chapter 5) and an overview of the findings for that phase will be presented in section 7.6.1. Section 7.6.2 will provide an overview of the findings for the three sub-sections in Research Phase 2, which investigated the value of entrepreneurship education in Consumer Studies as well as the inclusion and distribution of entrepreneurship education in the intended and enacted curriculum for Consumer Studies (Chapter 6). An overview of the findings from Research Phase 3, which explored and identified best practice for the structuring and implementation of entrepreneurship education internationally (Chapter 7, sections 7.2–7.5), will be included in section 7.6.3. These overviews assisted in the comparison of local entrepreneurship education content, structuring and implementation practices to international trends and provided the context and background for the proposed framework.

7.2 Best practice for the overall structuring and implementation of entrepreneurship education in curricula

Entrepreneurship education is a main concern at all levels of education in several countries globally (Somby & Johansen, 2017:239). Examples of some of these

countries include Australia (O'Connor, 2013:547), Belgium (European Commission, 2013:78), Botswana (Du Toit & Gaotlhobogwe, 2018:42), Finland (Paloniemi, 2015:265), Germany (Gedeon, 2014:232), Lithuania, Romania, Bulgaria, Denmark (Val *et al*., 2017:758), New Zealand (Kirkley, 2017:17), Nigeria (Akande & Tiamiyu, 2015:18), Spain (Barba- Sánchez & Atienza-Sahuquillo, 2016:783), Sweden (Diehl & Olovsson, 2017:136), and the United States of America (Wu & Gu, 2017:154), to name but a few. However, the bulk of literature on entrepreneurship education appear to be focused on developing entrepreneurship in adults or at tertiary or university level (Barba-Sánchez & Atienza-Sahuquillo, 2016:785; Lackéus, 2013:4; Mwasalwiba, 2010:28). As several studies have found that entrepreneurial intentions are formed during school age and may be hard to change later in life, and therefore, entrepreneurship education should be started early as part of school education (Falck, Gold & Heblich, 2017:1114; Kirkley, 2017:20; Marques & Albuquerque, 2012:62), this finding was surprising.

According to Marques and Albuquerque (2012:62) as well as the World Economic Forum (2009:13), when learners are exposed to entrepreneurship earlier and more often, it is more likely that those learners will become entrepreneurial, in one form or another, at some stage in their lives. Childhood and adolescence are described as the 'ideal ages' for developing and acquiring entrepreneurship knowledge and skills as well as the constructive attitudes needed to support entrepreneurial development (Barba-Sánchez & Atienza-Sahuquillo, 2016:785; Lackéus, 2013:4). For these reasons, Barba-Sánchez and Atienza-Sahuquillo (2016:786) recommend that "entrepreneurial potential should be identified and developed at the secondary school level, when the possibility of self-employment as a career option is still open". The World Economic Forum additionally proposes that all school systems should provide entrepreneurship education (WEF, 2009:14). Entrepreneurship education should therefore be offered at secondary school level to reach learners who are optimally suited for such education.

Different approaches to secondary school level entrepreneurship were identified from the literature investigated. These approaches will be discussed in the next section.

7.2.1 Approaches to entrepreneurship education at secondary school level

Barba-Sánchez and Atienza-Sahuquillo (2016:786) recommend that schools should undertake the teaching of entrepreneurship in a comprehensive and deliberate manner. In line with their recommendation, entrepreneurship education is approached from a 'whole-school' perspective in some countries, where the whole school — including teachers, management and subjects — are focused on developing entrepreneurship competencies (European Commission, 2011:8). Such a whole-school approach is underpinned by the effective constructing of the various components and collaboration of all role-players as part of the entrepreneurship education process. It emerged from the investigation that whole-school approaches to entrepreneurship education is, however, not the norm in most countries.

Alternatively, entrepreneurship education is often approached at subject level (rather than at school level), either as a separate subject or embedded in an existing subject. In 2011, the European Commission (2011:14) reported that, "At upper secondary level[5] the number of cases where entrepreneurship is taught as a separate subject outnumbers its incorporation into existing subjects by about two to one". That prevalence of having entrepreneurship as a separate subject was seen as limiting the entrenchment of entrepreneurship across the curriculum (European Commission, 2011:14), which led to a recommendation that entrepreneurship education should be treated as a key competence or life skill across subjects as the norm rather than a business-related or separate subject (European Commission, 2011:18). Pihkala Ruskovaara, Seikkula-Leino and Rytkölä (2011:6) echoed the same sentiment, stating that entrepreneurship education should not be approached as only a single subject, but that it should be embedded in all subjects in every level of the schooling system.

It seems that these recommendations were taken to heart, since Val *et al*. (2017:758) recently reported that a cross-curricular approach, where entrepreneurship is integrated or embedded into other subjects, is prevalent in two thirds of European countries. The subjects in which entrepreneurship education is incorporated most often

[5] European learners enter upper secondary level schooling between the ages of 14 to 16 years (Eurostat, 2018), which in the South African schooling system is equivalent to the start of secondary school (Grade 8) for 14-year-olds and (Grade 10) for 16-year-olds.

in European countries, are Economics, Business Studies and Careers Education or social science subjects, and these subjects are treated as either optional or compulsory subjects (Val *et al*., 2017:758). In secondary education, "more than two thirds of all European countries" are integrating entrepreneurship education into subjects that are optional rather than compulsory (Val *et al*., 2017:758). The current trend is therefore the inclusion of entrepreneurship education into non-compulsory school subjects to foster cross-curricular development of entrepreneurship.

Recognising that entrepreneurship education is a multi-faceted phenomenon (Ahmad & Hoffman, 2007:3), composed of various components, the study was then narrowed in focus to investigate and identify the essential components most often reported as being the building blocks for frameworks for entrepreneurship education. The components were identified as a point of departure, after which the structuring of these components in existing frameworks were investigated.

7.3 Components contributing entrepreneurship education

According to Pretorius *et al*. (2005:2), it is crucial to understand the different components and how they contribute to the construction of entrepreneurship education in order to enable researchers to develop and implement programmes and procedures to augment entrepreneurship education, as was the case for the current study. Valliere *et al*. (2014:92) confirm that entrepreneurship education frameworks or programmes have many essential features in common, including the specification of the components related to the "who, what, why and how" of entrepreneurship education.

In the subsequent sub-sections, the recurrent components that emerged from the literature that were explored in Phase 3 of the research, will be discussed individually and in alphabetical order. An approach that dealt with each component individually and in alphabetical order, was selected to support objectivity as part of the research process (see section 4.5.2) and allowed the components to be investigated separately, without prematurely influencing the findings regarding the structuring of the components. The following components (or themes) emerged repeatedly from literature on entrepreneurship education and will be discussed in more detail in the subsequent sections: assessment; basic assumptions; collaboration; content; context; culture; focus; learners; national support; pedagogy; reflection and feedback; teachers; and teacher training.

7.3.1 Assessment of entrepreneurship education

The World Economic Forum (2009:11) recommends that assessment of entrepreneurship education should be planned carefully to assist the portraying of more detailed outcomes. Not only outcomes should be assessed, but also the impact of entrepreneurship education (Bignotti & Le Roux, 2016:3; Mwasalwiba, 2010:23). Assessment provides feedback within an entrepreneurship education framework to enable the making of refinements or improvements to approaches and methods (Valliere *et al*., 2014:100).

To support the detailed construction of assessment, Valliere *et al*. (2014:100) advocate that four dimensions of entrepreneurship education programmes should be assessed. These four dimensions are: (1) the transfer of knowledge; (2) the development of skills and competencies; (3) changes in beliefs, attitudes, and intentions; and (4) stakeholder satisfaction for participants and for others. Though distinctive, these four dimensions, however, all relate to 'what' is being assessed.

In a more detailed description of the construction of assessment in entrepreneurship education, Pittaway and Edwards (2012:782) ask 'what is assessed?', 'how is it assessed?', 'when and where is it assessed?' and 'who is doing the assessing?' In addition, distinctions are made between external versus internal assessment, objective versus subjective assessment, and formative versus summative assessment (Pittaway & Edwards, 2012:782). These details refer to the content, methods, context and persons involved in the assessment, and distinguish between finer options that will support the intentions of the assessment — for example, if the assessment is intended to be formative or serve a summative purpose. Such a detailed planning and construction of assessment will be more in line with the recommendations of the World Economic Forum (2009:11) to assist in the portraying of more detailed outcomes for entrepreneurship education.

Despite careful planning, Diehl and Olovsson (2017:140) and Duval-Couetil (2013:397) caution that the assessment of entrepreneurship education can be difficult, especially when complex skills and abilities such as creativity, innovation, critical thinking, and problem-solving should be assessed. Guidance and training to support teachers in the effective planning and implementation of assessment in entrepreneurship education is therefore crucial.

7.3.2 Basic assumptions

A number of 'basic assumptions' emerged from the literature on entrepreneurship education. These assumptions provide a base from which entrepreneurship is approached and would often be different for different people, such as teachers or members of the community. Outlining or explicitly framing or stating certain assumptions, which should inform entrepreneurship education to effect its intentions, will contribute to a shared understanding between different people. For example, the worldview or paradigm with which entrepreneurship education is approached, could be constructivism (Lackéus, 2013:5; Löbler, 2006:28), causation or effectuation (Paloniemi & Belt, 2015:264), naturalism (Marks, 2012:65), or cognitive and behavioural paradigms (Kurczewska, 2016:124), to mention only a few.

Another basic assumption is what the term 'entrepreneurship' is perceived to entail, since different people assign various meanings to it. The plethora of definitions that exist for entrepreneurship, entrepreneurial, enterprise and closely related terms adds to the conundrum. Depending on which definition is used to frame or describe entrepreneurship, the expectations or perceived goals or outcomes for entrepreneurship education will vary substantially (Fayolle & Gailly, 2008:571; Lackéus, 2013:13; Mwasalwiba, 2010:21; Valliere *et al*., 2014: 94).

A third basic assumption that emerged from the literature is whether entrepreneurship can be taught (or not). More scholars seem to now agree with the assumption that entrepreneurship *can* be taught (Elert *et al*., 2015:20; European Commission, 2014:9; Marks, 2012:33; Ruskovaara, 2014:49; Steenekamp, 2013:412; Valerio *et al*., 2014:36) as opposed to some who base their approach on 'entrepreneurs are born, not made', as discussed by Sirelkhatim and Gangi (2015:2), and Steenekamp (2013:95). Based on an assumption that entrepreneurship can be taught, teachers might, for example, perceive it to be 'teachable' rather than 'unteachable'.

7.3.3 Collaboration

Although teachers are critical in the implementation of effective entrepreneurship education, they cannot do it on their own (European Commission, 2011:16). This is especially true when considering that "Very few teachers will have been entrepreneurs, and very few entrepreneurs will be good teachers" (Marques & Albuquerque, 2012:61; WEF, 2009:33) as well as the fact that teacher training for entrepreneurship education

is still perceived to be inadequate (Kurczewska, 2016:44; Ruskovaara *et al*., 2015:65). Teachers therefore need to collaborate with others (so-called experts) to support them in the effective implementation of entrepreneurship education. Lackéus (2013:4) describes this component (collaboration) as 'Entrepreneurial education interacting with society'. Existing entrepreneurs as well as local businesses emerged recurrently from literature as the 'preferred experts' with whom teachers should collaborate to support and enhance entrepreneurship education.

Interactions and collaboration with existing entrepreneurs is recommended by the World Economic Forum as one of the preferred ways to support entrepreneurship education (WEF, 2009:13). They emphasise this recommendation by stating that entrepreneurship programmes cannot prosper if such programmes do not include interaction with entrepreneurs (WEF, 2009:15). Collaboration with existing entrepreneurs to be guest speakers or mentors or to contribute ideas, have several benefits. These include the following: experienced entrepreneurs can provide learners with realistic feedback so as to enhance learners' understanding and development of entrepreneurial abilities (Powell, 2013:110); they serve as positive entrepreneurial role models (WEF, 2009:17); and they help to link entrepreneurship education to the real-life experiences of learners (Bignotti & Le Roux, 2016:4; Mwasalwiba, 2010:23; Read, Sarasvathy, Dew & Wiltbank, 2017:167; Somby & Johansen, 2017:241).

In addition to experienced entrepreneurs, it is also recommended that local businesses collaborate with teachers to enhance, nurture and support entrepreneurship education (Marks, 2012:42; WEF, 2009:16). Collaboration with various businesses and organisations in the community links the learning to the real world and develops networks to support realistic learning and creates opportunities for co-operation and novel approaches to learning (Pihkala *et al.,* 2011:16; Ruskovaara *et al*., 2015:63). Pihkala *et al*. (2011:16) as well as Ruskovaara *et al.* (2015:63) moreover suggest that different teachers (within a school or across different schools) collaborate to develop a variety of methods to effect entrepreneurship education suitably to different contexts. Kirkley (2017:20) widens the conceivable scope of collaboration by stating that the community as a whole should become involved in entrepreneurship education as the community provides the "socio-administrative structures and cultural background to facilitate the drawing together of diverse groups into strong entrepreneurial partnerships".

However, Mwasalwiba (2010:32) found that little research has been conducted to investigate the role of entrepreneurship education in community improvement — specifically, how entrepreneurship education contributes to the community rather than (just) the community contributing to entrepreneurship education. Collaboration with partners outside schools should be multi-directional — in other words: outside partners should contribute to entrepreneurship education, but entrepreneurship learners should also plough back (some of) their learning into their communities. Such a multi-directional approach will contribute to the social and environmental value that entrepreneurship education has to offer learners (see sections 2.3.2 & 2.3.3).

7.3.4 Content

Despite the continuing debate between using the terms entrepreneurship *education* versus entrepreneurship *training* (Mwasalwiba, 2010:21; see section 2.2), Val *et al*. (2017:756) note that all these educational programmes — in other words, both education-based and training-based programmes — aim to develop knowledge, skills and attitudes when investigated from an educational perspective. The purpose of the content included in entrepreneurship education is therefore to develop and enhance entrepreneurship skills, knowledge, attitudes and intentions (Barba-Sánchez & Atienza-Sahuquillo, 2016:785). Similarly, Rusok, Kumar and Rahman (2017:700) strongly recommended that entrepreneurship education should include content that encompass more than just knowledge — it should also include a range of emotional, intellectual, social and practical skills, which are requirements for successful entrepreneurship.

The above recommendations align with the suggestions of Marques and Albuquerque (2012:58) as well as Crayford, Fearon, McLaughlin and Van Vuuren (2012:191) that entrepreneurship education is not just a means for creating new business, but that the content and learning therein contributes to the preparation of all learners, both in their everyday lives and for the world of work. Berglund and Verduijn (2018:6) mention that employability skills and life skills are developed as part of entrepreneurship education. This requires that the content in entrepreneurship education be structured to enhance generic and transferable skills and attitudes (Marques & Albuquerque, 2012:58), which are considered critical for preparing learners for the challenges of the 21st century (Bernhardt, 2014:2).

Delineating 'entrepreneurial skills' — a term that is extensively found in literature — is challenging, since it might refer to different skills or conceptualisations (Val *et al*., 2017:758). However, certain skills repeatedly appear in literature on entrepreneurship education, including creativity, communication, critical thinking skills, problem-solving and collaboration (Bernhardt 2014:2; Marques & Albuquerque, 2012:58; Meintjes, Henrico & Kroon, 2015:1; Rasmussen *et al*., 2015:39; Val *et al*., 2017:759; WEF, 2009:13). The development and fostering of these particular skills should therefore be purposely included as part of the learning content in entrepreneurship education.

Two other issues associated with the content in entrepreneurship education emerged from the literature and need to be addressed as part of the discussion of this component. Firstly, Rusok *et al*. (2017:700) recommend that entrepreneurship education be tailored to the needs of particular fields of study. In other words, rather than generally addressing entrepreneurship, tailor the content to reflect the actual entrepreneurship opportunities embedded in that particular field, such as the field of Consumer Studies, or the field of Sciences and Technology, for example. The second issue that also emerged, is the importance of establishing the baseline knowledge of learners in order to determine the content that need to be revisited or to enable the planning of how new knowledge and content can be scaffolded in alignment to learners' prior knowledge (Valliere *et al*., 2014:99).

7.3.5 Context

The broad context in which entrepreneurship education will take place is at the core when developing frameworks for its implementation (Pretorius *et al*., 2005:6; Valliere *et al*., 2014:94). Furthermore, the World Economic Forum (2009:16) recommends that the diverse and particular local conditions should be considered when developing frameworks for entrepreneurship education. The context in which learning takes place as well as its sub-components have a significant impact on the implementation of entrepreneurship education and is often referred to as the 'entrepreneurial ecosystem' (Hynes, 1996:12; Rasmussen *et al*., 2015:7; Rusok *et al*., 2017:697; Tremblay *et al*., 2013:3; Valliere *et al*., 2014:94; Verzat *et al*., 2016:6; WEF, 2009:10; see sections 2.5.1 & 2.5.4).

Sub-components contributing to the context in which entrepreneurship education is implemented include physical and logistical limitations, such as the location and

physical/environmental requirements as well as the socio-cultural context of learners and teachers, such as the language of learning and/or instruction (Valliere *et al*., 2014:98). The availability (or lack) of resources in a given context will also impact the effective implementation of entrepreneurship education accordingly (Bacigalupo *et al*., 2016:12; Bruyat & Julien, 2000:168).

7.3.6 Culture

Culture is one of the aspects that contribute to the complexity of constructing entrepreneurship education (Steenekamp, 2013:118). In an entrepreneurship context, culture refers to the "cultural attitudes toward failure, success, and the traditional roles of certain members of society" as well as to the manner in which entrepreneurship is perceived in the local community, and both these aspects might hinder or enable entrepreneurship in a society (Valerio *et al*., 2014:42). For example, Antonites (2003:90) describes how women in some African cultures are not allowed to own or run entrepreneurial ventures, since their culture defines them solely as mothers who have to raise children. In addition to traditional discrimination against female entrepreneurs in South Africa, they also struggle to obtain funding (Tola & Chimucheka, 2018:226). Such cultural aspects will definitely hinder entrepreneurship education. On the other hand, socially supportive cultures, where communities work well together and support each other, creates positive environments for the fostering and enabling of entrepreneurship education (Valerio *et al*. 2014:42). Furthermore, individual entrepreneurs' culture will affect their behaviour, attitudes and overall effectiveness, often without the entrepreneur being aware of those effects (Ahmad & Hoffman, 2007:16).

The effect that culture can have on entrepreneurship, demands that entrepreneurship education should be planned with a particular culture, country or environment in mind (Steenekamp, 2013:125). Differentiation in the approach to and delivery of entrepreneurship education, suited to different learners with different cultures and in different contexts, are therefore necessary (Steenekamp, 2013:143). Including and addressing different cultures will deepen "learners' knowledge and appreciation of different cultures; it reduces prejudices; it highlights the interdependencies of a global community; and facilitates critical awareness of discrimination and societal

inequalities" (Steenekamp, 2013:184). These gains underscore the worth of including culture as part of the planning for entrepreneurship education.

Kirkley (2017:20) asserts that entrepreneurship education is based upon diversity and that the differences between people (including their approaches, backgrounds, or interests) contribute to the value of the learning, through creating various opportunities for sharing and expanding ideas. In this regard, Kirkley (2017:18) states that effective cultural adaptation to entrepreneurship is based on a foundation of participation, inclusion, sharing and support of knowledge across the whole community. This statement emphasises that entrepreneurship education does not happen in isolation, but that the cultural aspects of the learners as well as others in their community, need to be considered an important part of the process.

7.3.7 Focus

'Focus' emerged from literature as a component contributing to entrepreneurship education, and it refers to the purpose, goals, motives or reasons for the inclusion of entrepreneurship in the intended curriculum. Entrepreneurship education often has a narrow focus on developing business- or management skills in an effort to foster economic growth or job creation (Blenker *et al*., 2011:421; Frederiksen, 2017:1; Kurczewska, 2016:42; Valliere *et al*., 2014:95).

The current study was, however, approached from the viewpoint that entrepreneurship education contributes a much wider value than only business-related content, in line with the descriptions of scholars like Berglund and Verduijn (2018:5), Rasmussen *et al*. (2015:7), Read *et al*. (2017:282) and Vestergaard *et al*. (2012:11). This means that we chose to adopt a broader focus for entrepreneurship education over 'just business learning', and rather focused on the broad entrepreneurship value creation in the fields of economy as well as social and environmental spheres (see section 2.3). The value created through entrepreneurship education contributes to addressing complex social problems and issues and creates opportunities to explore economic, social, environmental and cultural sustainability from alternative perspectives (Marques & Albuquerque, 2012:56).

7.3.8 Learners

The learners are viewed as the 'target audience' for the intended entrepreneurship education (Fayolle & Gailly, 2008:575; Ghina *et al*., 2015:79; Rasmussen *et al*., 2015:39). In constructivist learning as well as in entrepreneurship education, the learner is placed at the centre of the learning process (Brentnall *et al*., 2017:18; Deveci & Seikkula-Leino, 2015:35; Frederiksen, 2017:40; Hägg & Kurczewska, 2016:709; Löbler, 2006:19; Rasmussen *et al*., 2015:39; Steenekamp, 2013:125).

Learner-centred learning requires that learners take more control of and responsibility for their own learning process than what is required in more traditional teacher-led teaching (Frederiksen, 2017:40; Kurczewska, 2016:38; Meintjes, 2014:62). This responsibility supports the development of self-directed learning when learners make entrepreneurial choices and -decisions (Kurczewska, 2016:40). Learners should think for themselves, take an active role in their learning and learn from their mistakes or failures (Marques & Albuquerque, 2012:61). Consequently, learner-centred approaches focus on deeper learning rather than basic knowing and understanding and contributes to the development of critical thinking skills and reflection skills (Kurczewska, 2016:35), which are not only essential in entrepreneurship education, but also in the everyday lives of learners.

7.3.9 National support

Entrepreneurship education is "on the agenda in almost all countries", where it is either being developed or being implemented in some form or another (Ahmad & Hoffman, 2007:3; European Commission, 2011:11; O'Connor, 2013:559), with different levels of depth and permeation. In Norway, for example, a 'Government Action Plan' anchors their country's drive toward entrepreneurship education, including several Government White Papers, and embeds it in the curriculum (Somby & Johansen, 2017:240). In Finland entrepreneurship education is prominently included in the national core curricula as a cross-curricular theme at all education levels, including at basic and secondary educational levels (Pihkala *et al*., 2011:1, 6).

From the above examples, it is clear that entrepreneurship should not just 'be on the agenda', but that it should be applied through policy and official documentation, supported by action. The European Commission (2011:11, 19) specifically recommends that detailed and distinct national entrepreneurship education strategy

documents should be developed per country, to support that country's vision and development of frameworks for and their implementation of entrepreneurship education. Emphasising this point, the World Economic Forum (2009:16) states that the "introduction of entrepreneurship into national (or regional) education systems at all levels of education is critical to raise the level of knowledge about entrepreneurs".

7.3.10 Pedagogy and teaching methods

Traditional approaches to and methods of education, which is teacher-lead or instruction-based, is not suitable for entrepreneurship education (Kurczewska, 2016:38). The World Economic Forum (2009:14) categorically states that "no amount of book-based learning on its own will allow the student to progress in this field" and that entrepreneurship is rather "reflective action".

7.3.10.1 Learning rather than teaching

Kirkley (2017:20) suggests that the focus in entrepreneurship education should change from teaching to learning, which would necessitate changes in our approaches to teaching practice and the way we structure education. The teacher becomes a facilitator of learning rather than being an instructor or transmitter of learning (Kurczewska, 2016:38). Berglund, Lindgren and Packendorff (2017:893) describe the role of the teacher in entrepreneurship education as the implementation of particular competences to develop and foster in learners a general entrepreneurial approach to teaching, learning and to life itself. Several similar recommendations for entrepreneurship education pedagogy or methods, which would be more effective than traditional instruction-based methods, emerged from the analysis of the literature; however, Kurczewska (2016:39) reduces recent entrepreneurship education pedagogies to (1) active and (2) engaging pedagogy.

7.3.10.2 Active learning

Active learning emerged as a pedagogy that is almost non-negotiable in entrepreneurship education. A myriad of scholars in entrepreneurship education advocate and implement active learning (Berglund *et al.*, 2017:893; Bignotti & Le Roux, 2016:5; Hägg & Kurczewska, 2016:706; Kurczewsca, 2016:39; Lackéus, 2013:6; Marks, 2012:43; Marques & Albuquerque, 2012:60; Pihkala *et al*., 2011:8; Rusok *et*

al., 2017:703; Somby & Johansen, 2017:239; WEF, 2009:13). Several methods are utilised in and closely associated with active learning, for example, problem-based learning, project work, learning-by-doing, experiential learning and real-life learning, all of which actively involves the learner in the learning process (Hägg & Kurczewska, 2016:707; Jones & English, 2004:416; Marks, 2012:43; Marques & Albuquerque, 2012:59; Mwasalwiba, 2010:27; Pihkala *et al*., 2011:14; Valliere *et al*., 2014:98). Although these methods are not all exactly the same, the focus on 'doing something' or participating in an activity to support learning seems to be a common goal (Lackéus, 2013:7). However, despite active learning being a preferred pedagogy for entrepreneurship education, several researchers also convey that action-based approaches are often reported but seldom realised in practice (Hägg & Kurczewska, 2016:707; Lackéus, 2015:32; Rusok *et al*., 2017:701). This shows that there is a need to develop guidance for teachers to support them in effectively implementing preferred pedagogical approaches for entrepreneurship education.

7.3.10.3 Engagement in the learning process

'Engagement' is the second pedagogical focus which Kurczewska (2016:39) reduced for entrepreneurship education. This aligns with Kirkley's (2017:20) suggestion that we need to move toward a learning approach rather than a teaching approach, which will engage learners in the learning process. In entrepreneurship education, the learner is placed at the centre of the learning process and the learning process should therefore be designed around the learner and engaging the learner in their own learning construction (Marques & Albuquerque, 2012:60; Pihkala *et al*., 2011:11 & see section 7.3.8). Interactive and collaborative learning methods are used to effect engagement in entrepreneurship education (Kurczewska, 2016:39; Lackéus, 2013:6; Pihkala *et al*., 2011:8; WEF, 2009:13). Activities such as groupwork, co-operative learning and those mentioned in the previous sub-section, all contribute to actively engage learners in the process of entrepreneurship education. Linking theoretical knowledge with practical application thereof is also emphasised to support active engagement in the learning process (Hägg & Kurczewska, 2016:706; Marques & Albuquerque, 2012:60; Valliere *et al*., 2014:97). One progressive description for these types of pedagogies is that they contribute to the "the creative-relational nature of learning" (Berglund & Verduijn, 2018:5) — in other words, creatively relating or linking learning to real-world experiences.

