

## FOUNDATIONS IN THE SOUTH AFRICAN SENIOR PHASE CURRICULUM FOR ENTREPRENEURSHIP EDUCATION IN CONSUMER STUDIES

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### OPSOMMING

Die entrepreneurskapsonderrig wat in die skoolvak Verbruikerstudie ingesluit is, kan positief bydra tot die lewens van Suid-Afrikaanse leerders, veral in die lig van die hoë werkloosheidsyfers van dié land. Verbruikerstudie word egter eers in die finale fase van leerders se onderrig in die Suid-Afrikaanse skoolkurrikulum aangebied. Vanuit 'n konstruktivistiese oogpunt is dit ongewens omdat toepaslike voorkennis rakende entrepreneurskap vereis word om te dien as 'n raamwerk vir die samestelling van nuwe, komplekser entrepreneurskaponderrig wat in Verbruikerstudie plaasvind. 'n Kwalitatiewe inhoudsanalise van die kurrikulum is onderneem om ondersoek in te stel rakende die inhoud en struktuur van die voorkennis van entrepreneurskap wat van leerders verwag word wanneer hulle die Senior Fase (leerders is algemeen gesproke tussen die ouderdomme van 13 en 15 jaar in hierdie fase) voltooi en voordat hulle Graad 10 (naastebly 16-jarige ouderdom) betree. Dit het duidelik geword dat slegs een vak in die Senior Fase, naamlik Ekonomiese en Bestuurswetenskappe, die potensiaal het om aansienlik tot leerders se voorkennis oor die onderwerp van entrepreneurskap by te dra. Onderhoude is ook met twee deskundiges in entrepreneurskaponderrig gevoer om die bevindinge uit te brei en tot die betroubaarheid en geldigheid van die data by te dra. 'n Aantal kommerwekkende sake rakende entrepreneurskaponderrig het uit die ondersoek aan die lig gekom. Daar is onder meer bevind dat hoewel die kurrikulum vir Ekonomiese en Bestuurswetenskappe in die Senior Fase sommige inhoud oor entrepreneurskap bevat, sodanige inhoud baie meer fokus op besigheidsbestuur as op die ontwikkeling van entrepreneurskap. Die bevindinge dui voorts aan dat vaardigheidsontwikkeling wat in entrepreneurskaponderrig in die Senior Fase ingesluit is, redelik beperk is. Die deskundiges het ook hul kommer uitgespreek oor die leemtes wat bestaan by die implementering van die kurrikulum, wat entrepreneurskaponderrig van leerders negatief beïnvloed. Na aanleiding van die bevindinge is aanbevelings gemaak wat deur die Departement van Basiese Onderwys

geïmplementeer kan word om entrepreneurskaponderrig in die Suid-Afrikaanse kurrikulum te bevorder.

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### INTRODUCTION

Previous research has established the value that Consumer Studies as a subject can contribute to the lives of South African learners, especially with regard to entrepreneurship education (EE) (Du Toit, 2014:48; Koekemoer & Booyse, 2013:545; Umalusi<sup>(1)</sup>, 2014:19). Consumer Studies, however, is only introduced in Grade 10 as part of the South African school curriculum at the start of the Further Education and Training (FET) Phase (Grades 10-12, learners range in age between 16 and 18 years). Before this point, learners have almost no introduction to Consumer Studies or the entrepreneurial potential that it holds (Umalusi, 2014:117).

Constructivist theory is clear that learners' prior knowledge (or learning) plays a vital role in the construction of new knowledge (Pritchard & Woollard, 2010:47). Certain prior knowledge and skills are required to provide a scaffold for the construction of continued learning and skills development in Consumer Studies (Umalusi, 2014:170). This is also true for EE as part of Consumer Studies.

The lack of introduction to the subject prior to

(1)Umalusi is the Quality Council for General and Further Education and Training in South Africa. Umalusi performs its functions in terms of the General and Further Education and Training Quality Assurance Act (Act 58 of 2001), the NQF Act