7.3.10.4 Both method and content

Pihkala *et al.* (2011:4) approach entrepreneurship education both as a learning *method* and as learning *content*, indicating that the methods, pedagogy or strategies used to support the realisation of entrepreneurship learning in practice should not be separated from the content that is to be learnt. It is also important that the 'doing' in active learning (the action) does not overshadow the learning (knowledge and skills development) that is supposed to take place concurrently with the active learning process (Hägg & Kurczewska, 2016:706). Marques and Albuquerque (2012:62) confirm this requirement, stating that structural knowledge should still be pursued through a combination of traditional content-type teaching with newer action-based approaches. The use of a single substantial, learner-centred project is a method that combines various approaches (such as problem-based learning, co-operative learning and groupwork) and that contributes prominently to content and skills development that is often used with success by Finnish entrepreneurship teachers (Pihkala *et al*., 2011:11). However, these same authors caution that projects should not be used as a method too often, since projects are time consuming and resource intensive.

7.3.10.5 Learning from mistakes

Furthermore, 'learning content' is not the only aspect that contributes to entrepreneurship education. The findings from the literature also indicate that learning from failure, errors or mistakes is a vital part of learners' entrepreneurship education (Ghina *et al*., 2015:88; Read *et al*., 2017:30; Rusok *et al*., 2017:703; WEF, 2009:13). Marques and Albuquerque (2012:60) describe errors in entrepreneurship education as a source of knowledge or valuable learning. When failure and mistakes are incorporated into the entrepreneurship education process, it creates opportunities for learning, reflection and adaptation of ideas (Read *et al*., 2017:30). Therefore, when successful activities are repeated, but unsuccessful activities (or errors) are not repeated but rather altered, corrected or ceased (Marks, 2012:46), it contributes to the learning process. This is one of the reasons why learning pedagogies and methods in entrepreneurship education should be developed and structured to closely reflect real-world experiences (Marques & Albuquerque, 2012:60) so that learners can also learn from their mistakes as well as from the mistakes of experienced entrepreneurs.

7.3.10.6 Pedagogy cannot be developed in isolation

Pedagogy or methods for the implementation of entrepreneurship education can, however, not be decided in isolation. The choice of pedagogy should also be feasible in the context in which it is to be implemented (Valliere *et al*., 2014:98, see section 7.3.5). The development levels and prior knowledge of learners should be considered part of the components that affect entrepreneurship education (Hägg & Kurczewska, 2016:703; Marques & Albuquerque, 2012:59, see section 7.3.4). In addition, Mwasalwiba (2010:23) explains that different teaching methods are required for different expected outcomes — for example, learners "who need to be trained *for* entrepreneurship will require a different set of teaching approaches to those who learn *about* and *in* entrepreneurship".

7.3.10.7 Education about, for and through entrepreneurship

The content in entrepreneurship education is generally typed as learning or education *about*, *for* or *through* entrepreneurship (European Commission, 2011:2; Lackéus, 2013:4, 2015:10; O'Connor, 2013:549; Pittaway & Edwards, 2012:780; Ruskovaara, 2014:12; Sirelkhatim & Gangi, 2015:5; Vestergaard *et al*., 2012:12). Teaching *about* entrepreneurship, with the purpose of developing general knowledge and understanding about entrepreneurship, is generally content-based and uses traditional teacher-lead approaches or methods. Teaching *for* entrepreneurship has clear goals for knowledge, skills and competency development (the 'tools' of entrepreneurs) and would therefore require the learner to actively become involved in the learning process. Teaching *through* entrepreneurship entails experiential-based or real-life learning, where learning is developed as part of a real-world experience (Lackéus, 2013:4; Mwasalwiba, 2010:27; O'Connor, 2013:548; Pihkala *et al*., 2011:4; Pittaway & Edwards, 2012:782; Sirelkhatim & Gangi, 2015:5). Each of these types of entrepreneurship education contributes to the learning process and should be included to develop various aspects of learners' entrepreneurship (see section 2.2).

However, despite several alternatives being available to teachers for implementing entrepreneurship education, Pihkala *et al*. (2011:15) found in their investigation that teachers' entrepreneurship education practices can be enriched and improved through the provision of resources and support, which in turn will better align those practices to the preferred teaching methods for entrepreneurship education.

Reflection and reflective practices were noted repeatedly as important elements in the implementation of entrepreneurship education (European Commission, 2014:15) and emerged from the literature as a recurrent component for entrepreneurship education, as will be discussed in the next section.

7.3.11 Reflection and feedback

Reflection is becoming increasingly prominent in entrepreneurship education research (Berglund & Verduijn, 2018:9; Bignotti & Le Roux, 2016:3; Hägg & Kurczewska, 2016:701). In constructivist entrepreneurship education, the reflection on experiences contributes significantly to the learning process (Bhattacharjee, 2015:68; Krueger, 2015:12; Schrader, 2015:24; Sirelkhatim & Gangi, 2015:4). Hägg and Kurczewska (2016:708) explain that, while action and active learning develop the learning content in the learning process, reflection "turns the experiences undertaken into (deep) learning and ensures its quality". Deep learning (as opposed to superficial learning) is supported, because several alternative options are considered and evaluated rather than aiming for a single correct result (Penaluna & Penaluna, 2015:25). Action and reflection are, however, interdependent and closely linked and both contribute meaningfully to the learning experience (Krueger, 2015:12; Kurczewska, 2016:114; Lahn & Erikson, 2016:687).

Learners are expected to self-reflect on their own experiences of and contributions to the learning process (individually and as part of a group) (Bhattacharjee, 2015:69; Lahn & Erikson, 2016:693; Sirelkhatim & Gangi, 2015:4; Steenekamp, 2013:190). Reflection contributes to learners' analysing of their own strong and weak points, helps them to differentiate between mistakes and successes, and provides insights into the reasons for success or failure, which contributes significantly to their preparation as potential entrepreneurs (Penaluna & Penaluna, 2015:28; Rusok *et al*., 2017:704). Regrettably, Hägg and Kurczewska (2016:708) report that reflection is often unutilised or treated superficially as part of entrepreneurship education, which calls attention to the need to train teachers to utilise this important component of entrepreneurship education more effectively.

Feedback is especially important when 'learning from mistakes' forms part of the learning process (Harms, 2015:23; Steenekamp, 2013:191). Feedback, from teachers and peers, points out errors or mistakes as part of the thinking, planning or

implementation processes in entrepreneurship education and reinforces learning for effective entrepreneurship education (Neck & Corbett, 2018:24; Steenekamp, 2013:191). Feedback also provides information that can be used for the refinement, adjustment, expansion and/or improvement of ideas, methods and products in entrepreneurship education (Valliere *et al.*, 2014:101). Diehl and Olovsson (2017:139) note that "constructive, forward-looking feedback … enhances learning most effectively". Brentnall *et al*. (2017:17) and Harms (2015:23) additionally describe how significant and constructive feedback can contribute to the motivation of learners. The construction of feedback that will support learning and motivate learners should therefore be carefully planned and implemented.

Teachers play an important role in providing constructive feedback and guiding reflective practice in entrepreneurship education. The next component investigated, which also emerged repeatedly as contributing significantly to entrepreneurship education frameworks, therefore focused on teachers.

7.3.12 Teachers

Teachers are a crucial component in effective entrepreneurship education (Marques & Albuquerque, 2012:61). Effective and quality teaching practices is an integral part of entrepreneurship education, which implies that teachers must be highly skilled and well-trained (Kirkley, 2017:20). The European Commission (2011:8) recommends three sets of qualities that effective entrepreneurship teachers should have: specifically, personal characteristics, actions, and support measures.

7.3.12.1 Personal characteristics of entrepreneurship teachers

Entrepreneurship teachers are expected to have particular personal characteristics that will contribute to their approach to and implementation of entrepreneurship education. These teachers are expected to be passionate about what they teach, to have a positive attitude and to be able to inspire their learners (David *et al.*, 2018:331; European Commission, 2011:7; Fredericksen, 2017:141; Ndedi, 2012:59). Passion, positive attitudes and being inspirational are all considered to be entrepreneurial characteristics (Agbenyegah, 2013:45; Ma & Tan, 2006:711; Nchu, 2016:16; Nieswandt, 2017:47; Ruskovaara, 2014:22; Schulte-Holthaus, 2018:118), and teachers should set the example for their learners by noticeably implementing these

characteristics in the learning process around entrepreneurship education. Val *et al*. (2017:755) emphasise the need for learners and young people to become passionate and positive about their future, since those positive characteristics can be carried over into their careers one day. When teachers display these positive personal characteristics, they lead by example.

7.3.12.2 Actions of entrepreneurship teachers

Entrepreneurship teachers should use dynamic and active approaches to teaching and learning, where they are facilitators in the learning process, rather than 'givers of knowledge' or 'instructors' (Marques & Albuquerque, 2012:62, see section 7.3.10.1). The focus in entrepreneurship education shifted from teaching to learning (Kirkley, 2017:20), indicating that active learning is preferred over static teaching. Active learning approaches required for entrepreneurship education necessitate that teachers are able to plan, develop and implement the methods and strategies that are required. These include the planning, developing and implementing of (amongst others) (1) active teaching pedagogies, such as problem-based learning, action-based learning and real-life learning experiences (Deveci & Seikkula-Leino, 2015:35; see section 7.3.10.2); (2) effectively structured groups to support collaborative learning, teamwork and socio-constructivist learning (Meintjes, 2014:91; see section 7.3.10.3); and (3) environments that will be conducive to constructive, interactive entrepreneurship education (Pretorius, 2008:7; Tremblay *et al*., 2013:3; see section 2.4).

Entrepreneurship teachers should therefore think laterally to be able to plan across different components, issues and elements, and they have to be open to new ideas (European Commission, 2011:7). However, Kirkley (2017:26) warns that such complex demands place enormous pressure on these teachers, since they not only have to ensure the curriculum goals are met, but they also have to combine that with challenging and stimulating learning experiences (Rasmussen *et al*., 2015:39), using failure to support learning (Rusok *et al*., 2017:703, see section 7.3.10.5) as well as planning and implementing the pedagogy, learner groups and an environment that will be conducive to constructive entrepreneurship education (European Commission, 2014:15; see section 7.3.5).

It is unlikely that all these preferred characteristics and qualities will be found in an individual teacher; such qualities would rather be distributed across various individuals

(European Commission, 2011:8). For this reason, 'support measures' are vital for entrepreneurship teachers.

7.3.12.3 Support measures for entrepreneurship teachers

Collaboration with other individuals is vital in entrepreneurship education (Schulte-Holthaus, 2018:118). Entrepreneurship teachers should be able to network effectively with other teachers as well as with a variety of stakeholders and entrepreneurship experts (European Commission, 2011:7). The value of consulting or collaborating with entrepreneurs or entrepreneurship experts is boundless and will add to learners' positive learning experiences in entrepreneurship education (Deveci & Seikkula-Leino, 2015:29; Osiri, Miller, Clarke & Jessup, 2014:46). Entrepreneurs from the community will contribute a real-world perspective and experiences to learners' entrepreneurship education (Valerio *et al*., 2014:58). These teachers should also think creatively with regard to how they could utilise locally available resources in their communities, which include people such as existing entrepreneurs (European Commission, 2011:7) as well as how the school can contribute value to the community, through entrepreneurship initiatives (ibid, p. 8).

Additional support measures recommended for entrepreneurship teachers are 'good initial teacher training' and 'quality continuing professional development' (European Commission, 2011:8). Marques and Albuquerque (2012:61) note that teachers may have a need for training in both pedagogy and in entrepreneurship content, since the approach to and content of entrepreneurship education is so different to traditional education. Teacher training emerged repeatedly from literature as a vital component that affects entrepreneurship education and will therefore be discussed in the next section as the final component identified for entrepreneurship education in Phase 3 of the current study.

7.3.13 Teacher training

Entrepreneurship education teachers often do not have extensive experience in teaching entrepreneurship and they often lack training in entrepreneurship (David *et al*., 2018:322; Kurczewska, 2016:44). This statement is confirmed by the European Union (2011:16), who found that initial teacher education rarely includes entrepreneurship education and that entrepreneurship is seldom integrated into

teachers' continuing professional development programmes. The complexities around optimal or effective entrepreneurship education (see section 7.3.12.2) further begs the question if teachers have the knowledge, skills and competencies to effectively facilitate learning in entrepreneurship education (Pretorius, 2008:7). When comparing these bleak reports to the finding by Ruskovaara and Pihkala (2013:214) that teacher training is one of the most influential factors that impact on entrepreneurship education, the magnitude of this problem becomes obvious.

It is therefore not surprising that teacher training was identified as one of the key components that needs to be improved and developed to support entrepreneurship education in European countries (European Union, 2011:19). Pihkala *et al*. (2011:7) agree, stating that "more attention should be paid to the operational teaching instructions and advice that could support the teachers in their efforts of entrepreneurship education". The World Economic Forum (2009:15) also emphasise that teachers who are suited for entrepreneurship education should be identified, trained and supported to contribute to the global effort of developing young entrepreneurs.

The European Commission (2014:15) recommends that training programmes for teachers in entrepreneurship education should include and develop:

- entrepreneurial knowledge, skills and attitudes;
- teachers' reflection on their own mission and approach to teaching entrepreneurship;
- active learning, practical experiences and learning-by-doing;
- reflective and evaluative discussions on the learning process for entrepreneurship education;
- teachers' grasp of the theoretical underpinnings of entrepreneurship education;
- methods to embed teachers in the role of facilitators and supporters of learning, rather than being 'the teacher'; and
- reflection on the learning process and the solutions they found for issues that emerged in the process.

Isaacs *et al*. (2007:623) additionally recommended that teacher training programmes should be structured to include learning about 'the entrepreneur as a person' and 'the entrepreneurial process'. In more recent research, David *et al*. (2018:334) recommend

that teacher training programmes for entrepreneurship education should include two particular elements, specifically how to "Identify, research and appraise an entrepreneurial opportunity for delivery of a particular subject, and pitch the idea to peers and a panel of educators" and "Devise, justify and reflect upon a realistic application of the entrepreneurial opportunity, based on a critical evaluation of the core subject area and learners". These two recommended elements underscore the need to train teachers for the active, real-life approaches required for entrepreneurship education and preparing them to effectively incorporate reflection as part of the learning process. Also notable in both elements recommended by David *et al*. (2018:334), is the contemporary trend to focus on teacher training to foster the effective implementation of entrepreneurship education *as part of a particular subject*. Teacher training for the implementation of entrepreneurship as part of a subject is therefore still a pertinent need globally.

Furthermore, the lack of teacher training also highlights the importance of utilising entrepreneurship experts in social communities to contribute to and support entrepreneurship education in schools (European Union, 2011:17, see section 7.3.12.3). Ruskovaara *et al*. (2015:68) found that teachers that were trained for entrepreneurship education actually collaborated more often and more effectively with stakeholders in their communities than those who had no training. Their finding shows that, even if teachers are trained for entrepreneurship education, the expert input from entrepreneurs and stakeholders in the communities should not be disregarded.

At the beginning of the current study, four main considerations for knowledge construction in constructivist learning, as suggested by Bhattacharjee (2015:66-67), were considered imperative to the structuring of entrepreneurship education in this research — particularly that (1) learners or knowledge users construct their own meaning and make sense of information within their context; (2) prior knowledge serves as a scaffold for the construction of new knowledge; (3) knowledge construction is supported in social settings, which allow the sharing and exchanging of ideas; and (4) authentic or real-life tasks support meaningful learning (see section 1.7). However, after the detailed explorative investigations into international practice for entrepreneurship education (Phase 3 of the current study), it became clear that the initial four considerations suggested by Bhattacharjee (2015) were inadequate to fully reflect the complexity of components that contribute to effective entrepreneurship

education. Thirteen main components, supported by several sub-components, emerged from the exploratory investigation in Phase 3 and were dealt with individually in this section to retain a degree of objectivity in the investigation. Section 7.4 will report on the findings of the investigation that focused on the structuring of or connections between these components in available literature.

7.4 Structuring the components in entrepreneurship education frameworks

Contrary to the statement by Neck and Green (2011:55) that "Entrepreneurship is complex, chaotic, and lacks any notion of linearity", the current study was approached from its onset with the notion that some scaffolding or organisational structure will have to link or show relations between different components of entrepreneurship education. This notion was based on the constructivist paradigm that informed the research, which requires the construction of knowledge in a (relatively) planned and organised manner and in which each component affect other components of learning.

Conflicting views regarding the structuring of entrepreneurship education also emerged from the literature. Powell (2013:101) reports that business programmes (which often form the basis of entrepreneurship education) tend to be highly structured, whereas entrepreneurship in real life tends to be more chaotic and less predictable. Furthermore, structured learning processes are perceived by both teachers and learners to be more manageable and easier to navigate than the unstructured and unpredictable environments that are associated with entrepreneurial ventures (Powell, 2013:102).

The dilemma of structuring entrepreneurship education is therefore finding a balance between structured pedagogy and the lack of restrictions that is often required in entrepreneurship education to support creativity and innovation (Powell, 2013:103). One option for addressing this dilemma, is to scaffold entrepreneurship education to become progressively less structured, since learners reach higher levels of cognitive learning and personal development (Powell, 2013:103). This would imply, for example, that learners in Grade 10 entrepreneurship education would receive ample structured guidance, but that they will be allowed much more freedom to enable creativity and innovation by the time they reach Grade 12. According to Powell (2013:103), "structure is essential to entrepreneurship and entrepreneurship pedagogy". Teachers and

learners require some structuring of components to support learning, even if only in the initial stages of the learning process.

Several examples of the structuring of entrepreneurship education emerged from the analysis of the literature (see section 2.5). Although some similar patterns were observed, such as process frameworks (Hyne, 1996; Ghina *et al*., 2015; Rasmussen *et al*., 2015; see section 2.5.1), most entrepreneurship education frameworks use divergent structures (see sections 2.5.2 & 2.5.3). Moreover, several contemporary studies emphasise that the components in entrepreneurship education frameworks should be implemented in a less structured and non-linear manner (Maritz & Brown, 2013:244), instead advocating the iterative and dynamic integration of components (Huq & Gilbert, 2017:159; Maritz, 2017:472; Verzat *et al*., 2016:8). No frameworks were found for the structuring and implementation of entrepreneurship education as part of a particular subject. The constant elements in entrepreneurship education frameworks are therefore the recurrent components, rather than the structuring of those components.

To indicate how different the structuring of components can be in different frameworks for entrepreneurship education, the examples of the frameworks suggested by Valliere *et al*. (2014) and Mwasalwiba (2010) will be briefly discussed (Figures 7.1 & 7.2).

The framework suggested by Valliere *et al*. (2014:102) for entrepreneurship education is based on previous research of Fayolle and Gailly (2008) and Gedeon (2014). This framework provides a sequential relationship between the vision, mission, values and pedagogy in entrepreneurship education (Valliere *et al*., 2014:102). Similar questions (such as who, what, where, why and how) to guide and structure the entrepreneurship education process have been found in other research (Fayolle & Gailly, 2008:575; Huq & Gilbert, 2017:158; Steenekamp, 2013:145).

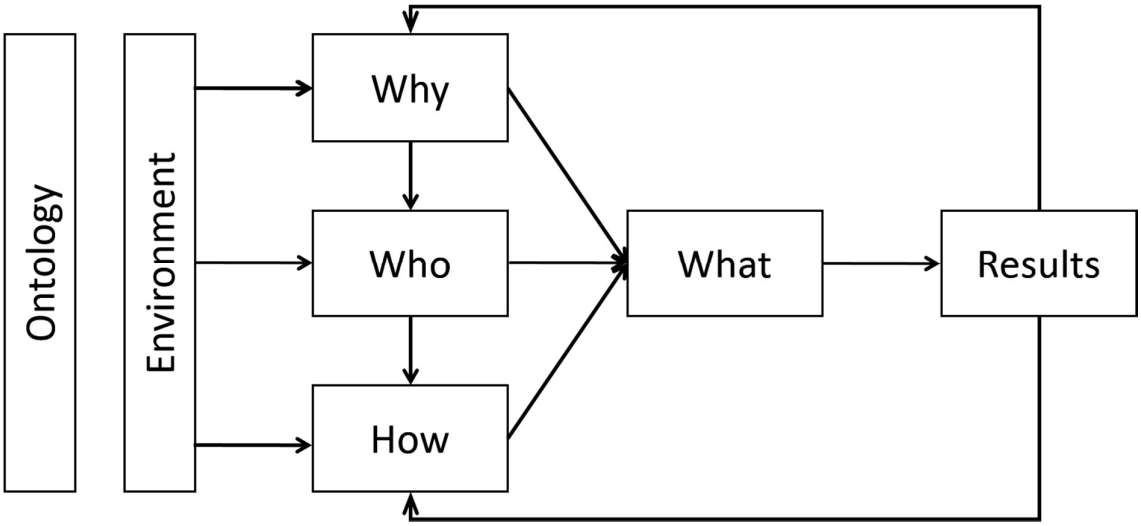

Figure 7.1: Entrepreneurship education framework (Valliere *et al.*, 2014)

The structuring of components in the framework is mostly one-directional (from the ontology to the results), except for the two feedback loops from the 'results' back to the pedagogical components (why, who and how) (Figure 7.1). The very brief references to components (for example, why, what, how) might be difficult for an untrained teacher to interpret and effectively implement, which will not contribute to effective entrepreneurship education. A more detailed explanation for this framework and its components is included in their article in the form of a table (Valliere *et al*., 2014:106-108), which was considered more user-friendly and simpler to interpret.

Alternatively, Mwasalwiba (2010:23) developed a framework to guide his review of entrepreneurship education research. Two obvious differences between this framework and that of Valliere *et al*. (2014) (Figure 7.1), are that Mwasalwiba's framework (2010) (Figure 7.2) includes a multi-directional link between the 'Specific Objectives' components in box [2] and the target group, contents, type of programme and projects in box [3] as well as that several sub-components are included in each aspect of the framework (for example, 'Specific objectives' includes learn *for*, learn *about*, learn *in* as well as community support) (Figure 7.2).

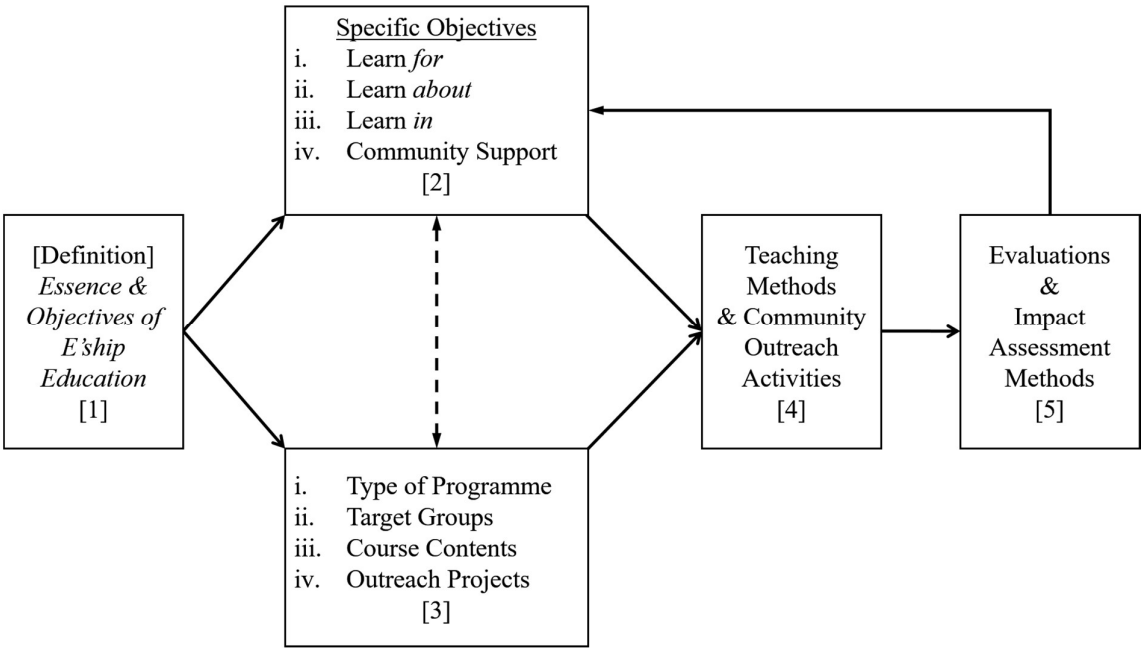

Figure 7.2: Entrepreneurship education framework (Mwasalwiba, 2010)

The grouping of some of the 'sub-components' is not always forthcoming: for example, in the box numbered [3], the target group and the course contents are lobbed together, whereas in most other frameworks, those components, due to the magnitude of their individual impacts on entrepreneurship education, would be dealt with as separate parts of the framework. Another aspect that might confuse users of this framework is the apparent repetition of (or lack of clear differentiation between) some components, such as 'objectives', which appear in both boxes [1] and [2] as well as 'outreach projects' (box [3]) and 'outreach activities' (box [4]) (Figure 7.2).

These two examples (as do others – see section 2.5) point toward the possibility of linking or constructing entrepreneurship education components in order to provide guidance for its structuring and implementation. The links or connections can be one-directional or multi-directional or can be a less structured and non-linear (Maritz & Brown, 2013:244), iterative and dynamic integration of components (Huq & Gilbert, 2017:159; Maritz, 2017:472; Verzat *et al*., 2016:8). Components need to be clearly identified and differentiated to support the users of the framework in the interpretation thereof. In addition, components and sub-components need to be clearly specified and carefully grouped, without vagueness or repetition, to enable users of the framework

to differentiate and delineate the different components and the contribution of each to the learning process.

When planning the structuring of components in entrepreneurship education, it is worthwhile to take note of several challenges, which were reported in previous studies, in this regard.

7.5 Challenges to the implementation of entrepreneurship education

Phase 3 of the research, which aimed to investigate and identify best practice for entrepreneurship education from international research, also uncovered a number of recurrent challenges associated with the implementation of entrepreneurship education. These challenges are briefly outlined in this section as such challenges might affect entrepreneurship education frameworks undesirably and should be kept in mind when planning frameworks in order to minimise or avoid their adverse impact on entrepreneurship education. Powell (2013:100) reports that there are many challenges and issues engrained in entrepreneurship education, which often means that teachers should decide which benefits are most important and which sacrifices they are willing to make in the process.

Challenges related to effective implementation of entrepreneurship education are often cited, for example, lack of resources or high cost-inputs and time constraints (Agbenyegah, 2013:81; Val *et al*., 2017:757). Effectively including 'learning from mistakes', which forms an essential part of learning in entrepreneurship education, is also challenging (Rusok *et al*., 2017:703). Ndedi (2012:62) found that entrepreneurship education is sometimes sacrificed to rather focus on skills development. Various external factors, such as social, political, economic and technological issues as well as variances in culture and prior knowledge may adversely affect entrepreneurship education, and such negative impacts often pose severe challenges to entrepreneurship education, especially in developing countries (Agbenyegah, 2013:82; North, 2002:26). In addition, the transformation and adaptation of the curriculum content from being mostly Eurocentric to being more Afrocentric pose additional challenges (North, 2002:26).

Assessment in entrepreneurship education is often perceived as challenging, since many of the aspects that need to be assessed, are abstract, vague or subjective

(Duval-Couetil, 2013:397; Val *et al.,* 2017:757), such as the use of problem-solving competencies, communication skills, creativity or a positive attitude, and tools for such assessment are scarce or non-existent (Lackéus, 2013:2).

Some literature report resistance or a negative attitude from teachers or external stakeholders (Agbenyegah, 2013:81; Val *et al*., 2017:757) toward the complexity of planning, developing and implementing effective entrepreneurship education. Teachers' inadequate professional backgrounds or lack of training for entrepreneurship education also contributes to making the implementation of entrepreneurship education challenging (North, 2002:26). Despite these difficulties, Powell (2013:110) notes that, if teachers are aware of these challenges, they will be better prepared to deal with such challenges through the development and implementation of mitigating or alternative techniques.

7.6 The current situation for entrepreneurship education in South Africa, in Consumer Studies, and globally: An overview of the findings from the initial three research phases

Informed by the findings from the first three phases of the current research (Table 4.1 & Figure 4.1), the following information emerged regarding the current structuring of entrepreneurship education as part of the South African secondary school curriculum, in the subject-specific curriculum for Consumer Studies (as part of the intended and enacted curriculum for the subject), as well as global trends or best practice for the structuring and implementation of entrepreneurship education.

7.6.1 Entrepreneurship education in the intended curriculum of secondary schools in South Africa

Phase 1 of the research aimed to address Research Objective 1, which was to explore the structuring of entrepreneurship education content as part of the intended curriculum currently used for South African secondary school learners. The investigation was guided by Research sub-question 1, which asked "In which way and to what extent does entrepreneurship education appear in the South African secondary school curriculum?" (see sections 1.5 & 1.6). The broad findings from Phase 1 were discussed in Chapter 5 of this report. An overview of those findings will be included

here, as these will inform the development of the framework, which was the main purpose of the research.

Entrepreneurship education appears in the secondary school curriculum as fragmented and ill-constructed.

- In the Senior Phase (the initial two years of secondary school), only one subject, EMS, includes entrepreneurship education. This content is, however, mostly orientated toward business rather than entrepreneurship (section 5.2.1).
- Economic and Management Sciences (EMS) is often taught by teachers who have limited to no training for entrepreneurship education (section 5.2.1).
- In the current CAPS curriculum, fewer subjects' curricula include references to entrepreneurship than in the preceding RNCS curriculum (section 5.2.2).
- Thirteen subjects' curricula mention entrepreneurship somewhere in the document; however, only seven subjects (of the 30 non-language subjects offered in secondary school) include entrepreneurship as learning content (section 5.2.2.3).
- Several discrepancies exist between the aims, learning content and career options stated for subjects with regard to entrepreneurship (section 5.2.2 & Table 5.2).
- Most subjects only offer entrepreneurship learning content in one of the three grades of the FET Phase, resulting in poorly structured and fragmented learning (section 5.2.2.4 & Table 5.3).
- Only a single subject in the whole FET Phase curriculum, Consumer Studies, includes entrepreneurship education in each of the three grades of the FET Phase for a significant amount of teaching time (16 weeks) (section 5.2.2.4 & Table 5.3).

7.6.2 Entrepreneurship education in the South African Consumer Studies curriculum

Phase 2 of the current study investigated the inclusion and structuring of entrepreneurship in the curriculum for Consumer Studies, based on the finding in Phase 1, namely, that this is the only subject that includes entrepreneurship education across the FET Phase for a significant amount of time. Research Phase 2 was sub-divided into three sections, each with a slightly different focus toward entrepreneurship

education in the Consumer Studies curriculum (Table 4.1 & Figure 4.1). Phase 2a investigated the potential value of entrepreneurship education in Consumer Studies, Phase 2b analysed the intended curriculum for Consumer Studies for its inclusion of entrepreneurship education, and Phase 2c explored how the intended curriculum for Consumer Studies (and specifically the entrepreneurship therein) is implemented in practice by teachers. The broad findings from Phase 2 were discussed in Chapter 6 of this report. An overview of those findings is included here, as these will inform the construction of the proposed framework, which was the main purpose of the research.

7.6.2.1 The potential value of entrepreneurship education in Consumer Studies

Phase 2a aimed to address Research Objective 2, which was to investigate and delineate the potential value created through the inclusion of entrepreneurship education as part of the Consumer Studies curriculum. The investigation was guided by Research sub-question 2, which asked "How does the inclusion of entrepreneurship education create value as part of the Consumer Studies curriculum?" (see sections 1.5 & 1.6).

Entrepreneurship education in the Consumer Studies curriculum has potential to contribute economic, social and environmental value. However, this potential is not always explicit nor is it realised in the intended curriculum.

- Creating value (for the entrepreneur as well as for the community) is a core aim of entrepreneurship education (section 6.2).
- Entrepreneurship education in Consumer Studies has substantial potential to create economic value through income-generating and employment opportunities, though it is not stated prominently in the curriculum (section 6.2.1).
- The economic value of entrepreneurship education in Consumer Studies is intertwined with the practical production options offered as part of the subject (section 6.2.1).
- Although several social issues are included as part of the formal learning in Consumer Studies, these issues are not linked to entrepreneurship, and the considerable potential of the subject to create social value through entrepreneurship is therefore unexploited (section 6.2.2).

- Sustainable consumption and sustainable production content is prominently linked to entrepreneurship and small-scale product development in Consumer Studies and therefore contributes to creating environmental value (section 6.2.3).

7.6.2.2 Entrepreneurship education in the intended curriculum for Consumer Studies

Phase 2b aimed to address part of Research Objective 3, which was to investigate the entrepreneurship embedded in Consumer Studies regarding content and structure. The investigation was guided by Research sub-question 3, which asked "How and to what extent is the curriculum for Consumer Studies structured to support entrepreneurship education?" (see sections 1.5 & 1.6).

The entrepreneurship content in the intended curriculum for Consumer Studies is comprehensive and includes education *about*, *for* and *through* entrepreneurship, across the three grades of the FET Phase.

- Entrepreneurship is prominently and comprehensively included as teaching content, being one of seven main topics in Consumer Studies, with about 20% of theory teaching time to be spent on it (section 6.3 & Table 6.1).
- Education *about* entrepreneurship appropriately introduces the topic to Consumer Studies learners in Grade 10 (section 6.3.1 & Table 6.5).
- Grade 10 learners might not have enough or suitable prior knowledge of entrepreneurship, which should serve as a scaffold for subsequent learning about the topic (sections 5.2.1 & 6.3.1, and Figure 6.2).
- The majority of entrepreneurship sub-topics across Grades 10, 11 and 12 deal with education *for* entrepreneurship (section 6.3.2 & Table 6.6).
- Education *for* entrepreneurship can be classified into three main sub-topic, namely costing, marketing and selecting a product and planning for small-scale production (section 6.3.2).
- 'Costing' contributes significant and valuable learning to entrepreneurship education in Consumer Studies, but teachers find it challenging to teach and need training to support their efforts (section 6.3.2.1 & Figure 6.3).

- ‘Marketing’ contributes significant and well-structured constructivist learning to entrepreneurship education in Consumer Studies, in the form of knowledge, skills and competencies (section 6.3.2.2).
- ‘Selecting products and planning for small-scale production’ contributes significant real-life learning to entrepreneurship education and is explicitly linked to the practical production options offered in Consumer Studies (section 6.3.2.3).
- Education *through* entrepreneurship is included in the Consumer Studies curriculum only once, in the form of the Grade 12 entrepreneurship project, which can be seen as the culmination of all their entrepreneurship education in Consumer Studies (section 6.3.3 & Table 6.7).
- The project supports the types of learning required in entrepreneurship education (problem-based, real-life, active learning), but the options for the entrepreneurial products that learners are allowed to develop are limited and therefore restricts the potential of the project as an ideal learning opportunity (section 6.3.3).
- ‘How to start a business’, ‘using a business plan’, and a ‘lack of practical application of entrepreneurship theory content’ were reported as the most prominent gaps that users of the intended curriculum perceive in the topic of entrepreneurship (section 6.3.4 & Figure 6.4).

Overall, entrepreneurship education in the Consumer Studies curriculum is structured well. However, users of the curriculum still sometimes struggle to appreciate or comprehend the existing structuring of this content, and guidance to support them in the effective structuring and construction of learning needs to be developed.

- The positioning of education *about* entrepreneurship as the introduction of the topic in Grade 10, is constructive and suitable to situate the learning as valuable (section 6.4.1).
- Education *for* entrepreneurship, across the three sub-topics, is constructed sequentially and exhibit appropriate and well-scaffolded increases in cognitive demand, in line with the expectations of increasing levels of learner development from Grade 10 to Grade 12 (section 6.4.2).
- The deficiency of explicit links in the curriculum between entrepreneurship content and the practical production options weakens the entrepreneurship

potential in the subject and is seen as a limitation in the structuring of the topic (section 6.4.2.1 & Figure 6.7).

- The positioning of the Grade 12 project, as the culmination of learning in the topic entrepreneurship, is suitable (section 6.4.3).
- The project itself can be improved by clarifying and refining its structure to emphasise the entrepreneurship potential entrenched therein as well as by providing more detailed and structured guidance to teachers for the effective implementation of the project (section 6.4.3).

7.6.2.3 Entrepreneurship education in the enacted curriculum for Consumer Studies

Phase 2c aimed to address the latter part of Research Objective 3, which was to investigate the implementation of the enacted curriculum in practice. The investigation was guided by Research sub-question 4, which asked "How is entrepreneurship education in Consumer Studies implemented in practice?" (see sections 1.5 & 1.6).

The enacted curriculum for Consumer Studies is situated within the greater context of South African secondary schools, with expansive variations in the conditions in which the curriculum is implemented and is therefore complex and multi-faceted.

- Consumer Studies teachers consider entrepreneurship education an essential part of the subject as well as for South African learners — therefore they recognise the value thereof as part of learning (section 6.5.1, and Figures 6.9 & 6.10).
- Financial resources allocated for practical production in Consumer Studies do not always reach this intended purpose, which hampers the implementation of the subject, since money is not available to buy resources (section 6.5.2.1 & Figure 6.12).
- Some Consumer Studies teachers develop creative ways to address or overcome a lack of resources, thereby enhancing the implementation of the subject (section 6.5.2.1).
- Internet access, considered to be an important tool in the construction of learning in the 21st Century, is unequal in different schools. In schools with limited access, teachers as well as learners will face more challenges to obtain

information and resources to support the learning process, and therefore the implementation of the curriculum is hampered (section 6.5.2.2 & Figure 6.13).

- Consumer Studies teachers rely heavily on subject textbooks to inform and support their implementation of the intended curriculum; however, many teachers are dissatisfied with the unsatisfactory coverage of the topic 'entrepreneurship' in the available textbooks (section 6.5.2.3, Table 6.2, and Figures 6.13 & 6.15).
- Resources (LTSM) to support the implementation of the curriculum are scarce in Consumer Studies and teachers mostly develop their own, though it is time-consuming and costly (section 6.5.2.3 & Figure 6.14).
- Insufficient funds, materials, equipment and LTSM all contribute to making the implementation of the practical production options in Consumer Studies extremely challenging and encumbers the skills development that is supposed to transpire in the subject (section 6.5.2.4).
- Although there are alternative options to make the products in the practical production more culturally relevant, these have not been investigated yet, and especially the Food Production option offers limited cultural diversity of products that learners can develop into entrepreneurial opportunities (section 6.5.2.5).
- The huge gaps between the language of instruction and the home language of many learners as well as learners with under-developed reading, comprehension and writing skills, are severely hampering the implementation of the curriculum (section 6.5.2.6).
- Overcrowding does not seem to be a serious problem in most Consumer Studies classes; however, the number of learners need to be carefully monitored to ensure adherence to health and safety standards, especially in the Food Production practical option (section 6.5.3).
- Some teachers have no training for teaching the subject Consumer Studies, and many have no training for entrepreneurship education (section 6.5.4, and Figures 6.17 & 6.18).
- There is a lack of pedagogical guidance for Consumer Studies teachers, and such guidance is extremely necessary (section 6.5.5.1 & Figure 6.20).
- Content-based teaching learning methods are used most often and by most Consumer Studies teachers to implement the intended curriculum in their classrooms (section 6.5.5.2 & Figure 6.21).

- Life-relevant learning, problem-based learning as well as learner-centred teaching-learning strategies, which are preferred methods for entrepreneurship education, are utilised by some teachers, some of the time, for the implementation of entrepreneurship education in Consumer Studies (sections 6.5.5.3, 6.5.5.4 & 6.5.5.5, and Figure 6.21).
- Active and collaborative teaching-learning strategies, which are also preferred socio-constructivist methods for entrepreneurship education, are utilised by the fewest teachers and least often (in some cases never) for the implementation of entrepreneurship education in Consumer Studies (sections 6.5.5.6 & 6.5.5.7, and Figure 6.21).
- External collaboration between teachers and stakeholders in their communities, such as entrepreneurship experts, is limited, and is an area that should be developed to contribute to the effectiveness of the implementation of entrepreneurship education in Consumer Studies (section 6.5.5.7 & Figure 6.23).
- There is an apparent and urgent need to develop unambiguous, topic-specific and well-structured guidelines to support teachers in their implementation of entrepreneurship education in the intended curriculum for Consumer Studies (sections 6.5.5.7 & 6.6).

7.6.3 Best practice found for entrepreneurship education internationally

Phase 3 of the current study investigated and identified best practice regarding the structuring and implementation of entrepreneurship education internationally, in line with Research Objective 4 and Research sub-question 5, which asked "What can be learned from studying best practice in international curricula regarding the structuring and implementation of entrepreneurship education?" (see sections 1.5 & 1.6). The broad findings from Phase 3 were discussed in this chapter, specifically in sections 7.2, 7.3, 7.4 and 7.5. An overview of those findings is included here, as these will inform the construction of the proposed framework, which was the main purpose of the research.

- Entrepreneurship education should be introduced early in learners' education and should preferably form part of their school education (section 7.2).

- Entrepreneurship education is increasingly embedded in other subjects, which are either compulsory or optional (section 7.2.1).
- A number of components frequently and repeatedly appear as 'best practice' in literature on entrepreneurship education, and these thirteen components were therefore considered essential in the construction of entrepreneurship education. The components (including several sub-components not listed here) identified for entrepreneurship education from literature, in alphabetical order, are:
    - assessment (section 7.3.1)
    - basic assumptions (section 7.3.2)
    - collaboration (section 7.3.3)
    - content (section 7.3.4)
    - context (section 7.3.5)
    - culture (section 7.3.6)
    - focus (section 7.3.7)
    - learners (section 7.3.8)
    - national support (section 7.3.9)
    - pedagogy & teaching methods (section 7.3.10)
    - reflection and feedback (section 7.3.11)
    - teachers (section 7.3.12)
    - teacher training (section 7.3.13).

- Although entrepreneurship in practice is often a relatively unstructured occurrence, the findings indicate that at least some structure is required in constructive entrepreneurship education — to the advantage of both teachers and learners (section 7.4).

- Entrepreneurship education should become progressively less structured in advanced levels of education (section 7.4).
- The possible combinations for the structuring of components in entrepreneurship education is extensive, and no frameworks were uncovered for the structuring of entrepreneurship embedded in another subject (section 7.4).

- Links or connections between components can be one-directional, multi-directional, or non-linear, iterative and dynamic (section 7.4, and Figures 7.1 & 7.2).
- Components included in frameworks for entrepreneurship education should be clear, explicit and include enough detail to support its interpretation by users (section 7.4).

The combined findings for research Phases 1 to 3 were used for the planning and construction of a proposed framework to support teachers in the structuring and implementation of entrepreneurship education as part of the subject Consumer Studies, which will be described in Chapter 8.

7.7 Summary

Entrepreneurship education is a trend that is on the rise globally. Including entrepreneurship education at younger ages, such as school level, supports deeper and higher quality entrepreneurial development. In several countries, whole-school, cross-curricular approaches are being employed for the inclusion of entrepreneurship education at school level. Another increasingly popular way of including entrepreneurship education at school level is by embedding it in an existing subject.

Entrepreneurship education is a complex and multi-faceted phenomenon, with various components that contribute to its efficiency. These components affect policy initiatives and should therefore be carefully analysed as part of the planning and development of entrepreneurship education programmes. The entrepreneurship education components that emerged from the investigation recurrently are: assessment of entrepreneurship; basic assumptions; collaboration; content; context; culture; focus or purpose; learners; national support; pedagogy and teaching methods; reflection and feedback; teachers; and teacher training. Each of these components contribute value to and is essential in entrepreneurship education, both individually and in combination with other components.

The components for effective entrepreneurship education can be linked and combined in various ways to form comprehensive structures. Connections between components can be one-directional, multi-directional, or iterative and non-linear. However, some structuring of components is needed to support teachers and learners in the process

of entrepreneurship education. Any framework that is developed for entrepreneurship education should include clearly identified and differentiated components (essential to entrepreneurship education), which should be grouped, organised or structured in a meaningful and user-friendly manner to support the effectiveness of such frameworks.

A few challenges associated with the implementation of entrepreneurship also emerged from the investigation. These challenges relate to lack of resources, or insufficient cultural diversification, assessment of entrepreneurship education, and negative attitudes or opposition of some teachers to entrepreneurship education. It is important that teachers, who should attempt to implement entrepreneurship education effectively, are aware of these challenges and are enabled to address or eliminate these obstacles.

This chapter identified and described best practice for the inclusion and structuring of entrepreneurship education and its components that emerged from literature. It also mentioned some of the challenges that are associated with the implementation of entrepreneurship education. The chapter additionally provided an overview of the findings from the first three research phases, as these informed the development of the framework, which was the overall intention of the research.

Chapter 8 will subsequently describe the details of the planning and construction of the proposed framework, which was the core purpose of the study.

CHAPTER 8
A PROPOSED FRAMEWORK FOR ENTREPRENEURSHIP EDUCATION IN CONSUMER STUDIES

"… confusion arises in part because the design of entrepreneurship education programmes (EEPs) is not explicit, and this in turn leads to problems in the contextualisation, implementation, monitoring, assessment, and output of an EEP."

Maritz & Brown, 2013:235

8.1 Introduction

This chapter is the culmination of all the prior research in the current study. The chapter describes the planning and construction of a framework that can be used by teachers to support the effective structuring and implementation of entrepreneurship education as part of the subject Consumer Studies (specifically) in the South African school curriculum, which was the main purpose of the study.

The findings from the first three research phases created an opportunity to compare the current structuring and implementation of entrepreneurship education in Consumer Studies (sections 6.3 to 6.5) and in the secondary school curriculum in South Africa (section 5.2) to best practice identified from international literature for entrepreneurship education (sections 7.2 to 7.5). The overall comparison was exhaustive, and only a condensed version of the comparison is shown in Table 8.1. The abbreviation 'EE' was used in Table 8.1 instead of 'entrepreneurship education' to condense the content in the table and to facilitate the ease of reading and interpretation of the table's content. Ticks (✓) and crosses (**X**) were used in Table 8.1 to indicate whether best practices identified for entrepreneurship education from international sources (in Phase 3), currently realises (✓) or not (**X**) in the South African secondary school curriculum (as uncovered in Phases 1 and 2 of the study).

Table 8.1: Comparison of current situation of entrepreneurship education in South Africa, and particularly Consumer Studies, to international best practice

Best practice identified internationally	Current situation in South Africa & in Consumer Studies	Realised … or not	
EE introduced early in learners' education	Only in 1 Senior Phase subject (EMS), mostly business- rather than EE-orientated		X
EE embedded in other subjects	EE embedded prominently in Consumer Studies	✓	
Carefully planned assessment of knowledge, skills, attitudes & stakeholder satisfaction with EE	EE knowledge assessed in written examination		X
Explicitly framing assumptions, definitions & meanings for entrepreneurship education to effect its intentions	EE not defined nor delineated as part of Consumer Studies curriculum, but only as topic (learning) content		X
EE can be taught	EE in intended curriculum, but teachers need to buy in to the idea		X
Teachers need to collaborate with others / experts to support them in the effective implementation of EE	Limited evidence of collaboration with others		X
EE should contribute knowledge, skills & competencies for the preparation of all learners, both in their everyday lives, and for the world of work	Numerous examples where EE content in Consumer Studies contributes to real-life learning. Development of life skills do take place, but are not measured	✓	
Consider different, specific local conditions for implementation of EE	National curriculum, little evidence of differentiation for local contexts		X
Culture plays important role in planning and implementation of EE	Cultural differentiation not evident in Consumer Studies curriculum — Eurocentric		X
EE is more than preparation for running a business	EE in Consumer Studies not prominently linked to social EE, but definitely to economic & environmental EE	✓	
Learners at the centre of learning process	Content-based learning most popular		X
EE not just 'on the agenda', but applied through policy	Distribution of EE across secondary school subjects is dismal		X
Active, learner-centred and real-life learning (not teaching)	Content-based learning most popular. Active learning mentioned in intended curriculum but does not realise in practice. Potential for real-life learning		X
Reflection & feedback a prominent part of EE	Little evidence of reflection & feedback		X
Passionate teachers with positive attitudes	Divergent views: some teachers perceive EE as important, but not all are positive about teaching it		X
Teacher training key component to the success of EE	Teachers are not trained in EE, but recognise their need for training		X
Some structuring of EE is needed in programmes	Clear evidence of constructivist structuring of EE learning content	✓	

From this condensed review and comparison of the current situation for entrepreneurship education in South African schools to that which is fostered internationally (Table 8.1), it emerged that four areas in the local secondary school curriculum (which includes Consumer Studies) are in line with best practice internationally, which was viewed as positive to support entrepreneurship education in this country. These four areas are (1) embedding entrepreneurship education within an existing subject; (2) entrepreneurship content should contribute to the development of knowledge and skills for everyday life as well as the world of work; (3) the focus of entrepreneurship education is broader than just economic value contributions; and (4) sensible structuring of entrepreneurship education in the learning process (Table 8.1).

The comparison also pointed out that there are several areas in entrepreneurship education where the South African curriculum is inadequate (Table 8.1), which point toward the need to more closely align the South African curriculum (including the Consumer Studies curriculum) to best practice for entrepreneurship education internationally. This need can be addressed (if not totally, then at least to some extent) by providing a framework that teachers can use for the structuring and implementation of entrepreneurship education in South Africa, based on international best practice, while also keeping in mind the local educational context.

The elements and components that emerged as best practice for entrepreneurship education from the analysis of the literature (section 7.6.3) were used as a starting point for the development of sets of guidelines for each component (see sections 8.2.2.1 to 8.2.2.13), and that could be useful to support the structuring and implementation of entrepreneurship education in Consumer Studies.

Teachers are the primary implementers of the intended curriculum. How teachers make sense of the curriculum and what they regard as assisting or hindering them in the implementation of the curriculum, are vital to support a cohesive understanding of the expectations surrounding the curriculum (Dada *et al*., 2009:15). It was therefore crucial to develop a framework with detailed and specific guidelines that would support teachers with the implementation of entrepreneurship education in their classrooms. According to the Cambridge Dictionary (2018b), a ‘guideline’ is “information intended to advise people on how something should be done or what something should be”. This definition clearly encompasses the purpose of guidelines as ‘how to do what’ and

was therefore used to inform the development of the guidelines as part of the components that would be included in the framework.

8.2 Planning and constructing a framework for the structuring and implementation of entrepreneurship education as part of Consumer Studies

The Cambridge Dictionary (2018a) defines a 'framework' as "a system of rules, ideas, or beliefs that is used to plan or decide something". This definition incorporates what a framework is ('a system of rules or ideas') with its purpose ('to plan or decide something') and was therefore considered an ideal starting point for the planning of the framework that needed to be constructed for this study. In other words, the framework developed here had to provide a structured system of rules (which was framed as guidelines) for the planning and implementation (purpose) of entrepreneurship education, specifically in the subject Consumer Studies.

The planning and construction of the framework was directed by the information (findings) that emerged from the first three research phases, including the overview comparison in Table 8.1. Expanded information of those findings, per phase, was included in Chapters 5, 6 and 7. Particulars of the same findings were described in section 7.6, and a synopsis of the findings were included in Table 8.2, therefore the findings will not be repeated in detail in the current section. The abbreviation 'EE' was used instead of 'entrepreneurship education' and 'CS' instead of 'Consumer Studies' so as to condense the content in Table 8.2 and to facilitate the ease of reading and interpretation of the table's content.

One of the main findings in Research Phase 1 – namely, that the prior knowledge of learners for entrepreneurship education, which is supposed to be developed in the Senior Phase, is inadequate (Table 8.2) – was vital for inclusion in a framework for entrepreneurship education in Consumer Studies, since prior knowledge forms the foundation for the construction of subsequent learning. The other main findings for the first research phase – namely, that entrepreneurship education only appears in a few subjects in the FET Phase curriculum and that it is mostly fragmented and ill-constructed, except in the subject Consumer Studies – provided confirmation and justification for the importance of investigating and developing entrepreneurship education as part of Consumer Studies (Table 8.2), since it is the only subject in the

South African secondary school curriculum that includes sensibly constructed and significant entrepreneurship education.

Table 8.2: Synopsis of the findings for Research Phases 1, 2 and 3

	Core objective(s)	Main findings
Research Phase 1	To explore the structuring of entrepreneurship education content in the intended curriculum currently in use for South African secondary school learners	• Prior knowledge (in Senior Phase) for EE is inadequate • EE appears in only 13 subjects across the FET Phase • EE is fragmented and ill-constructed in most FET curricula • Only one subject, Consumer Studies, includes EE in all grades of the FET Phase and includes a significant amount of teaching time on the topic
Research Phase 2	**Research Phase 2a:** To investigate and delineate the potential value created through the inclusion of entrepreneurship education as part of the Consumer Studies curriculum	• Creating value is a core aim of EE • EE in CS has potential to contribute economic, social and environmental value • Value created is intertwined with practical production • Value creation not prominently linked to EE in intended curriculum
	Research Phase 2 b: To investigate the entrepreneurship embedded in Consumer Studies regarding content and structure	• Education *about, for* and *through* entrepreneurship included in intended CS curriculum • EE appropriately scaffolded or structured in intended CS curriculum to support constructivist learning • Costing, marketing and selecting products and planning for small-scale production – three main sub-topics • Grade 12 project contributes substantial EE • Inadequate links in intended curriculum between EE content and the practical production
	Research Phase 2c: To investigate the entrepreneurship embedded in Consumer Studies regarding implementation of the enacted curriculum in practice	• Lack of resources is hampering EE in CS • Teachers should be, and are, creative to solve problems • Textbooks main source of information for teachers • Lack of cultural diversity in practical options reduces usefulness and opportunities of EE • Language is a major barrier to EE in CS • Lack of pedagogical guidance for teaching EE in CS • Many CS teachers are not trained for CS and/or for EE • Content-based methods preferred for teaching EE • Limited collaboration between CS teachers and others

Research Phase 3	To investigate and identify best practice regarding the structuring and implementation of entrepreneurship education internationally	• Introduce EE early in learners' education • Embed EE in other subjects • Include clear and prominent guidelines for assessment, basic assumptions, collaboration, content, context, culture, focus, learners, national support, pedagogy and teaching methods, reflection and feedback, teachers and training for teachers as essential elements when planning EE • Essential components can be linked, combined or connected in several ways • At least some structure is required to support effective EE

These findings provided justification for the development of a framework for the structuring and implementation of entrepreneurship education, since it is clearly lacking in the current secondary school curriculum (Table 8.2). However, these general findings for the FET Phase were not vital for inclusion in a framework that focuses only on one particular subject.

The main findings from Research Phase 2 focused on and closely related to entrepreneurship education in Consumer Studies specifically (Table 8.2) and were dealt with in three sub-sections. The first sub-set of findings (Research Phase 2a) indicated that entrepreneurship education can contribute widespread value in the subject Consumer Studies, but that it needs to be intertwined with the practical production part of the subject. Furthermore, the findings indicated that the potential value of entrepreneurship education needs to be prominently included in the intended curriculum to clarify the intentions for the inclusion of the topic in the subject (Table 8.2).

The second sub-set of findings (Research Phase 2b) confirmed that entrepreneurship education forms a large component of the subject Consumer Studies, which include education *about, for* and *through* entrepreneurship (Table 8.2). The entrepreneurship content in the intended curriculum for Consumer Studies is suitably scaffolded to support constructivist learning. Two findings highlighted areas for caution in the intended curriculum: the Grade 12 project contributes substantial education *through* entrepreneurship and therefore adds vital real-life entrepreneurship education in Consumer Studies, and it should be treated with the high regard that it deserves. Secondly, it emerged that the links between entrepreneurship education content and the practical production is inadequate in the intended curriculum for Consumer Studies (Table 8.2). Bearing in mind that it also emerged in Research Phase 2a that the value that entrepreneurship education creates in the subject is intertwined with the practical

production, it was crucial to call attention to this important structural aspect in the development of the framework.

The third sub-set of findings (Research Phase 2c) provided insights into the current trends for the implementation of entrepreneurship education in Consumer Studies in practice. These findings would therefore all have to be carefully considered for inclusion in a framework that has to provide support to Consumer Studies teachers for the structuring and implementation of entrepreneurship education in Consumer Studies. Most of these findings (Table 8.2) point toward a lack of training, since several of the trends currently utilised for the implementation of entrepreneurship education in Consumer Studies are noticeably removed from what is considered best practice or preferred approaches (Table 8.1). The findings that teachers lack training, the dearth of pedagogical guidance for implementation of entrepreneurship (and other content) in Consumer Studies, teachers' inappropriate use of content-based teaching and limited collaboration with experts (Table 8.2) all point toward a need for guidance to support more effective implementation of the entrepreneurship content in this subject. The trends that emerged for the current implementation of entrepreneurship education in this particular subject should be taken into account to determine how these can be incorporated or negated in the framework.

The findings in Research Phase 2c furthermore implied that suitable and appropriate resources (other than textbooks) need to be developed and made available that would: (1) support teachers in the implementation of entrepreneurship education (and other topics) in Consumer Studies; (2) help to overcome the language barrier that many learners currently experience in learning in the subject; (3) provide a wider cultural diversity of product options for learners to develop into entrepreneurial opportunities; and (4) provide support for and alternatives to undesirable content-based teaching-learning methods (Table 8.2). These particular findings related to resources were too specific for individual inclusion in the framework but at least deserved some mention as it can hinder or enhance the implementation of entrepreneurship education in Consumer Studies. These findings (Table 8.2) also pointed toward the need for further research into the lack of resources available for Consumer Studies education.

The first two main findings listed in Table 8.2 for Research Phase 3 – namely, that entrepreneurship education should be introduced early in schooling and should be embedded in other subjects – reflected recommendations for entrepreneurship

education as part of the broader (overall) curriculum in school education. The finding (in Research Phase 3) that it is important to introduce entrepreneurship education earlier in school systems, were linked to the finding in Research Phase 1, which established that South African learners' entrepreneurship education is not optimally developed in the Senior Phase, resulting in inadequate prior knowledge on the topic when it is introduced in Grade 10 (Table 8.2). Together, these two findings highlighted a serious gap in the South African secondary school curriculum regarding entrepreneurship education in the Senior Phase and based on the importance of prior knowledge in constructivist learning, it had to be included in the framework for the structuring and implementation of entrepreneurship education in Consumer Studies. The last three main findings listed in Table 8.2 for Research Phase 3 – namely, that clear and prominent guidelines should be included for essential components of entrepreneurship education, that these components can be linked in a variety of ways, and that some structure is required to support effective learning – all reported on best practice that emerged from literature regarding the essential components that support effective entrepreneurship education as well as the structuring of these components in frameworks for entrepreneurship education. All three of these findings were therefore considered for inclusion in the framework that was planned for entrepreneurship education in Consumer Studies.

The purpose of this study was to propose a framework that will provide guidance to teachers for the effective structuring and implementation of entrepreneurship education, particularly as part of Consumer Studies education (section 1.4). The components for the planning and construction of the framework were refined using an iterative process of comparing, analysing and categorising the findings for the prior research phases. The construction of the framework was approached from a constructivist approach, which meant that components had to be scaffolded and constructed with at least some structure, to support effective learning.

The resulting proposed framework is presented as Figure 8.1 and is described and explained in the two subsequent sub-sections: the first sub-section (section 8.2.1) explains the construction of the elements and components in the framework to support the **structuring** of entrepreneurship education in Consumer Studies, and the second sub-section (section 8.2.2) describes how the framework could support the

implementation of entrepreneurship education as part of the intended and implemented curriculum for Consumer Studies.

8.2.1 The proposed framework to support the structuring of entrepreneurship education in Consumer Studies

It emerged from the findings from research Phase 3 that there is not much consensus about the preferred structuring of entrepreneurship education frameworks (see section 7.4). Components can be structured with clear linear links or left unstructured to allow a more iterative and dynamic integration of components in the process. However, since the current study was approached from a constructivist perspective, the researcher

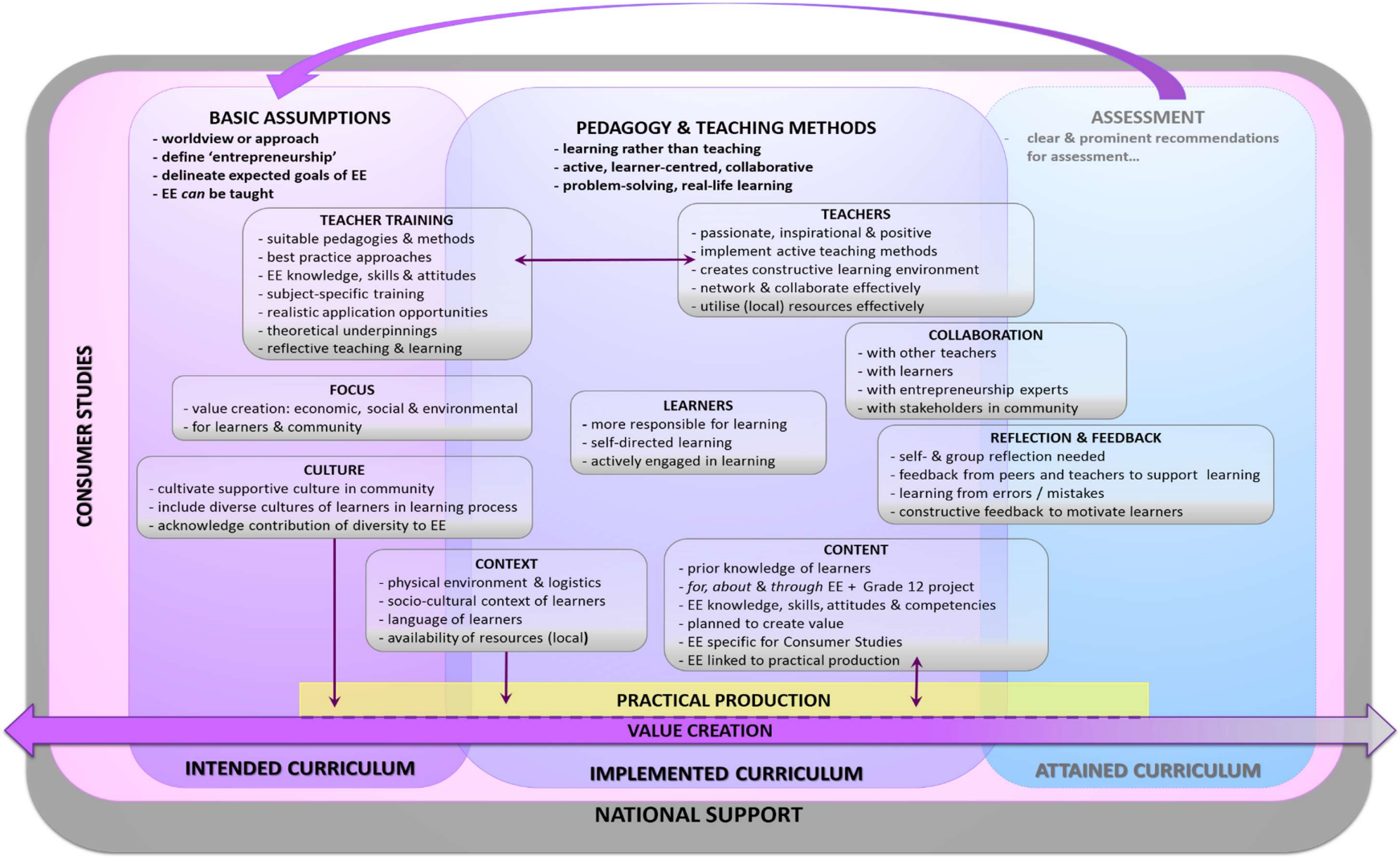

Figure 8.1: A framework for the structuring and implementation of entrepreneurship education in Consumer Studies

believes that (at least some) structure is necessary in entrepreneurship education to support its effectiveness and to make the learning process easier to navigate for both teachers and learners (see section 7.4). The constructivist point of view that was used meant that the structuring of components and elements to contribute to effective learning was important and had to be investigated.

The proposed framework therefore includes discernible structuring and organisation of the various components and elements that emerged as essential for entrepreneurship education from the findings from the prior three research phases. The subsequent sections will discuss and explain the reasoning behind the particular combinations and links used for the structuring of these components and elements in this framework and how it could support teachers to structure entrepreneurship education in Consumer Studies more effectively.

8.2.1.1 Underpinning national support

The overall structure of the framework indicates that national support — in the form of policies, governing structures, funding, and so forth — should be underpinning the entire process of and every aspect that contributes to entrepreneurship education within Consumer Studies (grey-shaded area in Figure 8.1). National support would contribute to the perceived importance of entrepreneurship education as part of the subject and would contribute to standardised quality of entrepreneurship education for all South African learners who select Consumer Studies as one of their optional subjects. It would also ensure the involvement of curriculum developers and curriculum decision-makers on national level. Such an underpinning will substantiate that entrepreneurship education will not only be 'on the agenda' of the country, but that its implementation will be supported through policy and official documentation (see section 7.3.9).

8.2.1.2 Consumer Studies as specialist field for the implementation of entrepreneurship education

The subsequent 'layer' in the structure of the framework, underpinned by national support, but encompassing all other aspects of the entrepreneurship education process, is the subject Consumer Studies (pink-shaded area in Figure 8.1). The inclusion of this structural aspect of the framework is based on several of the research findings, which indicated that entrepreneurship education should preferably be

embedded in existing subjects (section 7.2.1) and that such embedded entrepreneurship should be prominently linked to the specific subject field (section 7.3.4).

8.2.1.3 The intended, implemented and attained Consumer Studies curriculum

The third major structural component in the framework represents the intended, implemented and attained curriculum, which all form part of the overall curriculum for Consumer Studies (see section 3.2). The intended curriculum section is on the left of the framework, shaded in lilac; the implemented curriculum section is centred in the framework, shaded in blue; and the attained curriculum section is placed on the right of the framework, shaded in light turquoise (Figure 8.1). The structuring of the sections for the intended, implemented and attained curricula shows that they overlap slightly in the framework so as to indicate that these sections are not independent of each other, but are closely linked and affect each other (see section 3.2). In addition, a large pink arrow at the top of the framework indicates that the attained curriculum in turn impacts on the intended curriculum, especially in curriculum reforms.

It is important to note at this stage of the discussion that the focus for the proposed framework in this study was only the intended and implemented curriculum for Consumer Studies and excluded the attained curriculum (see section 3.2.3). For this reason, the section in the framework for the attained curriculum has been left incomplete, with faded lettering and a dashed border to indicate that it is unfinished. The attained curriculum fell outside the scope of the current study but offers an opportunity for future research to be conducted into this part of the curriculum for Consumer Studies.

The **intended curriculum** presents and outlines expectations for all learning and processes in the overall Consumer Studies curriculum (see section 3.2.1). In the proposed framework, the intended curriculum for entrepreneurship education in Consumer Studies is informed by the component 'basic assumptions', since these assumptions inform and prominently affect the expectations and intentions for the curriculum (see section 7.3.2). The intended curriculum section was placed on the left-hand side of the framework to reflect its introductory position in the structuring of entrepreneurship education (Figure 8.1). In other words, entrepreneurship education

in the intended curriculum for Consumer Studies needs to be developed at the outset, informed by four suggested basic assumptions. These basic assumptions — the worldview used for entrepreneurship education; clarification of the term 'entrepreneurship'; the expected goals or outcomes of entrepreneurship education; and assuming that entrepreneurship *can* be taught — will be discussed in section 8.2.2.2 as part of the components impacting on the implementation of entrepreneurship education in Consumer Studies.

The **implemented (or enacted) curriculum** encompasses all the learning actions, environments and processes in the overall Consumer Studies curriculum. This section of the framework is where the learning that is stipulated in the intended curriculum is supposed to be implemented in practice (see section 3.2.2). The section for the implemented curriculum in the framework is larger than those of the intended and attained curricula, since this is the part of the structure where 'all the action takes place' (Figure 8.1). In the proposed framework, the implemented curriculum for entrepreneurship education in Consumer Studies is informed mainly by the component 'pedagogy and teaching methods'. Pedagogy and teaching methods are the vehicles for the implementation of learning in any curriculum (see sections 3.2.2 & 3.4.3) and are therefore core in the structuring of such learning processes. Furthermore, unsuitable pedagogy or methods hamper the effectiveness of entrepreneurship education (see section 7.3.10). The inclusion of guidelines for pedagogy and teaching methods will contribute to the structuring of suitable implementation strategies to support entrepreneurship education in Consumer Studies. The three guidelines for suitable pedagogy and teaching methods for entrepreneurship education in Consumer Studies (Figure 8.1) will be discussed in detail in section 8.2.2.10.

As stated before, the section referring to the **attained curriculum** has only been included in this framework for illustrative purposes. We acknowledge that it would form part of a larger framework that encompasses the whole curriculum, but that was not part of the focus of the current study. The section on the attained curriculum in this framework would be mainly informed by the entrepreneurship education component 'assessment'. When this component or part of the curriculum is properly investigated in other research, more detailed information can be developed for that section of the framework.

The three Consumer Studies curriculum sections are all overlaid by two structural elements in the framework, namely 'practical production' (shaded yellow in Figure 8.1) and 'value creation' (shaded magenta in Figure 8.1). These two structural elements are included in the framework as bonded or closely connected, since the findings from Phase 2 of the research indicated that 'value creation' and 'practical production' need to be intertwined to optimally support entrepreneurship education in Consumer Studies (see sections 6.2.1 & 7.6.2.1). The contributions of these two elements to the structure of this framework will therefore be discussed in the subsequent sections.

8.2.1.4 Practical production

The subject Consumer Studies offers various practical production options (see sections 3.4.1 & 3.4.2) in which learners develop planning and making (production) knowledge and skills. The knowledge and skills included in the practical production section of the subject are used to make actual products (such as food or clothing items), which must be 'saleable' (DBE, 2011e:39; DBE, 2017:3). The products that learners make in the practical production part of Consumer Studies therefore clearly offer opportunities for product development, which, when sold as part of an entrepreneurial plan, can generate income or create employment. If the practical production in the subject is approached in the manner suggested here, it will create economic value (see section 6.2.1) and entrepreneurship opportunities for learners.

However, it emerged in the findings for Phase 2, that in both the intended and implemented curriculum for Consumer Studies, the linking of entrepreneurship education and the practical production in the subject is inadequate and that such links need to be more prominent in the curriculum (see sections 6.3.2.3 & 6.4.2.1). The proposed framework therefore included 'practical production' as a prominent structural component (Figure 8.1), stretching over and embedded in all three curriculum sections, indicating that practical production should be linked to entrepreneurship education in Consumer Studies as part of the planning (in the intended curriculum), implementation (in the implemented curriculum) and assessment (in the attained curriculum).

Three smaller arrows link the components 'culture', 'context' and 'content' explicitly to practical production (Figure 8.1). The inclusion of these arrows in the structure of the framework indicates that each of the components 'culture', 'context' and 'content' impacts on practical production choices and options and must be considered as factors

that contribute to and influence the choices available to learners in practical production options.

- The inclusion of a prominent link between the component 'culture' and 'practical production' as part of the structure of the framework (Figure 8.1) is based on the wide cultural diversity of learners in South African schools (see section 3.3.2.2) and the findings in Phase 2 of the research that choices available to learners in the practical production options are often not culturally relevant (see section 6.5.2.5) or diverse enough to support creativity, which is a requirement for effective entrepreneurship education (see section 6.3.3).
- The inclusion of a prominent link between the component 'context' and 'practical production' as part of the structure of the framework (Figure 8.1) is informed by the following findings, which emerged from the literature review, the curriculum document analysis as well as the analysis of the data collected from the surveys and focus group interviews. The educational context in South African schools is varied and disparate, which complicates and often negatively affects the implementation of the curriculum (see section 3.3.2). The complexities associated with the South African educational context negatively affects the practical production option in Consumer Studies on many levels, such as limited access to resources, financial support or digital technology (see section 6.5.2). The intended curriculum for Consumer Studies is also prescriptive about the limitations that context (that is, the physical environment, availability of resources and logistical limitations or infrastructure) place on the choice of the practical production offered by a school (DBE, 2011e:9-11; see section 3.4.2). Practical production can therefore not be planned without careful consideration of the context in which it is to be implemented.
- The inclusion of a prominent and reciprocating link between the component 'content' and 'practical production' as part of the structure of the framework (Figure 8.1) is based on the finding in Phase 2 that several theory content topics in the Consumer Studies curriculum have significant potential to contribute to entrepreneurship education of learners in the subject, but will have a greater impact on such development if it is applied practically and specifically linked to the practical production option in the subject (see sections 6.3.2.3 & 6.3.4.3). On the other hand, the practical production can serve the role of providing many opportunities to practically apply and link entrepreneurship education (theory) content to real-life

situations (see section 6.3.3). Practical application of entrepreneurship education is preferred to foster deeper, more life-relevant learning (see section 7.3.10.2). For these reasons a reciprocating link was chosen to connect 'content' and 'practical production' as part of the structure of the proposed framework.

In addition, 'practical production' is prominently and extensively connected to 'value creation' in the structure of the proposed framework (Figure 8.1). This prominent connection stems from the finding in Phase 2 of the research that practical production and value creation in Consumer Studies are intertwined (see sections 6.2.1 & 7.6.2.1, and Table 8.2).

8.2.1.5 Value creation

'Value creation' is included as a prominent structural element in the proposed framework (Figure 8.1). Value creation is a core purpose or outcome for entrepreneurship education and should therefore feature prominently in any framework that is developed for entrepreneurship education (see sections 2.3 & 6.2). Similar to the structural element 'practical production', 'value creation' spans across and is embedded in all three curriculum sections in the proposed framework, indicative of the importance of value creation as a core outcome for entrepreneurship education as part of the planning (in the intended curriculum), implementation (in the enacted curriculum) and assessment (in the attained curriculum). The shape used for the structural element 'value creation' in the framework (shaded in magenta in Figure 8.1) ends in arrows on both sides so as to show that the value that is created through entrepreneurship education in Consumer Studies perpetuates wider than just what is learned or taught in the curriculum (Figure 8.1), and entrepreneurship education can therefore create value in the communities of schools offering Consumer Studies. The shape for 'value creation' is also wider than that of 'practical production' so as to indicate that value is also created through entrepreneurship education theory content in Consumer Studies and is not always (or only) linked to practical production (Figure 8.1). The perforated line between the 'value creation' shape and practical production indicates that these two elements are closely connected.

8.2.1.6 Linking teacher training and teachers

Another reciprocating link was chosen to prominently connect the components 'teacher training' and 'teachers' as part of the structure of the proposed framework (Figure 8.1). The inclusion of this explicit link between 'teacher training' and 'teachers' was informed by the recurring finding that teachers are not trained adequately (or often not at all) for entrepreneurship education. This finding emerged repeatedly from the initial literature overview (see sections 2.5.4 & 3.4.3), it emerged from the analysis of the data from both the survey and the focus group interviews (see section 6.5.4) as well as from the investigation in Research Phase 3 to determine best practice for entrepreneurship education (see section 7.3.13).

In addition, the dearth of pedagogical guidance for the Consumer Studies overall, and specifically for entrepreneurship education embedded in the subject (see section 6.5.5.1), amplified the importance of prominently linking 'teachers' and 'teacher training' in the structure of the proposed framework. Entrepreneurship education requires particular, alternative-to-traditional teaching methods and approaches to learning (see section 7.3.10). Teachers who are not properly trained for entrepreneurship education will therefore not have the knowledge, skills or know-how to effectively implement entrepreneurship education. On the other hand, subject-specific Consumer Studies teacher training should be developed to address the needs and gaps in teachers' training for entrepreneurship education to enable them to better implement the topic. Teachers can therefore not effectively implement entrepreneurship education without training, and training needs to be developed with the needs of teachers in mind. For these reasons a reciprocating link was chosen to prominently connect 'teachers' and 'teacher training' as part of the structure of the proposed framework (Figure 8.1).

8.2.1.7 The arrangement of other components in the framework structuring entrepreneurship education in Consumer Studies

The specific positioning or placement of some of the components included in the framework might seem random (Figure 8.1). This statement specifically refers to the structuring (or the seeming lack thereof) of the components 'teacher training', 'teachers', 'focus', 'learners', 'collaboration', 'culture', 'context', 'content' and 'reflection and feedback' in the framework (Figure 8.1). Informed by the findings that emerged

about the structuring of entrepreneurship education in Phase 3 of the research (see section 7.4), the structuring of these components in the framework were less stationary and more adaptable, in line with recommendations that components need to be iterative and more dynamic (see section 2.5.2). However, the positioning of these nine components are not totally random or unstructured (Figure 8.1).

- 'Learners' were specifically placed right at the centre of the framework as the target audience at the core of the learning process, as is expected in entrepreneurship education (see section 7.3.8).
- The four components 'teacher training', 'focus', 'culture' and 'context' all straddle the overlap between the sections in the framework for the intended curriculum as well as the implemented curriculum (Figure 8.1). These straddling positions of the four components in the structure of the framework indicate that they each inform and affect entrepreneurship education in both the intended and the implemented curriculum.
- Similarly, the four components 'teachers', 'collaboration', 'reflection and feedback' and 'content' all straddle the overlap of the sections in the framework for the implemented curriculum as well as the attained curriculum (Figure 8.1). The straddling positions of these four components in the structure of the framework indicate that 'teachers', 'collaboration', 'reflection and feedback' and 'content' all impact on entrepreneurship education in Consumer Studies, both in the implementation thereof as well as when it is assessed.

8.2.1.8 Transparency of components in the structure of the framework

The final comment to explain the structuring of the elements and components in the proposed framework centres on the transparency of the various components and elements (Figure 8.1). The boxes or shapes used to represent each element and/or component were intentionally made transparent so as to indicate that each element or component is embedded in the rest of the framework (not above or removed from it). This choice was made to underscore that the basic assumptions, pedagogy and teaching methods as well as assessment (above each of the three curriculum sections in Figure 8.1) are inseparably part of each component in the process of teaching and learning entrepreneurship education in Consumer Studies. The transparency of the

boxes allowed for the diffusion of colours in the structure of the framework to reflect the permeation of elements and components across the framework.

The next section will explain the intention for the inclusion of each component in the framework and how each can contribute to supporting the implementation of entrepreneurship education in Consumer Studies as part of this framework.

8.2.2 The proposed framework to support the implementation of entrepreneurship education in Consumer Studies

Thirteen recurrent components emerged from the investigation (Research Phase 3) with regard to international best practice for entrepreneurship education (see sections 7.3.1 to 7.3.13). These components were established as being essential to support the implementation of effective entrepreneurship education as the different components refer to the "who, what, why, when and how" (amongst other questions) in the construction of entrepreneurship education (see sections 2.5.4 & 7.3). The 13 components are assessment, basic assumptions, collaboration, content, context, culture, focus or purpose, learners, national support, pedagogy and teaching methods, reflection and feedback, teachers and teacher training (see sections 7.3 & 7.6.3). The study focused on the inclusion and implementation of entrepreneurship education in the intended and implemented curriculum of an existing subject, Consumer Studies, and therefore, the subject as well as the two different curriculum phases (intended and implemented) were added as additional elements in the framework. The elements 'basic assumptions', 'pedagogy and teaching methods' as well as 'assessment' are not encased in boxes in the framework, since these elements represent the implementation rather than the structuring of entrepreneurship education. The potential contribution of each of the 13 components, together with the subject Consumer Studies (focusing on the two curriculum phases), to the implementation of effective entrepreneurship education as part of this framework will be explained and discussed in the subsequent sections.

8.2.2.1 'Assessment' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

Although assessment is viewed in this framework as being fully entrenched in the attained curriculum (therefore it was not part of the focus of the study), it is still an essential part of the implementation of entrepreneurship education. Hence, it is

discussed briefly to provide some insights into the intention of its inclusion, but also to provide a starting point for future research in the attained curriculum for Consumer Studies.

Assessment is used to judge, evaluate or measure the results, outcomes or impact of the entrepreneurship learning that occurred (see section 7.3.1). The learning process in entrepreneurship, and not only the results, should be assessed (see section 2.4). Carefully planned assessment of learners' entrepreneurship knowledge, skills, attitudes and beliefs will aid the implementation of entrepreneurship education by providing a sense of direction (toward what they are working) for teachers and learners.

8.2.2.2 'Basic assumptions' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

Four basic assumptions emerged repeatedly from the investigation into best practice for entrepreneurship internationally (Phase 3) and are therefore suggested for inclusion in the framework. These assumptions deal respectively with the worldview for or approach toward entrepreneurship education, the definition of entrepreneurship to support a shared understanding thereof, expectations of role players (such as teachers, learners and community members) regarding the goals or outcomes of entrepreneurship education as well as establishing an underlying belief that entrepreneurship education *can* be taught (see section 7.3.2).

- The worldview used for or with which entrepreneurship education is approached needs to be clarified in the teaching-learning process. Clarification of the worldview will strengthen the basis from which teachers approach entrepreneurship education as they will develop a better understanding for the grounding of the topic (see section 7.3.2).
- The term 'entrepreneurship' needs to be defined explicitly as part of entrepreneurship education in Consumer Studies. The chosen or accepted definition for entrepreneurship influences the expectations, perceived goals or outcomes for entrepreneurship education (see section 7.3.2) and are therefore vital to support a shared understanding of entrepreneurship education that will be included in the intended curriculum and thus implemented in the enacted curriculum.

- The expected goals or outcomes for entrepreneurship education in Consumer should be delineated in the framework to support teachers' and learners' understanding of which goals they are working toward when the learning process is implemented. Standardised goals would support teachers', learners' and community stakeholders' shared understanding of what the expected outcomes of entrepreneurship education would be for individual learners as well as for the community (see section 7.3.2).
- The assumption that entrepreneurship *can* be taught needs to be explicitly stated but also emphasised. The debate whether entrepreneurship can (or cannot) be taught have been ongoing for years. However, the latest research indicate that many aspects thereof *can* be taught (see sections 1.1.2 & 2.1). Teachers need to be convinced of this aspect, since it will contribute to their perception of the 'teachability' of entrepreneurship education (see section 7.3.2). When teachers believe that it *can* be taught, it will positively contribute to the implementation of entrepreneurship education.

8.2.2.3 'Collaboration' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

'Collaboration' was included in the framework as an essential component of entrepreneurship education, specifically to support teachers in the implementation thereof in Consumer Studies. The prominent inclusion of this component is based on the following findings: It emerged from the survey (in Phase 2c) that Consumer Studies teachers do not utilise collaborative teaching strategies often (some of them never do) to implement entrepreneurship education (see section 6.5.5.7 & Figure 6.21). Furthermore, collaborative teaching-learning methods are preferred in entrepreneurship education (see section 7.3.3) and in the principles of the South African National Curriculum Statements (DBE, 2011e:5), which includes the subject Consumer Studies. The finding from the survey data that Consumer Studies teachers do not utilise the important resource of collaborating with others (community members or entrepreneurship experts) (see section 6.5.5.7 & Figure 6.23) despite their own concerns of not being trained for entrepreneurship education (see section 6.5.4 & Figure 6.19), necessitated the inclusion of this component in the framework.

- The intention was to prominently include 'collaboration' in the framework to remind teachers that they are not unaided in the implementation process of

entrepreneurship education and that it is acceptable, and even preferred, to include help/resources/content for entrepreneurship education by collaborating with others. Collaboration between Consumer Studies teachers and learners, other teachers (for example, the Business Studies teacher or the Life Orientation teacher), experts or experienced entrepreneurs, or stakeholders in the community, such as businesses or elders, can add to an expanded entrepreneurship education learning experience for learners (Figure 8.1).

- Collaboration between learners, which is a requirement for effective pedagogies and teaching methods for entrepreneurship education, is dealt with as part of that component (pedagogy and teaching methods) in the framework (Figure 8.1) and will be discussed in more detail in section 8.2.2.10.

8.2.2.4 'Content' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

Content in entrepreneurship education refers to the 'what' of the learning process (see sections 2.4 & 2.5, and Table 3.1) — in other words, what learning has to be developed. The learning content in entrepreneurship education includes entrepreneurship knowledge, skills, attitudes and competencies (see sections 2.2 & 2.3). Based on the findings regarding best practice internationally for entrepreneurship education (see section 7.2.1), ideally, entrepreneurship knowledge, skills, attitudes and competencies should be embedded in and intertwined with the content of the host subject — in this case, Consumer Studies (see sections 2.5 & 7.2.1). The component 'content' is, however, complex and comprises much more than just 'what' is learnt, and therefore it includes several other guidelines related to content as part of the proposed framework (Figure 8.1). These guidelines are explained subsequently.

- Learners' prior entrepreneurship knowledge (Figure 8.1) must provide the foundation for new learning regarding the topic in Consumer Studies (see sections 3.3.2.2, 6.3.1 & 6.3.3). It emerged from the survey findings that Grade 10 learners' prior entrepreneurship knowledge is often inadequate (see section 6.3.1 & Figure 6.2). Consumer Studies teachers should be aware of the importance of prior knowledge as part of constructivist learning and should therefore investigate their Grade 10 learners' prior entrepreneurship knowledge so that they can establish a baseline from which to plan, develop and implement subsequent entrepreneurship education in Consumer Studies.

- Content *about*, *for* and *through* entrepreneurship should be included (Figure 8.1). Each of these three typologies contribute differing but valuable entrepreneurship education (see section 2.2). The curriculum analysis indicated that suitable content *about* and *for* entrepreneurship is present in the intended curriculum for Consumer Studies (see sections 6.3.1 & 6.3.2). However, it also emerged that the Grade 12 entrepreneurship project is currently the only instance of education *through* entrepreneurship in the intended curriculum for Consumer Studies (see section 6.3.3). Since it emerged from the research that education *through* entrepreneurship is considered the most preferable type of entrepreneurship education (see section 2.2), it is vital that the Grade 12 project be reviewed and restructured to support the valuable contribution it can make to learners' entrepreneurship education. The prominent inclusion of the Grade 12 project as part of 'content' in the framework for entrepreneurship education in Consumer Studies (Figure 8.1) should serve as a reminder to teachers of the valuable contribution thereof in this topic and underscores the regard with which the project should be implemented.
- It was found in Research Phase 2a that value creation is also not prominently linked to entrepreneurship education in the intended curriculum for Consumer Studies (see section 6.2.3 & Table 8.2). Value creation is a core purpose of entrepreneurship education and it should therefore be explicitly included in the framework for the implementation of entrepreneurship education in Consumer Studies (see section 8.2.1.5). However, prominently expressing that value creation should be planned as part of the learning content for entrepreneurship education in Consumer Studies (Figure 8.1) will remind teachers that this learning is meaningful and can potentially have a much wider impact than only on learners (for example, it can also contribute positively to communities).
- Another guideline as part of the component 'content' in the proposed framework states that entrepreneurship education should specifically be tailored to the field of Consumer Studies (Figure 8.1). This guideline is based on the findings that emerged as best practice for entrepreneurship education in Research Phase 3 of the research (see section 7.3.4). Tailoring entrepreneurship education in Consumer Studies to reflect the actual entrepreneurship opportunities embedded in that particular subject or field will link the learning to real-life opportunities, making it more meaningful for learners.

- Finally, it emerged that the entrepreneurship content in the Consumer Studies curriculum is inadequately linked to the practical production in the subject (see sections 6.4.2.1 & 8.2.1.4). Entrepreneurship education embedded in the Consumer Studies curriculum would have more learning value, through connecting the learning to real-life experiences, when it is explicitly linked to the practical production (product-making) in the subject. For this reason, the linking of entrepreneurship education with practical production is prominently stated as part of the 'content' component in the framework (Figure 8.1).

8.2.2.5 'Context' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

The diverse and sometimes challenging contexts in which entrepreneurship education will have to be implemented as part of Consumer Studies in South African schools, have been discussed in detail (see section 3.3.2) and also emerged from the survey and focus group interview data (see section 6.5). In international literature 'context' also emerged as a recurrent component that is essential to consider in entrepreneurship education (see section 7.3.5). For these reasons, the component 'context' is explicitly included in the framework (Figure 8.1) to remind teachers that they need to contemplate the context in which entrepreneurship education has to be implemented and plan and prepare to address challenges. Since the context in which the learning will take place directly impacts on the practical production in Consumer Studies (Figure 8.1 & see section 8.2.1.4), it is especially important that teachers plan for and try to overcome challenges which might hinder or hamper learners' entrepreneurship education in the subject. These challenges could relate to the physical environment, the socio-cultural context of learners, or the availability of resources.

- The physical environment and logistics, as part of the learning context (Figure 8.1), refer to considerations such as the availability of electricity or running water at the school (see section 3.3.2) as well as the availability of equipment (such as sewing machines or stoves), access to the resources required for practical production (such as ingredients and materials — see section 6.5.2.4) and resources to support learning (such as textbooks — see section 6.5.2.3). If teachers are aware of challenges in advance, they can seek help or try to address these issues in order

to foster entrepreneurship education that is intended in the Consumer Studies curriculum so that it can realise in practice (see section 6.5.2.4).

- An awareness of and sensitivity toward the socio-cultural context of learners (Figure 8.1) will enable teachers to plan and prepare for diverse cultural needs (such as including Halaal options during food production or including traditional finishes when selecting embroidery stitches for hand applique products). The inclusion of this aspect is based on the finding from the surveys and focus group interviews that there is not enough cultural relevance included in the practical production options, especially in food production (see section 6.5.2.5).
- The prominent inclusion of a reference to local resources and the availability of resources as part of the learning context in the framework (Figure 8.1) are based on two findings that emerged from the focus group interviews. Firstly, it emerged that resources are not equally accessible or available to learners in different contexts. Especially learners in rural schools have difficulty to obtain the materials or ingredients required for practical production (see section 6.5.2.4). Secondly, it also emerged that the products scheduled in the intended curriculum for production in the practical options (particularly in the food option) are often not culturally relevant to learners' experiences or cultures (see section 6.5.2.5). Teachers should plan for these challenges and where possible, use locally available alternatives (for example, using 'morogo', an indigenous plant, rather than spinach, in the production of a quiche). There is also scope for developing recipes and skills codes for new, more culturally relevant and locally-based products as entrepreneurial opportunities in Consumer Studies. This, however, fell outside the scope of the current study and will have to be addressed in subsequent research.

8.2.2.6 'Culture' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

As is evident from the previous section (8.2.2.5), it is imperative to consider and include 'culture' as an essential component in a framework for the implementation of entrepreneurship education in Consumer Studies (Figure 8.1). The importance of culture is also apparent when considering the wide cultural diversity of learners and communities in South Africa (see section 3.3.2). 'Culture' also emerged recurrently, as part of the findings from Phase 3, as an essential component of international entrepreneurship education programmes (see section 7.3.6).

- Teachers should be reminded of their duty to contribute to the development and cultivation of a supportive culture toward entrepreneurship education in the communities in which they teach (Figure 8.1). Entrepreneurship education can only come to its full potential if learners are allowed to enact it in their communities and with the support of community members (see section 7.3.6). Teachers can and should educate community members about the value that entrepreneurship education, as part of Consumer Studies, can bring to the community (see section 6.2) and learners. This will also support learners in the implementation and transfer of their entrepreneurship education into their own (real) lives and that of those around them.
- Including the diverse cultures of different learners into the learning process — both as part of the theory for entrepreneurship education and as part of the practical production (see section 8.2.2.5) — will bring the learning closer to the real-life experiences of a wider audience of learners, which supports deeper and more meaningful learning (see section 2.3.2). It was therefore included as part of the component 'culture' in the framework (Figure 8.1).
- Consumer Studies teachers also have an important role to play in acknowledging the positive contribution of diversity to entrepreneurship education in the subject (Figure 8.1). Including and celebrating diversity will support the development of a wider selection of products that can be developed into entrepreneurial opportunities (see section 6.5.2.5). In addition, diverse opinions are revered as part of entrepreneurship education, since it broadens learners' perspectives and creativity (see section 2.5.3).

8.2.2.7 'Focus' or purpose as part of the framework for the implementation of entrepreneurship education in Consumer Studies

It emerged from the literature and the findings from the document analysis (Phase 1) that the focus of entrepreneurship is too often, and too narrowly, associated with economic value creation only (see sections 2.3.1 & 5.2.2.2). However, it also emerged from the literature that entrepreneurship education can create much wider value than pure economic value.

- The potential of the subject Consumer Studies to create and contribute to economic, social and environmental value through entrepreneurship education is

prominently stated as part of the focus (or purpose) in the framework (Figure 8.1). This potential emerged clearly from the analysis of the intended curriculum for Consumer Studies in Phase 2a, together with the perturbing finding that this potential is not prominently included in the curriculum document (see section 6.2). Including it pertinently in the framework for the implementation of entrepreneurship education as part of the subject (Figure 8.1) will remind teachers that creating income or employment is not the only focus for entrepreneurship education in Consumer Studies.

- In addition, clearly stating that the value created through entrepreneurship education in Consumer Studies are to the benefit of both learners and the communities in which they reside (Figure 8.1, and sections 2.3.2 & 8.2.1.5), will support entrepreneurship education's perceived importance by teachers, learners and community members, thereby creating a shared understanding of the purpose and potential value thereof as part of Consumer Studies.

8.2.2.8 'Learners' as the core of the framework for the implementation of entrepreneurship education in Consumer Studies

According to Dada *et al*. (2009:11), the ultimate "target and beneficiary of any national curriculum is the pupil, learner or student, and any curriculum policy should start with its primary beneficiary in mind". Entrepreneurship education also demands learner-centred learning and that learners become more involved in and responsible for their own learning (see section 2.5). For this reason, the component 'learners' was placed in the centre or core of the framework for the implementation of entrepreneurship education as part of Consumer Studies (Figure 8.1). The inclusion of this component in the framework was further informed by the finding from the survey that Consumer Studies teachers do not use learner-centred strategies often (see section 6.5.5.5 and Figure 6.21) and a recommendation by Steenekamp (2013:148) that prominently including learner-centred learning as part of pedagogical guidelines for teachers will enhance their implementation of the curriculum and will contribute to learners' development as more independent learners.

- Teachers should structure the implementation of entrepreneurship education in Consumer Studies in such a manner that it will allow and support learners to become more responsible for their own learning (Figure 8.1). This requirement links to the guideline in the 'pedagogy and teaching methods' component that learning,

rather than teaching, should be favoured in entrepreneurship education (Table 8.2 and sections 7.3.10.1 & 8.2.2.10). Learners' responsibility for their own learning is explicitly stated in the framework (Figure 8.1), since this approach to teaching and learning is different from standard teacher-led approaches, and teachers will have to familiarise themselves with the pedagogy and methods required to support such learning.

- It emerged from the investigation into best practice for entrepreneurship education (Research Phase 3) that self-directed learning, as a planned process, helps learners to think for themselves, become actively involved in their learning and learn from their mistakes (see section 7.3.8). For this reason, self-directed learning was included in the framework for the implementation of entrepreneurship education in Consumer Studies (Figure 8.1) to remind teachers of the usefulness of incorporating such an approach in order to support learners' entrepreneurship education in the subject.
- From the investigation into best practice for entrepreneurship education in Research Phase 3, active engagement of learners in the learning process (Figure 8.1) emerged repeatedly as a preference (see sections 7.3.8 & 7.3.10.2). When implementing entrepreneurship education as part of Consumer Studies, teachers should not only plan activities but also how learners will be engaged in the learning process and how learners will actively contribute to the learning process.

8.2.2.9 'National support' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

'National support' emerged in Research Phase 3 as a recurrent component that is essential to entrepreneurship education (see section 7.3.9). The importance of this component is reflected in its inclusion in the framework (Figure 8.1) as an underpinning element in the structuring of the total framework (see section 8.2.1.1). The provision and structuring of national support can contribute greatly to entrepreneurship education in Consumer Studies in the form of policies, resources, teacher training, and more, and therefore it was included in the framework in a position to indicate that it will impact all aspects of the implementation of entrepreneurship education in Consumer Studies.

8.2.2.10 'Pedagogy and teaching methods' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

Using appropriate pedagogy and teaching methods emerged, from literature as well as from the investigation in Phase 3, as one of the key requirements for best practice in the implementation of entrepreneurship education (see sections 2.5.4 & 7.3.10). Furthermore, the lack of pedagogical guidance for Consumer Studies, which emerged from literature as well as from the survey and focus group interviews (see section 6.5.5.1 & Figure 6.18), necessitates that pedagogical guidance have to be included in the framework for the implementation of entrepreneurship education in Consumer Studies to provide guidance and support to these teachers for this particularly important aspect. The component 'pedagogy and teaching methods' was therefore included as a key structural component in the framework in combination with the section for the implemented curriculum (Figure 8.1) (see section 8.2.1.3). The component 'pedagogy and teaching methods' includes the following particular guidelines for preferred pedagogies or teaching methods to use in the implementation of entrepreneurship education in Consumer Studies:

- Learning rather than teaching should structure and inform entrepreneurship education in the implemented curriculum for Consumer Studies. That would place appropriate emphasis on the learning process rather than the teacher, which results in teachers serving a facilitating (rather than teaching) role (see sections 7.3.10.1 & 7.3.10.4).
- Active, learner-centred and collaborative learning is suggested in this component (Figure 8.1), based on the findings from the survey and focus group interviews that Consumer Studies teachers do not use active, learner-centred and collaborative methods frequently for the implementation of entrepreneurship education, although these methods are preferable (see sections 6.5.5.5, 6.5.5.6 & 6.5.5.7 and Figure 6.21). Active learning is not negotiable in entrepreneurship education (see section 7.3.10.2) and supports more effective learning through the use of (for example) projects, learning-by-doing, or experiential learning. Active learning engages and involves the learner in the learning process, making the learning more meaningful (see section 7.3.10.3). Interactive and collaborative learning methods are used to effect learner engagement in entrepreneurship education (see section 7.3.10.3), and activities such as groupwork or co-operative learning is therefore encouraged.

This guideline parallels similar guidelines in the components 'collaboration' and 'learners' in the framework (Figure 8.1), emphasising the importance of an active, collaborative and learner-centred approach to entrepreneurship education.

- Problem-solving and real-life learning are suggested to support effective entrepreneurship education (see sections 7.3.10.2, 7.3.10.4 & 7.3.12.2). However, it emerged from the findings from the survey that Consumer Studies teachers do not regularly use problem-solving teaching methods (see section 6.5.5.4 & Figure 6.21). On the other hand, it was found that Consumer Studies teachers do use life-relevant teaching-learning methods for the implementation of entrepreneurship education in Consumer Studies (see section 6.5.5.3 & Figure 6.21), which is promising. Problem-solving contributes value when learners use their entrepreneurship knowledge and skills to address or solve problems or issues in their communities (see sections 2.3.2 & 2.3.3). Linking learning to such real-life issues or experiences of learners makes the learning more relevant and deepen learning results (see sections 2.3.2 & 7.3.10). Although some Consumer Studies teachers at present use real-life learning for the implementation of entrepreneurship in their subject, it is still vital, and was therefore included in the framework (Figure 8.1), to remind teachers to keep up this good practice.

8.2.2.11 'Reflection and feedback' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

Reflection and feedback emerged as essential elements in entrepreneurship education, both in the initial literature overview (see section 2.5.4) and the findings for the investigation into best practice used for entrepreneurship education (see section 7.3.11). In constructivist entrepreneurship education, the reflection on experiences contributes significantly to the learning process, underscoring the importance of this component. Furthermore, teachers should foster and develop learners' reflection skills to enable learners to consider and apply their learning in a wider context (see section 6.5.5.3). These findings informed the decision to include it as a component in the framework for the implementation of entrepreneurship education in Consumer Studies (Figure 8.1). Four particular guidelines were included in the framework to support the implementation of this component as part of entrepreneurship education in Consumer Studies (Figure 8.1):

- Learners need to self-reflect on their own actions, but groups or teams of learners should also collaboratively reflect on the learning process and elements related to it, such as the results of entrepreneurship education, the structuring of the learning, or the effectiveness of the plan chosen (see sections 6.5.5.3 & 7.3.11). Reflection provides feedback to improve the learning process and results (see section 2.5), supporting the decision to include this guideline in the framework (Figure 8.1).
- Furthermore, it is recommended that not only feedback from peers (other learners or the group) but also from teachers be used (Figure 8.1). The different points of view offered by teachers and other learners will contribute to the learning process by providing additional (or new) insights, which can add to improved processes, innovative ideas, divergent thinking, or novel products as part of entrepreneurship education (see section 6.3.3). Consequently, this guideline was included as part of the proposed framework (Figure 8.1).
- From the investigation into best practice for entrepreneurship education (Phase 3) it was found that learning from errors, mistakes or failure is vital in entrepreneurship education (see section 7.3.10.5). Errors are seen as a source of knowledge that creates opportunities for learning, reflection and adaptation of ideas. This approach to learning parallels real-life learning and helps to prepare learners to learn from and rise after making mistakes, enhancing entrepreneurship education (see section 7.3.10.5) and was therefore included as a guideline in the framework (Figure 8.1).
- The final guideline in the component 'reflection and feedback' mentions that constructive feedback should be used as a tool to motivate learners (Figure 8.1). Therefore, instead of breaking down or demoralising learners, feedback should be structured in a manner that will motivate them to improve or rectify mistakes, which leads to deeper and more effective learning (see section 7.3.11). Stating this guideline in the framework (Figure 8.1) will serve as a reminder to teachers to rethink and restructure their feedback to contribute to learners' motivation as part of the implementation of entrepreneurship education in Consumer Studies.

8.2.2.12 'Teachers' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

Teachers are a crucial component in the implementation of entrepreneurship education, but they have to be highly skilled and well-trained to enable effective entrepreneurship education (see section 7.3.12). As teachers are the main

implementers of the intended curriculum in the enacted curriculum, they fulfil various key roles in the process of entrepreneurship education. These key roles were formulated as five guidelines for the component 'teachers' in the proposed framework for the implementation of entrepreneurship education in Consumer Studies (Figure 8.1), which will be described in the subsequent subsections.

- The findings of the investigation into best practice for entrepreneurship education internationally (Research Phase 3) indicated that successful entrepreneurship teachers have certain personal characteristics (see section 7.3.12.1). In particular, these teachers have to be passionate, inspirational and positive, since those characteristics are required in entrepreneurship, and teachers therefore set an example for learners of how entrepreneurship should be approached. The finding from the survey data that Consumer Studies teachers believe in the value and worth of entrepreneurship education (see section 6.5.1 and Figures 6.9 & 6.10) was deemed positive and might support these teachers' positive attitude toward the topic. However, the challenges that teachers face in South African schools (see section 3.3.2.2), and particularly Consumer Studies teachers (see section 6.5.2), can wear down constructive attitudes, and the inclusion of this guideline for the component 'teachers' in the framework (Figure 8.1) serves to remind teachers that they have to set the example for their learners by approaching the learning process with a passionate, inspirational and positive attitude.
- It also emerged from the findings from Research Phase 3 that teachers fulfil a key role in developing and implementing active teaching methods (see section 7.3.12.2). This finding parallels the guidelines in the components 'pedagogy and teaching methods' (see section 8.2.2.10) and 'learners' (see section 8.2.2.8) for active learning, emphasising its importance. The comparison of current practices for the implementation of entrepreneurship education in Consumer Studies to best practice internationally (Table 8.1) indicated that teachers in the subject are not (yet) embracing active teaching methods, and therefore this guideline was included in the framework (Figure 8.1).
- The investigation into best practice internationally for entrepreneurship education further showed that teachers should create learning environments, conducive to constructive and self-directed learning, to support learners to become more responsible for their own learning processes (see section 7.3.12.2). This finding additionally links to the learning context, and the inclusion of this guideline in the

framework (Figure 8.1) should prompt teachers to reconsider and adjust the teaching and learning environment to better suit the preferred learner-centred, creative, self-directed and active approaches that are required in the implementation of entrepreneurship education. Moreover, Consumer Studies teachers should ensure that the environment in which the practical production in the subject takes place is conducive to constructive learning and skills development. This statement is based on a finding from the focus group interviews — specifically, that several teachers in the subject do not ensure that the practical production takes place as intended, resulting in inadequate learning and skills development for those learners (see section 6.5.2.4).

- The need for teachers to network and collaborate effectively is explicitly stated in the framework (Figure 8.1). This guideline is informed by the findings of the survey and focus group interviews that Consumer Studies teachers at present do not utilise the important resource of networking or collaboration with others (see section 6.5.5.7 & Figure 6.23), despite collaboration with others emerging as best practice internationally for entrepreneurship education (see section 7.3.3) and Consumer Studies teachers admitting that their own training for entrepreneurship education is inadequate (see section 6.5.4 & Figure 6.19). Collaboration is additionally included as a separate component in the framework (see section 8.2.2.3 & Figure 8.1) as well as one of the guidelines for the component 'pedagogy and teaching methods' (see section 8.2.2.10) to emphasise its importance in the implementation of entrepreneurship education. Including networking and collaboration for the component 'teachers' will serve as stimulus to remind teachers that this is a resource that can greatly contribute to their knowledge and implementation of entrepreneurship education in Consumer Studies.
- The final guideline for the component 'teachers' in the framework is that teachers should utilise (local) resources effectively (Figure 8.1). This guideline is informed by the findings from the survey and focus group interviews that learning resources, which are described as the 'carriers of the curriculum' (see section 6.5.2), are often inadequate or inaccessible (see section 6.5.2.1 & Figure 6.12), unequal (see sections 6.5.2.2 & 6.5.2.3 and Figures 6.13 & 6.14), or culturally irrelevant (see section 6.5.2.5). Reminding teachers in the framework that local resources should be sought and utilised (Figure 8.1) will not negate these issues but might create

more opportunities to provide locally available and more accessible resources to support the implementation of entrepreneurship education in Consumer Studies.

8.2.2.13 'Teacher training' as part of the framework for the implementation of entrepreneurship education in Consumer Studies

Last, but not least, the component 'teacher training' is included in the framework for the implementation of entrepreneurship education in Consumer Studies (Figure 8.1). Time and again, inadequate teacher training emerged in literature as a challenge to the effectiveness of entrepreneurship education (see sections 2.4 & 2.5.2) and 'teacher training' also emerged as a component that contributes to best practice in effective entrepreneurship education (see section 7.3.13). Teacher training is explicitly linked to the component 'teachers' in the framework (Figure 8.1) to indicate this important and reciprocal connection (see section 8.2.1.6). As teachers are the main implementers of the intended curriculum in the enacted curriculum (see section 8.2.2.12), their training for the important topic of entrepreneurship education should be expansive, as described in the following sub-sections, which explain the six guidelines that were included in the framework (Figure 8.1) for the component 'teacher training'.

- It is recommended that teacher training for entrepreneurship education in Consumer Studies should include exposure to and use of suitable pedagogies and methods (Figure 8.1) in accordance with the requirements for preferred methods and pedagogies for entrepreneurship education (see sections 7.3.10, 8.2.1.3 & 8.2.2.10). Including this aspect as part of teachers' training will better prepare them to plan and implement these preferred pedagogies and methods in entrepreneurship education as part of Consumer Studies, which they are currently not doing optimally in practice, as indicated by the findings (see section 6.5.5 & Figure 6.21).
- Teacher training for entrepreneurship education should include topic-specific entrepreneurship knowledge, skills and attitudes (Figure 8.1). This guideline is based on the finding from the survey that many Consumer Studies teachers at present do not have training for nor experience of entrepreneurship education (see section 6.5.4 & Figure 6.19), which means that they therefore probably also lack the necessary knowledge skills and attitudes to effectively implement the topic as part of Consumer Studies.

- In line with recommendations in literature (see section 2.5.2) as well as the emerging finding from the investigation into best practice for entrepreneurship education (see section 7.3.13), it is recommended that subject-specific training for entrepreneurship education be included in teacher training (Figure 8.1). Such inclusion would enable teachers to identify and recognise opportunities to link subject-specific Consumer Studies content to entrepreneurship education and vice versa, which will enhance and expand learners' entrepreneurship education.
- Teachers in the subject highlighted a lack of opportunities for the practical application of entrepreneurship education in Consumer Studies and this emerged from the survey and focus group interviews as a concern (see section 6.3.4.3). Best practice that emerged for entrepreneurship education indicates that realistic application of entrepreneurship education supports the learning process (see sections 7.3.10.3 & 7.3.13). It is therefore vital to include realistic application opportunities as part of the training of Consumer Studies teachers for entrepreneurship education (Figure 8.1) to enable them to recognise and develop similar opportunities for learners in their classrooms.
- The findings that emerged from the investigation into best practice for entrepreneurship education internationally (Research Phase 3) indicated that teachers' grasp of the theoretical underpinnings of entrepreneurship education need to be developed as part of their training (see section 7.3.13). This finding relates to a guideline that is part of the component 'basic assumptions', which states that teachers need to understand from which perspective or worldview they are approaching and teaching entrepreneurship education (see section 8.2.2.2). Including this aspect in the training of teachers for entrepreneurship education in Consumer Studies would deepen and expand their understanding of and learning in the topic.
- Finally, teacher training to support reflective teaching and learning strategies is recommended as part of the framework (Figure 8.1). Reflection and feedback plays an important role in entrepreneurship education (see sections 7.3.11 & 8.2.2.11). However, it needs to be carefully planned and structured to effectively contribute to the implementation of entrepreneurship education in Consumer Studies. In order to enable and encourage teachers to plan and use reflective teaching and learning for their own teaching as well as to facilitate such learning for learners in the classes,

it is recommended that this aspect be included as part of teacher training in the proposed framework (Figure 8.1).

8.3 Summary

The purpose of the study was to construct and propose a framework that will provide guidance to teachers for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies education, which this chapter attempted to address.

The findings indicated that the current situation regarding entrepreneurship education in the overall South African secondary school curriculum as well in both the intended and enacted curriculum for Consumer Studies is not always ideal, and that there are many areas for improvement when structuring and implementing this topic as part of the overall curriculum and the subject Consumer Studies. These findings were corroborated when the practices in South Africa (and particularly in Consumer Studies) were compared to best practice for entrepreneurship education internationally. The comparison indicated that the embedding of entrepreneurship education in the subject Consumer Studies is positive. Furthermore, the comparison showed that entrepreneurship education included in Consumer Studies is prominently linked to economic and environmental value, that it contributes to real-life learning and the development of entrepreneurship knowledge and skills, and that clear evidence exists for the effective constructivist structuring of entrepreneurship education learning content in the subject. There were, however, several other aspects in the comparison that indicated that there is room for improvement regarding the structuring and implementation of entrepreneurship education in Consumer Studies. These challenges or aspects for improvement, together with best practice that emerged for international entrepreneurship education, were used to plan and construct a proposed framework to support teachers in the structuring and implementation of entrepreneurship education, specifically in Consumer Studies.

The proposed framework includes several structural elements and components, which were each included purposefully and prominently, in an effort to support Consumer Studies teachers in the effective structuring and implementation of entrepreneurship education embedded in the subject. The structure of the framework includes some prominent structural links, but also supports some fluidity by not explicitly linking or

anchoring each component. The various layers in the structure of the framework as well as the contribution of each component to support the implementation of entrepreneurship education in Consumer Studies were discussed in detail.

The final chapter of this thesis will highlight the conclusions that were formed based on the findings of this study, and a number of recommendations will be made for the refining of entrepreneurship education in the current intended and enacted curriculum for Consumer Studies. To conclude, the limitations of the research and proposed suggestions for future research will also be discussed.

CHAPTER 9
CONCLUSIONS AND RECOMMENDATIONS

"By proposing this new extended framework, we hope to provide an approach to the design of entrepreneurship education that will be more effective in achieving intended goals and outcomes because it is more attentive to clearly specifying what those goals and outcomes are, more inclusive of contextual factors, and more aware of the interdependency effects of the many aspects of program design."

Valliere et al., 2014:115

9.1 Introduction

This study set out to investigate the current structuring and implementation of entrepreneurship education as part of the overall South African secondary school curriculum and particularly in the subject Consumer Studies. Several realities informed the idea for the research, including: that entrepreneurship education is one of the fastest growing fields of research internationally; that entrepreneurship competencies have life-wide applications; that entrepreneurship education has great potential to contribute to the reduction of youth unemployment, a serious and growing problem in our country; and the introduction of the latest school curriculum, which have not been investigated widely. The study sought to gauge the current situation in the local curriculum, to determine if there is a need for improvement of entrepreneurship education in the South African secondary school curriculum (Chapter 5).

The subject Consumer Studies was selected for a more detailed investigation, as it showed the most promise for entrepreneurship education when the overall South African secondary school curriculum was first analysed. Due to time and resource constraints, entrepreneurship education in only the intended curriculum and the implemented (or enacted) curriculum for Consumer Studies was investigated. However, it is acknowledged that the attained (or assessed) curriculum for the subject also needs to be investigated in future research. The manner in which entrepreneurship education is constructed to support learning was investigated in the intended curriculum for Consumer Studies. The practices utilised by Consumer Studies

teachers for the implementation of entrepreneurship education in their classrooms (the enacted curriculum), were also explored to identify trends in this regard (Chapter 6).

Comparison of the local curriculum and secondary school contexts (with a focus on Consumer Studies) to best practice for entrepreneurship education internationally (which emerged from literature) provided insights into particular elements and components of entrepreneurship education in the local curriculum that need to be attended to in order to increase the benefits of entrepreneurship education in the curriculum for learners in South Africa (Chapter 7). Several findings emerged that indicate that there is a critical need for guidance of Consumer Studies teachers so as to support them in the (more) effective implementation of entrepreneurship education as part of this particular subject. A framework, which may provide guidance to teachers for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies education, was therefore constructed and proposed in this research (Chapter 8).

This chapter will describe the final conclusions that were drawn about the findings for each research objective (section 9.2) and a number of recommendations for the structuring and implementation of entrepreneurship education in the secondary school curriculum of South Africa will be proposed (section 9.3). The limitations of this research will be discussed in section 9.4 and suggestions will be made for future research in section 9.5. The chapter concludes with a description of the contribution of the current study to the body of knowledge (section 9.6).

9.2 Conclusions

The conclusions drawn from this study — based on the literature review and findings of the empirical research — will be discussed in relation to the four research objectives that were set at the commencement of the research. These objectives were set to address the main purpose of the research, which was ‘to develop and propose a framework that will provide guidance to teachers for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies education’.

9.2.1 Entrepreneurship education in the South African secondary school curriculum

Research Objective 1 was 'to explore the structuring of entrepreneurship education content as part of the intended curriculum currently in use for South African secondary school learners'. From both the literature review and the empirical investigation it was found that there is not as much entrepreneurship education in the current (CAPS) secondary school curriculum as there were in the previous (RNCS) curriculum. It emerged that only one subject (EMS) in the Senior Phase of the secondary school curriculum includes notable entrepreneurship education, which is mostly business-orientated, resulting in Grade 10 learners having inadequate prior knowledge to serve as a foundation for the construction of further entrepreneurship education.

The analysis of the overall FET Phase showed that only 13 of the 30 non-language subject curricula in this phase include references to entrepreneurship. References to entrepreneurship appear in curriculum documents as part of the subject aims; as a potential career opportunity related to the subject; or as learning content. The entrepreneurship reference(s) in the intended curriculum for each subject are, however, mostly intermittent and fragmented and will not contribute to effective constructivist learning. Only 2 of the 30 non-language subjects in the FET Phase curriculum includes entrepreneurship education in more than one grade of the three grades in the FET Phase: Business Studies includes some entrepreneurship education in Grades 10 and 11, and Consumer Studies includes significant entrepreneurship education in Grades 10, 11 and 12.

It was concluded that entrepreneurship education in the South African secondary school curriculum is sporadic and not conducive to constructivist learning of the topic. This conclusion points toward a need to investigate and develop suitably structured entrepreneurship education in the South African secondary school curriculum to expand entrepreneurship education – together with its associated benefits, such as creating income generating opportunities – for learners, thereby making their learning more meaningful as well as better aligning the curriculum content to the needs of this country with its high levels of youth unemployment.

In addition, it was established that Consumer Studies is the only subject in the entire South African secondary school curriculum that contains significant and suitably-constructed entrepreneurship education. This conclusion reiterates the need to foster

entrepreneurship education contained in Consumer Studies and to guide and support the teachers who must implement this content in practice, to optimise its value for South African learners.

9.2.2 The potential value of entrepreneurship education in Consumer Studies

As creating value is a core goal in entrepreneurship education, Research Objective 2 of the current study was 'to investigate and delineate the potential value created through the inclusion of entrepreneurship education as part of the Consumer Studies curriculum'. The findings that emerged from the curriculum analysis showed that entrepreneurship education embedded in the Consumer Studies curriculum can contribute economic and environmental value to the lives of learners as well as to the communities in which learners reside. It also emerged that, despite having significant potential to contribute social value, entrepreneurship education in Consumer Studies is not explicitly linked to social issues that form part of the subject's learning content, signifying a neglected opportunity to contribute even more value. These findings reaffirmed the value that entrepreneurship education, particularly embedded in the subject Consumer Studies, can contribute to the lives of learners and to others in these learners' communities.

It was concluded that the lack of explicit references to this potential value in the intended curriculum for Consumer Studies diminishes the perceived value of the subject itself as well as the value of entrepreneurship education embedded therein for teachers, learners and other role-players in the South African education context. As Consumer Studies has great potential to contribute significant value to the lives of learners and their communities, the subject should be purposefully promoted to heads of schools, teachers, parents and learners for its value and potential to develop entrepreneurship education in the high school curriculum.

9.2.3 Entrepreneurship education in the intended and enacted curriculum of Consumer Studies

Research Objective 3 was 'to investigate the entrepreneurship embedded in Consumer Studies regarding content, structure and implementation of the enacted curriculum in practice'. The first half of this objective referred to the intended curriculum for the subject, and the second half thereof referred to the implemented curriculum.

Curriculum document analysis, survey questionnaires and focus group interviews informed the findings for this objective.

9.2.3.1 Entrepreneurship education in the intended curriculum for Consumer Studies

The findings indicated that entrepreneurship education is suitably introduced in Grade 10 in the Consumer Studies curriculum with content *about* entrepreneurship, followed by several sections of content *for* entrepreneurship (across Grades 10, 11 and 12), and the topic culminates in the Grade 12 entrepreneurship project, which was categorised as learning *through* entrepreneurship. It emerged that content *for* entrepreneurship is much more prevalent in the Consumer Studies CAPS than content *about* or *through* entrepreneurship. Based on the intentions of content *for* entrepreneurship that emerged from the literature review, together with the analysis of the sub-topics and detailed content included in the curriculum document, it was concluded that the content *for* entrepreneurship in the Consumer Studies curriculum can contribute to the development of learners' entrepreneurship knowledge, skills, values and competencies, it can increase their entrepreneurial intentions and it can provide them with generic life and work skills.

The Consumer Studies curriculum analysis additionally showed that only the Grade 12 entrepreneurship project contributes to education *through* entrepreneurship in the subject. The project is the culmination of all entrepreneurship education in the subject and offers learners opportunities for realistic or real-life learning. Education *through* entrepreneurship is the most advantageous approach to entrepreneurship education and should be pursued where possible. Several issues related to this project emerged from the research, pointing toward possible areas for improvement of the education *through* entrepreneurship in Consumer Studies. These issues pertain to the limited number of choices learners have for the products they can develop into entrepreneurial opportunities; the uncertainty surrounding the project as a formal assessment opportunity in the subject; the poor structuring of the project; and teachers requesting guidance for the effective implementation of the project. It was therefore concluded that the development of guidance, structure and additional options for products in the project is critical to support education *through* entrepreneurship in Consumer Studies.

In the empirical investigation, a number of perceived gaps in the entrepreneurship content in the Consumer Studies curriculum also emerged from the survey and focus group data. One of the foremost gaps relates to a lack of practical application in entrepreneurship education, underscoring the importance of utilising the opportunities included in the curriculum for education *through* entrepreneurship, such as the Grade 12 project, to the full. A different finding — that the intended curriculum does not contain sufficient explicit references or direct links between entrepreneurship theory content and the practical production in the subject — reiterates the necessity of prominently including and stating practical application opportunities for entrepreneurship education in the intended curriculum for Consumer Studies. These findings reinforced the conclusion that the dearth of prominently stated practical application opportunities for entrepreneurship education in the intended curriculum for Consumer Studies and the lack of explicit links between the practical production and entrepreneurship education are hampering effective entrepreneurship education in the subject. Including more such opportunities or links prominently in the intended curriculum will compel teachers to utilise those opportunities, which in turn will support deeper, more meaningful real-life entrepreneurship education for learners.

The other main perceived gaps that emerged for entrepreneurship education relate mostly to teachers' experiences and perceptions of the ineffectual structuring or organising of the entrepreneurship content in the subject's intended curriculum. However, an opposing finding from the curriculum analysis showed that entrepreneurship education in the intended curriculum for Consumer Studies is well-structured, including detailed and clear progression, to support constructivist learning. These divergent findings informed the conclusion that, despite intended well-structured content, Consumer Studies teachers perceive or experience the structuring of entrepreneurship education in the curriculum as ineffective. This conclusion implies that Consumer Studies teachers need more guidance to help them analyse, interpret and implement entrepreneurship education in the intended curriculum for Consumer Studies more effectively. Training for teachers, to clarify and explain the progressive structuring of entrepreneurship education in the intended curriculum for Consumer Studies and how it supports constructivist learning for learners, would contribute to resolving this challenge.

9.2.3.2 Entrepreneurship education in the enacted curriculum for Consumer Studies

The investigation into entrepreneurship education in the enacted curriculum for Consumer Studies revealed several insightful trends about how the intended curriculum realises (or not) in Consumer Studies classrooms.

It emerged that most Consumer Studies teachers — the main implementers of the curriculum — perceive entrepreneurship education as an essential part of learning, both in Consumer Studies and in the South African school curriculum. These teachers therefore realise the value that entrepreneurship education can contribute to the lives of learners in this country. However, several other findings suggested that these teachers must cope with numerous challenges when implementing the intended curriculum for Consumer Studies in practice. Unequal access to resources and a lack of financial support emerged from the findings as key challenges that are hampering the effective implementation of the Consumer Studies curriculum. In particular, these deficiencies negatively affect the development of knowledge and skills, both in theory content learning and in the practical production section of the subject:

- The findings indicated that there is a scarcity of relevant, subject-specific and appropriate (especially for the South African context) teaching-learning support media to assist teachers with the implementation of the intended curriculum for Consumer Studies in practice. This means that Consumer Studies teachers rely heavily on textbooks to support and develop their instruction (this emerged in a separate finding), which have undesirable consequences for entrepreneurship education in the subject. For example, it was found that Consumer Studies teachers prefer content-based teaching methods to teach entrepreneurship education – a practice which does not support deep, meaningful, real-life constructivist learning. Additional findings showed that Consumer Studies teachers experience the entrepreneurship education content in the available textbooks as inadequate in some aspects and not including enough practical application activities. Furthermore, a separate finding suggested that language is a severe barrier to learning for many South African learners who must learn from textbooks that are written in other languages than their own or who struggle to read and interpret the texts in the textbooks. These findings led to the conclusion that the development of appropriate, subject-specific teaching-learning support media needs to be

prioritised to support teachers with more effective implementation of the intended curriculum. Providing alternative media (such as posters, video clips, PowerPoint sets or flash cards) will provide alternatives to content- or text-based teaching and learning and will provide additional sources of information, to reduce teachers' reliance on the textbooks as the only sources of information. Such media also offers visual representations (pictures instead of words), which will help learners who struggle with non-mother-tongue learning or reading difficulties to better grasp or understand the learning content.

- It was found that the scarcity and inequality of resources also severely and negatively affects practical production in Consumer Studies. The researcher in this study found that a large amount of additional pressure is placed on Consumer Studies teachers, who have to plan and implement practical production lessons with limited (or no) teaching-learning support media, and often with limited ingredients, materials or equipment. In such circumstances, Consumer Studies teachers find it difficult to stay positive and, in some cases, the teachers just 'give up' – in other words, the practical production lesson in the intended curriculum is simply not implemented in practice. When these practical lessons are not implemented, learners are deprived of opportunities to learn particular content and skills, which could have been used as entrepreneurial opportunities. Based on these findings, it was concluded that the practical production section of the subject Consumer Studies needs to be more closely monitored and managed – at least on provincial level, but probably also on national level – to ensure that the important learning and skills development associated with practical production (and potential application in entrepreneurial opportunities) do realise in practice.

Furthermore, linked to the finding from the analysis of the intended curriculum that the choices of options in the Grade 12 entrepreneurship project are too limited to support creativity and varied entrepreneurial options (see section 9.2.3.1), it also emerged during the investigation of the implemented curriculum that practical production products are not varied enough. A lack of cultural diversity of products in the curriculum, especially in food production, was noted by several participants as an inadequacy in the Consumer Studies curriculum. It was therefore concluded that the practical production options in the Consumer Studies curriculum should be re-evaluated to include alternative options to better reflect the cultural diversity of learners in South Africa. Including more options, which have been standardised and weighted

with skills codes, would offer wider entrepreneurial opportunities to learners and will also bring the learning in the subject closer to the learners' own real-life experiences, which makes the learning more meaningful.

A critical and worrying finding that emerged from this research, is the lack of training that Consumer Studies teachers have for the subject and particularly for entrepreneurship education. Together with the finding that there is no pedagogical guidance for Consumer Studies teachers in the intended curriculum, this finding reiterates the need to develop structured and detailed guidance and training for Consumer Studies teachers so as to support them in the (more) effective implementation of the intended curriculum in practice. This need for training and guidance also emerged from other findings, which showed a trend of Consumer Studies teachers utilising inappropriate teaching-learning strategies or under-utilising best practice to implement entrepreneurship education as part of the subject. These findings sustained the conclusion that structured guidance and support need to be developed for inadequately trained Consumer Studies teachers so that they can effectively implement entrepreneurship education in practice.

Several of the findings and conclusions up to this point echoed the necessity to develop structured guidance and support for Consumer Studies teachers to assist them in the implementation of entrepreneurship education embedded in the intended curriculum for the subject. The next section will therefore report on the findings and conclusions about best practice that emerged from international literature for entrepreneurship education, which served as a standard to which current practices in South Africa could be compared, in order to establish strengths and areas for improvement in the local curriculum for this topic.

9.2.4 A framework for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies

In order to develop standards for comparison and to provide information that could be used to develop structured guidance to support Consumer Studies teachers in their implementation of entrepreneurship education, Research Objective 4 was 'to investigate and identify best practice regarding the structuring and implementation of entrepreneurship education internationally, with the overarching intention of

developing a framework for the effective structuring and implementation of entrepreneurship education as part of Consumer Studies'.

The findings of the investigation into best practice for entrepreneurship education internationally suggested that several components occur repeatedly in entrepreneurship education programmes internationally. The following components emerged from the investigation: assessment; basic assumptions; collaboration; content; context; culture; focus; learners; national support; pedagogy; reflection and feedback; teachers; and teacher training. These components can be structured in various ways, including in set configurations or iteratively and dynamically. These components were used as 'standards' for the comparison of the current situation and trends in entrepreneurship education in South Africa, and particularly in Consumer Studies, to international best practice. The comparison revealed that, even though a few strengths emerged in this regard, there are several areas in which entrepreneurship education can (and should) be improved as part of the local curriculum. Informed by the results of the comparison, it was concluded that guidance was needed to support teachers to more effectively implement and structure entrepreneurship education in the South African secondary school curriculum, and particularly in the Consumer Studies curriculum, to better align the local curriculum with best practice for entrepreneurship education internationally. Such guidance will contribute to more effective entrepreneurship education, which will be to the advantage of learners.

All the aforementioned findings and conclusions culminated in the planning and construction of a proposed framework, which may provide guidance to support Consumer Studies teachers (specifically) in the structuring and implementation of entrepreneurship education as part of the subject's curriculum. The proposed framework incorporates guidelines for each of the components that emerged from the study as essential for entrepreneurship education. The components in the proposed framework are structured to provide guidance to support constructivist entrepreneurship education through the indication of prominent links between certain components and through the positioning of other components in relation to elements such as the subject (Consumer Studies) or the curriculum. The proposed framework has not been piloted or evaluated for its effectiveness yet. However, it was constructed with the requirements for effective entrepreneurship education and constructivist

learning in mind. It is therefore anticipated that the proposed framework will succeed in providing structured guidance to support Consumer Studies teachers in the (more) effective implementation of the important topic of entrepreneurship education as part of this subject. The proposed framework is not a 'quick fix', but should support these teachers, many of whom have little or no training for entrepreneurship education, to implement entrepreneurship education in a manner that will be more beneficial to learners in developing their entrepreneurship education experience.

Informed by the findings and conclusions of this study, the following recommendations are made.

9.3 Recommendations

The following recommendations are made to support the improvement of entrepreneurship education in the overall South African secondary school curriculum as well as in the intended and enacted curriculum for Consumer Studies in particular.

9.3.1 Recommendations to improve entrepreneurship education in the South African secondary school curriculum

1. In view of the high levels of youth unemployment in this country, it is recommended that the Department of Basic Education in South Africa investigate and develop suitably-structured entrepreneurship education in more subjects in the South African secondary school curriculum to expand entrepreneurship education available to learners in this country. More importantly, subjects that have practical components — such as Hospitality studies, Tourism, Technology subjects and Visual Arts — and that mention entrepreneurship as a subject aim or career option linked to the subject, should be developed to include structured and prominent entrepreneurship education to uncover more opportunities for learners to develop optimal entrepreneurship education.
2. The fostering and marketing of Consumer Studies as a core and valuable subject or vehicle for the development of entrepreneurship in the South African secondary school, is recommended. Currently, this subject is the only one in the overall secondary school curriculum with significant and well-structured entrepreneurship education. It can serve as a flagship subject to inform the development of entrepreneurship education in other secondary school subjects. The valuable

contribution of the subject, specifically, but not limited to, entrepreneurship education contained therein should be recognised and marketed to learners, parents and other teachers to accentuate the subject as an appropriate elective subject that can provide entrepreneurship, world-of-work and real-life knowledge and skills to learners in South Africa. It could even be made compulsory for all learners, to ensure that all learners receive the valuable benefits this subject holds.

3. The inadequacy of prior entrepreneurship knowledge for subjects in the FET Phase in South Africa informs the recommendation that entrepreneurship education in the Senior Phase needs to be reconsidered by the Department of Basic Education. If only a single subject contains entrepreneurship education in this phase, it needs to be carefully structured to support and develop entrepreneurship (and not business). However, it would also be sensible to include entrepreneurship education in more than one subject in the Senior Phase.

4. Another recommendation would be to expand Consumer Studies as a subject, which includes significant and well-structured entrepreneurship education and that is presently only offered in the FET Phase, in to the Senior Phase. Such an expansion would be aligned to international recommendations that entrepreneurship education should be started earlier in learners' education and would provide a longer period for the development of entrepreneurship education in the subject than the current (and limited) three years of the FET Phase. The recommended expansion would also serve to offer learners who leave school at the end of Grade 9 a better opportunity to develop entrepreneurship education before exiting the school system.

The following section will highlight detailed recommendations for the improvement of entrepreneurship education as part of the Consumer Studies curriculum.

9.3.2 Recommendations to improve entrepreneurship education in the Consumer Studies curriculum

1. It is recommended that explicit references to the potential value of entrepreneurship education embedded in the intended curriculum for Consumer Studies be included in the CAPS document. At present, even though entrepreneurship is a main topic in the subject, it is not included explicitly in the subject definition nor is it described as a potential career option for Consumer Studies. Not only the economic value

should be explicitly stated, but also the potential social and environmental value that entrepreneurship education affords learners and the communities in which they reside. Prominently stating this value will remind teachers of the worth of this content in the subject and will prompt them to afford this content the reverence it deserves.

2. It is recommended that the Consumer Studies curriculum developers carefully consider the entrepreneurship education content currently included in the curriculum to enable them to identify and add missing or incomplete content for the topic. In addition, such consideration of the topic 'entrepreneurship' should include clear and prominent structuring of the topic and sub-topics in the intended curriculum to enhance and support its implementation in practice. One suggestion would be to align the positioning of the topic across grades so that entrepreneurship might be dealt with (for example) in the first term of Grade 10, 11 and 12. As most Consumer Studies teachers teach all three grades in the FET Phase, such alignment would allow teachers to compare what they are teaching for the topic in each grade to ensure that they provide learners with links to prior learning to support progression of learning within the sub-topics of entrepreneurship and to reduce unnecessary repetition of content.
3. It is further recommended that the Consumer Studies curriculum document itself, as an authoritative tool for the implementation of the curriculum, emphasise the importance of the learning associated with the Grade 12 entrepreneurship project. The project should not be viewed (by teachers and learners) as a simple assessment opportunity, but rather as the culmination of all the entrepreneurship learning in the subject. The project includes numerous life-relevant and world-of-work applications and provides several opportunities to support education *through* entrepreneurship, which will be useful for learners who want to pursue entrepreneurial opportunities after school. If these benefits are prominently stated or outlined in the curriculum, teachers (and learners) will recognise this as an extremely useful learning exercise and will approach it as such.
4. The development of more practical application opportunities for entrepreneurship education is recommended – in the intended curriculum for Consumer Studies but also in the subject's textbooks. Practical application of knowledge or learning will make the theory content more meaningful and will link entrepreneurship education to the real-life experiences of learners.

5. In addition, it is recommended that appropriate, subject- and context-specific Consumer Studies teaching-learning support media need to be developed as a priority. The resources need to be planned and designed to: (1) support teachers in the implementation of entrepreneurship education (and other topics) in Consumer Studies; (2) help to overcome the language barrier which many learners currently experience in learning in the subject; (3) provide a wider cultural diversity of product options for learners to develop into entrepreneurial opportunities; and (4) provide support for and alternatives to undesirable content-based teaching-learning methods. The development of such resources will ease some of the challenges Consumer Studies teachers face in the implementation of the curriculum and might therefore contribute to an improved and expanded learning experience for learners in the subject. It would be advisable to also address these recommendations in the textbooks for the subject.
6. It is recommended that the practical production section of the subject Consumer Studies needs to be more closely monitored and managed – at least on provincial level, but probably also on national level – to ensure that the important learning and skills development associated with practical production (and potential application in entrepreneurial opportunities) do realise in practice. Such monitoring should include the distribution and allocation of finances and resources as well as the actual implementation of the intended learning (knowledge and skills development) associated with practical production in practice.
7. In addition, and related to the fifth recommendation, it is recommended that more cultural variation for products that learners can develop and make in practical production (as well as in the Grade 12 project) should be developed on national level. This will expand opportunities for entrepreneurial development, open up more target markets for the offset of learners' products, and relate the learning experiences (of entrepreneurship education) closer to the lives of learners, which will make the learning more meaningful.
8. None of these recommendations would, however, be of much use if teachers are unaware of or uniformed about them. It is therefore recommended that structured pedagogical guidance and support be developed for inadequately trained Consumer Studies teachers so that they can effectively implement entrepreneurship education in practice. Training opportunities and further education programmes that will form an official part of teachers' continued

professional development need to be developed for this purpose. Examples of such programmes would be short courses, or diplomas with specific foci on topics, pedagogy or preferred teaching-learning strategies in Consumer Studies. Provinces should allocate training funds to Consumer Studies teachers to support them in their training and development efforts.

9. Finally, it is recommended that the framework that was proposed in this study to support and guide Consumer Studies teachers in their implementation of entrepreneurship education in the subject, be tested to evaluate its effectiveness, be refined based on those results, and be implemented to provide Consumer Studies teachers with guidance in the effective implementation of entrepreneurship education in the subject.

9.3.3 Recommendations relating to literature

When the current study was conducted, limited research and literature was available regarding the structuring and implementation of entrepreneurship education in secondary schools. It is often incorrectly assumed that all school curricula and all research (especially governmental research) is freely available on the internet. In time more of these documents will become accessible and available and it is recommended that future research re-investigate best practice for the structuring and implementation of entrepreneurship education globally, to add to and expand the findings of the current study.

9.3.4 Recommendations related to methodology

The current study utilised a mixed-methods approach to analyse a large amount of data to gain insight into broad aspects of entrepreneurship education in the intended and enacted Consumer Studies curriculum. It is recommended that other research methods such as case studies could be used in future research to achieve more focused results (for example, per province, or per entrepreneurship education element, or only focussing on the practical production in Consumer Studies) and these could be compared to the findings of the current study to corroborate or refute these findings.

In the next section of this chapter, some of the limitations experienced in the research will be discussed.

9.4 Limitations of the research

The purpose of including the limitations as part of the research is to illuminate the process as well as to provide insight into and transparency regarding the selection of particular methods. The researcher is fully aware that research (especially qualitative research) is seldom totally objective and agrees with Guest *et al*. (2013:7), who proclaim that "Identifying and operationalising the research question, data collection and analysis, and report writing are all subject to decisions a researcher or research team make". The whole research process, from start to finish, therefore includes some subjectivity.

During the data collection process, the researcher had limited access to primary documents (especially curriculum documents) of countries outside of South Africa. Despite using triangulation of secondary sources, relying on the interpretation of others could be deemed a limitation of this study. Then again, including the perceptions and research of others provided insights that could not have been obtained from the documents alone.

The participant group in the survey was relatively small and 98% of the group were females. It would have been interesting to collect more data from male Consumer Studies teachers. Future studies could investigate if there are discrepancies between the experiences of male and female teachers in the subject. Furthermore, distances between towns in several of the provinces limited the number of teachers who could participate in the focus group sessions, and ideally more than one focus group session should have been held in each province. Despite this limitation, data saturation was achieved across the provinces.

Generalisability is a problem often associated with qualitative research (Wesley, 2010:5). However, Creswell (2009:193) and Nieuwenhuis (2010:76) point out that the aim of the research is to explain or understand a specific phenomenon (in this case, it was entrepreneurship education) and therefore, generalisability should not be a concern. The current study emphasised the significance of the *process* of the research. Although every precaution was taken to obtain objectivity in the study (see section 4.5.2), the researcher admits that her preconceptions and personal views would have impacted on her approach to (see section 4.2) and interpretation of especially the qualitative findings of the investigation. In this regard, the researcher agrees with Wesley (2010:5) that the question of the generalisability of the findings of the research

should be judged and answered by the audience or readers of the research rather than the original researcher. Other researchers may have different paradigmatic perspectives, which could result in the study being approached from other angles and different perspectives.

Although the exploratory nature of this study reduces its generalisability, the findings and resulting framework that was developed from the research will be useful in further studies regarding Consumer Studies education and the effectiveness of entrepreneurship education. Several opportunities exist for extending this research, for example, focusing on the practical production aspect of the subject together with entrepreneurship (theory) knowledge, developing teacher training materials or programmes to support Consumer Studies teachers in entrepreneurship education, or investigating how entrepreneurship education can incorporate indigenous knowledge, thereby bringing the learning closer to the everyday lives of a more diverse range of South African learners.

In the next section, suggestions will be made for possible future research based on or connected to the current research.

9.5 Suggestions for future research

Although the current study was quite extensive, it was by no means all-inclusive and a number of options for further or future research, related to the current study, emerged during the research.

- The attained or assessed curriculum for entrepreneurship education as part of Consumer Studies fell outside the scope of the current study but should be investigated in future to provide a more complete view of the topic in the overall Consumer Studies curriculum (intended, implemented and attained).
- There is scope for investigating, identifying and developing recipes, together with the required skills codes, for new or alternative, more culturally relevant and locally-based products as entrepreneurial opportunities in the practical production and Grade 12 entrepreneurship project in Consumer Studies and, in particular, for the food production option.
- Further research needs to be conducted on the development of suitable, subject-specific teaching-learning support media to enhance the implementation of the

Consumer Studies curriculum. Such media should foster and contribute to the type of strategies that are preferred for effective entrepreneurship education, for example problem-based learning, collaborative learning and real-life learning. Furthermore, such media should include abundant visual images and not only text, especially (but not only) to support learners who have reading or language challenges.

- The social and environmental value which entrepreneurship education can contribute in Consumer Studies should be investigated in more depth. Prominently unpacking and describing this potential to benefit not only learners, but their immediate surroundings, will add to the perceived worth and significance of the subject Consumer Studies by learners and people outside the profession, such as parents or teachers of other subjects.
- It fell outside the scope of the current study to investigate why Consumer Studies teachers find particular sub-topics in entrepreneurship hard to teach, but it would be meaningful to investigate this aspect in more detail in subsequent research.
- Research to investigate, develop and establish more opportunities to link entrepreneurship education in Consumer Studies to real-life, should be pursued. This could be in the form of curriculum analysis, but also in the form of collaboration opportunities between existing entrepreneurs, community members, or local businesses and Consumer Studies teachers. Technologies such as Skype or digital recordings could be utilised to overcome challenges related to distance or finances.
- The valuable contribution of entrepreneurship education to Consumer Studies and similar subjects in other African countries, such as Home Economics, should be investigated and benchmarked to determine what the different countries can learn from each other to bolster the value of such learning for African learners. This would be especially valuable since youth unemployment is a growing problem in Africa.

The next and final sections of this thesis will describe the contribution of the current study to the body of existing knowledge.

9.6 Contributions of the study

Research about Consumer Studies as a school subject is scarce and only a few researchers (Du Toit, 2014; Du Toit, 2016; Booyse, Du Randt & Koekemoer, 2013; Koekemoer & Booyse, 2013; Umalusi, 2014) have investigated the new CAPS

curriculum for that subject. The implementation of the intended curriculum for Consumer Studies in practice have not been investigated up till now. As the subject holds great potential to benefit learners — by developing their knowledge, skills and values in various disciplines within the subject field — it would be constructive to expand research into all facets of the Consumer Studies curriculum so as to determine if these benefits are reaching learners and if not, if the situation can be remedied. The current study contributed in several ways to the field of Consumer Studies education and, in particular, entrepreneurship education within the subject, as discussed in the final sections of this thesis.

9.6.1 Contributions to the discipline or subject area

The subject Consumer Studies is often underrated by learners, teachers in other subjects, school managers and parents (Koekemoer & Booyse, 2013:544; Nwonwu, 2008:72). The current study highlighted the importance of Consumer Studies as part of the secondary school curriculum, specifically based on entrepreneurship education (and associated benefits) embedded in this subject. This clarification of the potential value of Consumer Studies for learners and their communities should help to elevate the perceived status of this subject to more than "plain and simple, cooking and sewing" — a perception of the subject reported by Niessen (2017:153). If the perceived status of Consumer Studies can be elevated through the findings of this study with regard to the potential value of the subject, more learners will select the subject as one of their electives and therefore more learners can benefit from the subject. The substantial potential of Consumer Studies to develop learners' entrepreneurship education on several levels, which in turn can help reduce the high levels of youth unemployment in South Africa, can further be considered a suitable motivation for making this subject a compulsory part of all secondary school learners' education.

The researcher in this study recognised that the process of developing entrepreneurship education is complex and that such development cannot happen in isolation.

> "No matter how dedicated, industrious, intelligent, innovative, and experienced entrepreneurship educators are, they cannot do everything they would like to do for their students because helping entrepreneurship students in one way often hurts them in another way" (Powell, 2013:109).

Against the backdrop of the complex and sometimes challenging South African educational context, it would be expedient to heed Powell's (2013:109) caution. Providing some support to teachers — in the form of the framework proposed in this study — will by no means solve or address all the challenges associated with entrepreneurship education, but it will support Consumer Studies teachers to implement entrepreneurship education more effectively to the ultimate benefit of learners in the subject. The current study therefore contributed a potential tool (the framework), which teachers can use to plan and structure their teaching of the topic 'entrepreneurship' in Consumer Studies. The proposed framework highlights essential components and aspects of entrepreneurship education, which will help teachers to recognise the importance of those components, which in turn might result in teachers attributing the necessary emphasis to these components in their teaching of the topic. Ultimately, if entrepreneurship education is implemented more effectively in a subject such as Consumer Studies, which holds many application possibilities, learners will gain more benefits from its content. And, as entrepreneurship education develops several everyday or 21st century life skills, all learners will benefit and not only those who opt to become entrepreneurs after school.

The current study also contributed insight into how the current structuring of entrepreneurship education in the overall South African secondary school curriculum compares to best practice for this important topic internationally. The researcher pointed out that there is much room for improvement in the structuring of entrepreneurship education in the overall curriculum if South African learners are to be afforded similar opportunities in entrepreneurship education as their international peers. In particular, the lack of a foundation of prior knowledge in the Senior Phase and the inadequate progressive structuring of entrepreneurship education within and across subjects in the FET Phase need to be remedied to enhance entrepreneurship education of secondary school learners in South Africa.

Finally, the research also contributed to the theory of constructivism, as will be discussed in the next section.

9.6.2 Contributions to the research theory

Constructivism, including aspects of social constructivism, was used as paradigm for the current study, since it postulates that effective teaching and learning is based on

the careful planning and construction of elements in the learning process. In particular, the researcher investigated the construction of entrepreneurship education in the South African secondary school curriculum and its potential to support effective constructivist learning.

This study confirmed constructivism as a suitable paradigm for investigating entrepreneurship education, but also brought attention to the usefulness of the theory for the process of learning in entrepreneurship education, rather than the result of the learning (developing a business). Although some previous studies have linked entrepreneurship education and constructivism, several of those studies used a business perspective – for example, Bruyat and Julien (2000), Gedeon (2014), and Wood and McKinley (2010); or focused on tertiary education, for example, Assudani and Kilbourne (2015), Kurczewska (2016), Paloniemi and Belt (2015), and Valliere *et al*. (2014). However, the current study focused on the *process* of developing entrepreneurship education in the school curriculum rather than on business development. The educational perspective used in the current study highlighted the importance of effectively planning and structuring entrepreneurship education to support constructivist entrepreneurship learning at school level, at an age where learners are highly perceptive to such education. Such planning and structuring of constructivist learning should include investigations into the provision of suitable foundations of learning (prior learning) and the scaffolding of learning to become progressively more cognitively demanding and more complex, in line with the developmental stages of learners.

The researcher also pointed out the importance of prominently incorporating these important constructional aspects into the intended curricula of the subject, which will support the effective implementation of such constructivist education in practice. Each component on its own as well as its relation to other components in the scaffolding of entrepreneurship education in the curriculum were investigated to determine the alignment of the current entrepreneurship education in the South African secondary school curriculum to proposed constructivist (and preferred) learning approaches. The researcher contributed important insights into the elements that hinder or limit learners' entrepreneurship education when the curriculum is implemented in practice, such as language challenges, inadequate textbooks or unequal access to resources. These negative aspects hinder constructivist learning and now that they have been pointed

out explicitly within the subject, processes can be started to possibly address or reduce these issues.

The important role of collaboration (essential in social constructivism) in entrepreneurship education was also highlighted in the current study. The contribution of others – whether they are existing (expert) entrepreneurs, teachers in other subjects, community members, or learners learning from each other in the process of entrepreneurship education – emerged as being vital and supports existing constructivist principles. The study will contribute to Consumer Studies teachers' understanding and awareness of the importance of collaboration in the planning and construction of entrepreneurship education, which in turn should support teachers who have limited or inadequate training for the subject and for entrepreneurship education.

Lastly, the importance of prior knowledge and experiences as a foundation for the construction of subsequent learning is not only a concern for learners, but for teachers as well. The study contributed insight into the poor and often-inadequate levels of training that Consumer Studies teachers have for the subject in particular and for the vital entrepreneurship education embedded therein. Inadequately trained teachers cannot be expected to effectively teach a topic of which they have little or no experience, which in turn hampers learners' education. Presenting these measured statistics (the data in the current study) of poor training, might contribute to the recognition of the need to develop subject-specific training programmes for these teachers, as a matter of urgency. Preparing and presenting such programmes will add vital foundational knowledge and skills of entrepreneurship education, which is a prerequisite for effective constructivist teaching and learning.

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At the start of this study, based on my limited knowledge, experience and insights at that time, I also believed that entrepreneurship education is (only) the solution to youth unemployment through its potential to create employment or income and that those were the best reasons for investigating entrepreneurship education in the South African context. However, this research has shown that entrepreneurship education has so much more to offer – to learners and their communities or societies – if only we can succeed in effectively facilitating the teaching and learning of this valuable topic. Entrepreneurship education should not focus only on learners' entrepreneurship knowledge or skills development but should recognise and consider the positive ripple

effects such education can bring about in the fabric of South African societies. This thesis is therefore concluded with the following quote from a South African study (North, 2002:24), which articulated the abovementioned truth almost two decades ago:

> *"The main aim of the various formal and informal programmes in entrepreneurship education is to teach children to become creative and constructive members of their communities, and to develop their entrepreneurial skills".*

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APPENDIX A: THE ONLINE SURVEY USED FOR DATA COLLECTION IN RESEARCH PHASE 2B

QUESTIONS RESPONSES 166

Section 1 of 4

Entrepreneurship education as part of

Dear Prospective Participant,

By completing this survey, you agree that the information you provide may be used for research purposes, including dissemination through peer-reviewed publications and conference proceedings.

It is anticipated that the information we gain from this survey will help us to gain a better understanding of how entrepreneurship education is implemented in practice in Consumer Studies classrooms, and how educators experience entrepreneurship as an essential topic in the subject. You are, however, under no obligation to complete the survey and you can withdraw from the study prior to submitting the survey. Any identifying information that is obtained in connection with this survey will remain confidential and will be disclosed only with your permission or as required by law. If you choose to participate in this survey it will take up no more than 25 minutes of your time. You will not benefit from your participation as an individual, however, it is envisioned that the findings of this study will contribute to the development of a framework for the effective implementation of entrepreneurship education as part of Consumer Studies, which will be to the advantage of educators (supporting their practice) and learners (real life application possibilities). We do not foresee that you will experience any negative consequences by completing the survey. The researcher undertakes to keep any information provided herein confidential, not to let it out of our possession and to report on the findings from the perspective of the participating group and not from the perspective of an individual. The records will be kept for five years for audit purposes where after it will be permanently destroyed: hard copies will be shredded and electronic versions will be permanently deleted from the hard drive of the computer and storage cloud where it was kept. You will not be reimbursed or receive any incentives for your participation in the survey.

The research was reviewed and approved by the Research Ethics Committee of the College of Agriculture and Environmental Sciences. The primary researcher, Adri Du Toit, can be contacted at dutoit.adri@nwu.ac.za. The study leader, Professor Kempen, can be contacted during office hours at kempeel@unisa.ac.za. Should you have any questions regarding the ethical aspects of the study, you can contact the chairperson of the Research Ethics Committee of the College of Agriculture and Environmental Sciences, Prof E Kempen chairperson of the Ethics committee, kempeel@unisa.ac.za or 011471 2241. Alternatively, you can report any serious unethical behaviour at the University's Toll Free Hotline 0800 86 96 93.

Ethical clearance #: 2016/CAES/101
Research permission #: REC-170616-051

Thank you for taking the time to support me in my research efforts. I really appreciate it.

To participate in this research, please click the two boxes below: *

- [ ] Please click on the button if you understand the information provided in the e-mail cover letter about the research and
- [ ] Please click on the button if you want to complete the survey.

1. Please indicate your birth year. *

2. Please indicate your gender. *
Mark only one oval.

- Female
- Male

3. In which province do you work? *
Mark only one oval.

- Eastern Cape
- Western Cape
- Northern Cape
- Free State
- Gauteng
- Kwa-Zulu Natal
- Mpumalanga
- Limpopo
- North West

4. Please name the town / district/ area in which you work. *

5. How many years have you been involved in teaching? *
Mark only one oval.

- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years
- 9 years
- 10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- More than 30 years

6. What is the highest level of qualification that you have obtained? *

Mark only one oval.

- Matric
- Diploma
- Degree
- Honours degree
- Master's Degree
- Doctorate
- Other: _____

7. Have you had any specific training for Consumer Studies (NOT Home Economics)? *

Mark only one oval.

- Yes
- No

8. Please provide details of your specific training for Consumer Studies.

_____

_____

9. Have you had any specific training for entrepreneurship education? *

Mark only one oval.

- Yes
- No
- Maybe

10. Please provide details of specific training you received for entrepreneurship education. *

_____

_____

11. Do you have any personal experience of being an entrepreneur? *

Mark only one oval.

- Yes
- No
- Maybe

12. Please provide details of your personal experience(s) of being an entrepreneur.

_____

_____

_____

13. How important do you think entrepreneurship education is for South African learners? *

Mark only one oval.

	1	2	3	4	5	
Not very important	◯	◯	◯	◯	◯	Essential

14. How important do you think entrepreneurship education is as part of the Consumer Studies curriculum? *

Mark only one oval.

	1	2	3	4	5	
Not very important	◯	◯	◯	◯	◯	Essential

15. Are you currently a Consumer Studies teacher or a subject advisor? *

Mark only one oval.

- ◯ Teacher
- ◯ Subject advisor (If you are a SUBJECT ADVISOR, please skip to question 21)

Questions for Consumer Studies TEACHERS

Only Consumer Studies TEACHERS answer questions 16-20. Subject advisors please answer questions 21-30.

16. How many years have you been involved in teaching Consumer Studies (NOT Home Economics)?

Mark only one oval.

- ◯ 1 year
- ◯ 2 years
- ◯ 3 years
- ◯ 4 years
- ◯ 5 years
- ◯ 6 years

17. At which type of school do you teach?

Mark only one oval.

- ◯ Poor
- ◯ Low resourced
- ◯ Medium resourced
- ◯ Well-resourced

18. How many learners do you have in a Consumer Studies class on average?

Mark only one oval.

- ◯ 0-10
- ◯ 11-20
- ◯ 21-30
- ◯ 31-40
- ◯ More than 40

19. In which grades do you teach Consumer Studies? (indicate all)

Check all that apply.

- [ ] Grade 10
- [ ] Grade 11
- [ ] Grade 12

20. Which practical option do you offer for Consumer Studies at your school?

Check all that apply.

- [ ] Food production
- [ ] Clothing production
- [ ] Soft furnishings production
- [ ] Knitting and crocheting
- [ ] Patchwork quilting by hand

Questions for Consumer Studies SUBJECT ADVISORS

Only Consumer Studies SUBJECT ADVISORS answer questions 21-29. TEACHERS please continue to answer from question 30.

21. How many years have you been involved as a subject advisor for Consumer Studies (NOT Home Economics)?

Mark only one oval.

- ( ) 1 year
- ( ) 2 years
- ( ) 3 years
- ( ) 4 years
- ( ) 5 years
- ( ) 6 years

22. Are you a subject advisor for ... (please tick all applicable)

Check all that apply.

- [ ] Consumer Studies
- [ ] Hospitality Studies
- [ ] Tourism
- [ ] Other: _____

23. Which of these subjects would you say you are most qualified in?

Check all that apply.

- [ ] Consumer Studies
- [ ] Hospitality Studies
- [ ] Tourism
- [ ] Other: _____

24. Which of these subjects would you call your 'speciality'?

Check all that apply.

- [ ] Consumer Studies
- [ ] Hospitality Studies
- [ ] Tourism
- [ ] Other: _____

25. How many schools that you service offer Consumer Studies as a subject?

Mark only one oval.

- ( ) 1-10
- ( ) 11-20
- ( ) 21-30
- ( ) 31-40
- ( ) More than 40

26. Please describe MOST schools in the district in which you work regarding financial resourcing.

Mark only one oval.

	1	2	3	4	5	
Totally under resourced	( )	( )	( )	( )	( )	Very well resourced

27. Please describe MOST schools in the district in which you work regarding their internet access.

Mark only one oval.

	1	2	3	4	5	
No internet access	( )	( )	( )	( )	( )	Strong, uninterrupted internet access

28. Please describe MOST schools in the district in which you work regarding learners' access to textbooks.

Mark only one oval.

- ( ) Each learner has an own Consumer Studies textbook, based on CAPS
- ( ) Two learners share a Consumer Studies textbook
- ( ) Consumer Studies textbooks are available in class, but not for learners to take home
- ( ) Consumer Studies textbooks are not available, only old Home Economics textbooks
- ( ) Learners do not have textbooks

29. Please describe MOST schools in the district in which you work regarding the practical production option they offer.

Check all that apply.

- [ ] Food production
- [ ] Clothing production
- [ ] Soft furnishings production
- [ ] Knitting and crocheting
- [ ] Patchwork quilting by hand

Implementation of entrepreneurship as part of Consumer Studies education

Teachers and subject advisors please answer the next questions. This section of the questionnaire will deal will how you IMPLEMENT ENTREPRENEURSHIP as part of the Consumer Studies curriculum. Your answers should therefore reflect what you have done and are doing in your Consumer Studies classroom, with specific reference to the entrepreneurship components included in the subject.

30. How often do you make reference to local or indigenous entrepreneurship examples? *

Mark only one oval.

- ( ) Very often
- ( ) Often
- ( ) Sometimes
- ( ) Rarely
- ( ) Never

31. How often do you invite entrepreneurs to be guest speakers as part of the Consumer Studies lessons? *

Mark only one oval.

- ( ) Very often
- ( ) Often
- ( ) Sometimes
- ( ) Rarely
- ( ) Never

32. Do you use any particular resources to support your teaching of entrepreneurship in Consumer Studies? Please tick all and add any other resources that you use. *

Check all that apply.

- [ ] CAPS document
- [ ] Success Textbook (Oxford)
- [ ] Focus Textbook (Macmillan)
- [ ] Own Powerpoint set
- [ ] Commercial Powerpoint set
- [ ] Other: _____

33. Do you use ACTIVE LEARNING (learners participate in developing learning process) particularly when teaching entrepreneurship as part of Consumer Studies? *

Mark only one oval.

- ( ) Very often
- ( ) Often
- ( ) Sometimes
- ( ) Rarely
- ( ) Never

34. Do you use LEARNER-CENTERED LEARNING (students deeply involved, focus on the learning process, rather than the teaching process) particularly when teaching entrepreneurship as part of Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

35. Do you use PROBLEM-SOLVING (learners analyse and solve real-life problems to support learning and understanding) particularly when teaching entrepreneurship as part of Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

36. Do you use COLLABORATIVE LEARNING (learners learn in pairs or small groups to support peer-teaching and -learning) particularly when teaching entrepreneurship as part of Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

37. Do you use LIFE-RELEVANT LEARNING (using content and concepts from learners' real life experiences to support teaching and learning) particularly when teaching entrepreneurship as part of Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

38. Do you use CONTENT-BASED LEARNING (mostly using content to plan and structure teaching and learning) particularly when teaching entrepreneurship as part of Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

39. Do you place EMPHASIS on entrepreneurship when covering OTHER topics in the Consumer Studies curriculum? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

40. Do you refer to entrepreneurship when covering OTHER TOPICS in the Consumer Studies curriculum? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

41. From your experience, does the Consumer Studies textbook(s) cover the required entrepreneurship content required in the curriculum comprehensively? *

Mark only one oval.

- Yes
- No
- Maybe

42. How much is the importance of entrepreneurship emphasised in the Consumer Studies curriculum? *

Mark only one oval.

- A great deal
- Noticeably
- Same as other topics
- Not sufficiently
- Not at all

43. Are there any particular entrepreneurship sub-topic(s) in Consumer Studies that you enjoy a lot? Please state YES or NO and provide a brief description. *

44. Are there any entrepreneurship sub-topic(s) in Consumer Studies that you find particularly difficult to teach? Please state YES or NO and provide a brief description. *

45. Do you think there are any particular GAPS (missing content) in the entrepreneurship content in Consumer Studies? Please state YES or NO and provide a brief description. *

46. Do you think there are particular entrepreneurship sub-topics that need to be covered in MORE detail in Consumer Studies? Please state YES or NO and provide a brief description. *

47. Do you think there are particular entrepreneurship sub-topics that need to be covered in LESS detail in Consumer Studies? Please state YES or NO and provide a brief description. *

48. Do you think there is any particular entrepreneurship content in Consumer Studies that is unnecessary? Please state YES or NO and provide a brief description. *

49. Do you use a comprehensive BUSINESS PLAN to structure entrepreneurship learning in Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

50. Do you think that the curriculum provides Consumer Studies learners with enough entrepreneurship content KNOWLEDGE at the end of the FET phase to become successful entrepreneurs? Please state YES or NO and provide a brief description. *

51. Do you think that the curriculum provides Consumer Studies learners with enough entrepreneurship SKILLS at the end of the FET phase to become successful entrepreneurs? Please state YES or NO and provide a brief description. *

52. To what extent are values addressed as part of the entrepreneurship content in Consumer Studies? *

Mark only one oval.

	1	2	3	4	5	
Not at all						A great deal

53. From your experience, do Grade 10 learners have sufficient PRIOR KNOWLEDGE (from the Senior Phase) regarding entrepreneurship when they start with that topic in Consumer Studies? Please state YES or NO and provide a brief description. *

54. Considering the definition and aims, do you think that entrepreneurship emerges as an important focus of Consumer Studies in the subject curriculum? Please state YES or NO and provide a brief description. *

55. Are there any changes you would like to implement on the structuring or sequencing (order in which topics are presented) of entrepreneurship content as part of Consumer Studies? Please state YES or NO and provide a brief description. *

56. How well do you think the Consumer Studies entrepreneurship sub-topics WITHIN EACH GRADE link to other entrepreneurship sub-topics within the same grade? *

Mark only one oval.

	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	A great deal

57. How well do you think the Consumer Studies entrepreneurship sub-topics within each grade link to entrepreneurship sub-topics within OTHER GRADES IN THE FET PHASE? *

Mark only one oval.

	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	A great deal

58. Do you think there is clear progression of entrepreneurship content in Consumer Studies across the FET Phase? (Does the entrepreneurship content become progressively more complex from Grade 10 to 12?) Please state YES or NO and provide a brief description. *

59. Do you think entrepreneurship education content is divided uniformly across the three grades of the FET Phase? Please state YES or NO and provide a brief description. *

60. How much time do you spend on the topic entrepreneurship as part of the Consumer Studies curriculum, in relation to the time prescribed by the CAPS? *

Mark only one oval.

- ◯ Much more time
- ◯ About the same amount of time
- ◯ Less time
- ◯ Much less time

61. Are there any topic-specific pedagogical guidance for Consumer Studies teachers regarding the teaching and learning of entrepreneurship? Please state YES or NO and provide a brief description. *

_____

62. Are you aware of any GUIDELINES FOR THE ASSESSMENT OF ENTREPRENEURSHIP PARTICULARLY, as part of Consumer Studies? Please state YES or NO and provide a brief description. *

_____

_____

63. How often do you use informal assessment as part of entrepreneurship education in Consumer Studies? *

Mark only one oval.

- ( ) Very often
- ( ) Often
- ( ) Sometimes
- ( ) Rarely
- ( ) Never

64. How often do you use formal assessment as part of entrepreneurship education in Consumer Studies? *

Mark only one oval.

- ( ) Very often
- ( ) Often
- ( ) Sometimes
- ( ) Rarely
- ( ) Never

65. Which instruments do you use to assess entrepreneurship in Consumer Studies? (please tick all applicable) *

Check all that apply.

- [ ] Project
- [ ] Test
- [ ] Structured assignment
- [ ] Homework
- [ ] Other: _____

66. How frequently do you assess entrepreneurship KNOWLEDGE CONTENT in Consumer Studies? *

Mark only one oval.

- ( ) Very often
- ( ) Often
- ( ) Sometimes
- ( ) Rarely
- ( ) Never

67. How frequently do you assess ENTREPRENEURIAL SKILLS DEVELOPMENT (such as time-management, planning skills, organisation, problem-solving) in Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

68. How frequently do you assess skills that could be developed into ENTREPRENEURIAL OPPORTUNITIES, such as those to be learnt in the practical options ("making skills", e.g. baking, knitting, sewing, etc.) in Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

69. How frequently do you assess ENTREPRENEURIAL VALUES in Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

70. How frequently do you assess entrepreneurship APPLIED as part of small-scale product development in Consumer Studies?

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

71. Do you use a comprehensive project aimed at supporting entrepreneurship learning in Consumer Studies? *

Mark only one oval.

- Very often
- Often
- Sometimes
- Rarely
- Never

72. If you have any additional comments regarding entrepreneurship education as part of Consumer Studies education that you want to share with the researcher, please add your comment(s) here:

_____

_____

_____

_____

_____

APPENDIX B: DETAILED ANALYSIS OF SURVEY QUESTIONS

Purpose of questions	No	Question focus	Open/ closed	Type of question	Scales used / options given
Demographic and biographic information	1	birth year	Open	Completion/ fill-in	
	2	gender	Closed	Dichotomous	Male / Female
	3	province	Closed	Completion/ fill-in	Names of provinces listed
	4	town/district	Open	Completion/ fill-in	
	5	years of teaching	Closed	Multiple-choice	Year intervals from 1- 'more than 30'
	6	highest qualification	Closed	Multiple-choice	Various qualifications listed as choices
Training of teachers	7	training for CS	Closed	Dichotomous	Yes / No
	8	details of training for CS	Open	Follow-up	
	9	training for EE	Closed	Multiple-choice	Yes / No / Maybe
	10	details of training for EE	Open	Follow-up	
Experience of entrepreneurship	11	personal experience of being an entrepreneur	Closed	Multiple-choice	Yes / No / Maybe
	12	details of personal experiences of being an entrepreneur	Open	Follow-up	
Importance attributed to entrepreneurship education	13	importance of EE for South African learners	Closed	Scaled question	Not very important --- Essential
	14	importance of EE as part of CS	Closed	Scaled question	Not very important --- Essential
Teacher or subject advisor	15	type of educator	Closed	Dichotomous	Teacher / subject advisor

Teaching experience and context in which they are teaching (Teachers)	16	years of teaching CS	Closed	Multiple-choice	1- 6 years
	17	type of school teaching in	Closed	Multiple-choice	Poor / Low resourced / Medium resourced / Well-resourced
	18	number of learners per class on average	Closed	Multiple-choice	0-10 / 11-20 / 21-30 / 31-40 / More than 40
	19	in which grades do they teach CS	Closed	Multiple-choice	Grade 10 / Grade 11 / Grade 12 (choose all that apply)
	20	practical production offered at their school	Closed	Multiple-choice	Food / Clothing / Soft furnishings / Knitting & crocheting / Patchwork quilting by hand (choose all that apply)
Teaching experience and context in which they are teaching (Subject advisors)	21	years of being subject advisor for CS	Closed	Multiple-choice	1 - 6 years
	22	subjects that subject advisor is responsible for	Closed	Multiple-choice	Consumer Studies / Hospitality Studies / Tourism / Other (fill in)
	23	subject supervisor is most qualified in	Closed	Multiple-choice	Consumer Studies / Hospitality Studies / Tourism / Other (fill in)
	24	subject they perceive as their speciality	Closed	Multiple-choice	Consumer Studies / Hospitality Studies / Tourism / Other (fill in)
	25	number of schools offering CS	Closed	Multiple-choice	0-10 / 11-20 / 21-30 / 31-40 / More than 40
	26	financial resourcing in most schools in district	Closed	Scaled question	No internet --- Strong, uninterrupted internet
	27	internet access in most schools in district	Closed	Scaled question	Totally under-resourced --- Very well resourced
	28	learners' access to textbooks in most schools in district	Closed	Multiple-choice	Each learner has an own Consumer Studies textbook, based on CAPS / Two learners share a Consumer Studies textbook / Consumer Studies textbooks are available in class, but not for learners to take home / Consumer Studies textbooks are not available, only old Home Economics textbooks / Learners do not have textbooks
	29	practical production option offered in most schools in district	Closed	Multiple-choice	Food / Clothing / Soft furnishings / Knitting & crocheting / Patchwork quilting by hand (choose all that apply)

Teaching-learning strategies used for entrepreneurship education in Consumer Studies	30	reference to local or indigenous examples of entrepreneurship	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	31	invite entrepreneurs to be guest speakers	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	32	particular resources used to support the teaching of entrepreneurship	Open	Multiple-choice	CAPS document / Success Textbook (Oxford) / Focus Textbook (Macmillan) / Own PowerPoint set / Commercial PowerPoint set / Other: (fill in)
	33	use of active learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	34	use of learner-centred learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	35	use of problem-solving learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	36	use of collaborative learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	37	use of life-relevant learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	38	use of content-based learning strategies for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	39	emphasising entrepreneurship when covering OTHER topics	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	40	refer to entrepreneurship when covering OTHER TOPICS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never

Opinions & perceptions on entrepreneurship education in Consumer Studies, based on their experience	41	coverage of EE in CS textbooks	Closed	Multiple-choice	Yes / No / Maybe
	42	emphasis on the importance of EE in CS curriculum	Closed	Multiple-choice	A great deal / Noticeably / Same as other topics / Not sufficiently / Not at all
	43	particular EE topics in CS that they enjoy	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	44	particular EE topics in CS that they find difficult to teach	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	45	gaps in EE in CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	46	particular entrepreneurship subtopics that need to be covered in MORE detail in CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	47	particular entrepreneurship subtopics that need to be covered in LESS detail in CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	48	any particular entrepreneurship content in CS that is unnecessary	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
Teaching-learning strategies used for EE in CS	49	use of a comprehensive BUSINESS PLAN to structure EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never

Opinions & perceptions on entrepreneurship education in Consumer Studies, based on their experience	50	enough EE knowledge in CS to support successful entrepreneurship	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	51	enough EE skills in CS to support successful entrepreneurship	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	52	extent that values are addressed as part of EE in CS	Closed	Scaled question	Not at all --- A great deal
	53	prior knowledge of Grade 10 learners for EE in CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	54	does EE emerge as an important focus in the definition & aims of CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	55	changes they would like for structuring or sequencing EE in CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	56	linking of EE sub-topics within each grade	Closed	Scaled question	Not at all --- A great deal
	57	linking of EE sub-topics across grades in FET Phase	Closed	Scaled question	Not at all --- A great deal
	58	clear progression of EE in CS across FET Phase	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	59	EE content divided uniformly across three grades of FET Phase	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	60	time spent on EE in CS in relation to prescriptions in CAPS	Closed	Multiple-choice	Much more time / About the same amount of time / Less time / Much less time
Pedagogical guidance	61	topic-specific guidance for teaching EE in CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.

Assessment of entrepreneurship education in Consumer Studies	62	guidelines for assessment of EE in CS	Open	Completion/ fill-in	Please state YES or NO and provide a brief description.
	63	use of informal assessment for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	64	use of formal assessment for EE in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	65	instruments used to assess EE in CS	Open	Multiple-choice	Project / Test / Structured assignment / Homework / Other: (fill in)
	66	frequency of assessing EE knowledge content in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	67	frequency of assessing entrepreneurial skills development in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	68	frequency of assessing skills that can be developed into entrepreneurial opportunities in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	69	frequency of assessing entrepreneurial values in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
	70	frequency of assessing EE applied as part of small-scale production in CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
Teaching-learning strategies used for EE in CS	71	use of a comprehensive project to support EE I CS	Closed	Multiple-choice	Very often / Often / Sometimes / Rarely / Never
Additional (optional) comments	72	any additional comments on EE in CS	Open	Completion/ fill-in	

APPENDIX C: THE CONSENT FORM AND QUESTIONS USED FOR DATA COLLECTION AT FOCUS GROUP INTERVIEWS IN RESEARCH PHASE 2C

PARTICIPANT INFORMATION SHEET

Ethical clearance #: 2016/CAES/101

Research permission #: REC-170616-051
June/July 2017

Title: **Developing a framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies**

Dear Prospective Participant

My name is Adri Du Toit and I am doing research with Elizabeth Kempen, a professor in the College of Agriculture and Environmental Sciences towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled "Developing a framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies".

WHAT IS THE PURPOSE OF THE STUDY?

The purpose of this study is to investigate the experiences of Consumer Studies experts regarding their entrepreneurship education in Consumer Studies. It will be used to create a better understanding and a clearer depiction of how entrepreneurship education materialises and is implemented in the subject Consumer Studies. The information will be used, together with detailed curriculum analysis, to develop a framework for the effective implementation of entrepreneurship education as part of Consumer Studies.

WHY AM I BEING INVITED TO PARTICIPATE?

Only teachers and subject advisors with a minimum of a year's experience of teaching Consumer Studies will be eligible to participate in this research. Those participants will have a better understanding and some experience of the subject and how its curriculum is implemented in practice.

I contacted you because we had prior professional contact through Consumer Studies related contexts (curriculum development, research projects, textbook screening, teaching-learning support media). If I have not had direct dealings with you before, I would have received your contact details from a shared acquaintance (another teacher or subject specialist), who thought that you might like to be involved in my research, because we share a passion for Consumer Studies. I am hoping to involve at least 135 participants in the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

This letter serves to invite you to participate in a follow-up interview, as part of a focus group, since you would already have completed the online survey, which forms part of this research. The study involves participants in online surveys, followed by a semi-structured focus group session. The purpose of the focus group is to gain insight into how entrepreneurship education materialises in practice in Consumer Studies. You will be expected to answer the focus group questions to the best of your knowledge and according to your own experiences. You will only be interviewed once and the focus group process should not take more than about 30- 40 minutes. The focus group is semi-structured, with a number of questions provided by the interviewer, but you may add additional information that you think are relevant to the topic.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. Should you decide to withdraw from the study during the focus group session, the data from your interview will be destroyed. If you decide that

you do not want to participate in the study anymore at any stage after the focus group was conducted, you can email the researcher on dutoit.adri@nwu.ac.za or SMS her at 076 874 2097, at any stage, stating your intention to withdraw. Any data collected from you will then be deleted.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no direct benefits for you as a participant, however, it is anticipated that the framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies will lead to the identification of potential strengths and weaknesses in this regard in the Consumer Studies curriculum. Identified strengths and weaknesses will be used to formulate recommendations to strengthen the existing curriculum.

It is anticipated that the development and distribution of a framework for the structuring and implementation of entrepreneurship education will enhance teachers' teaching and learning of this significant content. This in turn should increase the benefits of entrepreneurship education for learners. Improved entrepreneurship education can potentially contribute to youths being better prepared to embark on their own entrepreneurial paths, which may help to reduce unemployment in South Africa. The prospective value of entrepreneurship education and research in this field is therefore significant and should be supported.

Such a framework might also be utilised to analyse other subjects for their entrepreneurship content and could be used to strengthen those subjects' curricula.

ARE THEIR ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

No possible or reasonably foreseeable risks of harm or side-effects is foreseen for potential participants. No personal or identifying information is asked and your anonymity will be protected. The data from the completed focus groups will be transcribed and be kept safely on servers that are well protected with passwords and firewalls. All participants' answers will be analysed together and only the combined findings will be used in the final report.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Only the researcher, the data transcriber and one research assistant will have access to the data and each of these individuals will maintain your confidentiality by signing a confidentiality agreement. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data will be used for the PhD research report, journal articles and/or conference proceedings. Your privacy will be protected in any publication of the information and individual participants will not be identifiable in such a report, since only non-identifiable numbers will be used. All participants' answers will be analysed together and only the combined findings will be used in the final report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet in her office for future research or academic purposes; electronic information will be stored on a password-protected computer, as well as in a cloud storage facility that is well protected with passwords and firewalls. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After the storage period, hard (paper) copies of any data will be shredded, and electronic information will be permanently deleted.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

You will not receive any payment or reward, financial or otherwise. Any costs incurred by the participant to travel to the focus group venue will be for their own pocket. A light meal and coffee/tea will be provided to participants.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the College of Agriculture and Environmental Sciences, Registered REC with the National Health Ethics Review Council REC-170616-051, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Adri Du Toit on telephone number 018 299 4320 or fax 086 260 7602 or dutoit.adri@nwu.ac.za. Should you require any further information or want to contact the researcher about any aspect of this study, please use any of the contact detail provided here.

Should you have concerns about the way in which the research has been conducted, you may contact Professor Elizabeth Kempen at office telephone number 0114712241, or kempeel@unisa.ac.za. Contact the research ethics chairperson of the Research Ethics Committee of the College of Agriculture and Environmental Sciences, Prof E Kempen Chairperson of the REC, to be contacted at kempeel@unisa.ac.za, or 011 471 2241 if you have any ethical concerns.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Adri Du Toit

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the focus group.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname:_____(please print)

Participant Signature: _____ Date_____

Researcher's Name & Surname: Adri Du Toit_____(please print)

Researcher's signature: _____ Date _____

Focus group questions

1. Please state in which province you work.
2. Are you a teacher or a subject advisor?
3. From your experience, do you think learners are gaining the maximum potential advantage from the entrepreneurship education that is embedded in Consumer Studies? (Yes / No) Please explain your answer.
4. Do you think that your training was sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer.
5. Please comment on the curriculum content regarding entrepreneurship in Consumer Studies.
6. Do you think that the implementation of entrepreneurship in Consumer Studies is sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer.
7. How do you think the implementation of entrepreneurship (as part of Consumer Studies) differs between schools with different levels of access to resources?
8. Do you think that the assessment of entrepreneurship in Consumer Studies is sufficient to support learners effectively in entrepreneurship education? (Yes / No) Please explain your answer.
9. Please comment on the project(s) used as part of entrepreneurship education in Consumer Studies.
    a. Who determines the content?
    b. How is it structured?
    c. How realistic is the project in relation to real-life entrepreneurial elements?

d. How does the project contribute to learners' entrepreneurship education?

e. What are your opinions regarding the changes implemented in 2017 regarding the project in Consumer Studies?

10. Please comment on any particularly exceptional entrepreneurship education practices you have experienced or observed in Consumer Studies education.

APPENDIX D: EXAMPLE OF A SECTION OF THE THEMATIC ANALYSIS OF THE DATA FROM FOCUS GROUP INTERVIEWS ACROSS PROVINCES

APPENDIX E: ETHICAL APPROVAL CERTIFICATE

UNISA university of south africa

CAES RESEARCH ETHICS REVIEW COMMITTEE

National Health Research Ethics Council Registration no: REC-170616-051

Date: 04/11/2016

Ref #: **2016/CAES/101**
Name of applicant: **Ms A Du Toit**
Student #: **58524053**

Dear Ms Du Toit,

Decision: Ethics Approval

Proposal: Developing a framework for the effective structuring and implementation of entrepreneurship education in Consumer Studies

Supervisor: Prof EL Kempen

Qualification: Postgraduate degree

Thank you for the application for research ethics clearance by the CAES Research Ethics Review Committee for the above mentioned research. Approval is granted for the project, *subject to submission of the permission letters from the relevant provincial authorities.*

Please note that the approval is valid for a one year period only. After one year the researcher is required to submit a progress report, upon which the ethics clearance may be renewed for another year.

Due date for progress report: 30 November 2017

Please note point 4 below for further action.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the CAES Research Ethics Review Committee on 03 November 2016.

The proposed research may now commence with the proviso that:

1) *The researcher/s will ensure that the research project adheres to the values and*

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principles expressed in the UNISA Policy on Research Ethics.

2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the CAES Research Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*
3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*
4) *The outstanding permission letters from the various provinces must be submitted as they are obtained. Data collection may not take place in any province before the permission letter has been submitted to the Committee.*

Note:

The reference number [top right corner of this communiqué] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the CAES RERC.

Kind regards,

Signature
CAES RERC Chair: Prof EL Kempen

Signature
CAES Executive Dean: Prof MJ Linington

NB: Conditions

Approval template 2014

University of South Africa
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APPENDIX F: EXAMPLES OF 'ENTREPRENEURSHIP' FOUND IN CURRICULUM DOCUMENTS OTHER THAN CONSUMER STUDIES

2.2 Specific Aims

Electrical technology as a whole aims to equip the learner with a firm foundation in electrical, electronic and digital principles.

Through the integrated completion of theoretical work, practical assessment tasks (PAT) and simulations, the following skills are developed:

- safe work practices
- good housekeeping
- first aid practices
- reading and interpreting circuit diagrams from symbols to application
- sourcing components
- constructing circuits
- installation, testing and troubleshooting of circuits
- taking measurements
- workshop practice

Knowledge of subject principles combined with applied skills equips the electrical technology learner with a unique set of skills, placing her / him apart from other learners and in a category much desired by industry, tertiary institutions and entrepreneurs.

(Source: Electrical Technology CAPS, 2014:10)

2.4 Career Opportunities

Electrical Technology unlocks a world of potential to any learner taking the subject. Due to the nature of electrical technology, it is easy and relatively cheap to set up and operate an electrical / electronic / digital workshop at home for the purpose of starting a business or to practice a hobby for personal gain.

Learners that opt for careers not related to the subject will have sufficient knowledge and skills at the end of Grade 12 to continue experimenting for the purpose of self-tuition and the practice of electrical technique.

Learners taking Electrical Technology will opt for one of the following study opportunities:

- Apprenticeship to become an artisan
- Study at a college in the NC (V) in a vocational career pathway
- Enter Higher education at a University of Technology or University
- Enter the world of work as an entrepreneur or working with an entrepreneur
- Enter higher education to study technical education in order to become a technical teacher

(Source: Electrical Technology CAPS, 2014:14)

The table below indicates the four main topics and corresponding topics in the Business Studies Curriculum.

Weighting of Curriculum	Topic
Business environment (weighting 25%)	Micro, market and macro environments
	Business sectors
	Contemporary socioeconomic issues
Business venture (weighting 25%)	Entrepreneurship
	Business opportunity and related factors
	Business Plan
	Management and Leadership
	Forms of ownership
	Setting up a business
	Contracts
	Business location
	Investment: securities and insurance
	Presentation of business information

(Source: Business Studies CAPS, 2011:8)

BUSINESS STUDIES GRADES 10-12

GRADE 10

TERM 3

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Creative thinking and problem solving	• Creative thinking and its contribution towards successful and sustainable business practice • Creative thinking to generate entrepreneurial opportunities and to solve business problems - Problem solving: o Research skills -finding information to assist with problem solving o Problem solving versus decision making o Problem-solving cycle: identification of the problem,	Textbooks Newspaper articles Internet Magazines Recyclable material

(Source: Business Studies CAPS, 2011:18)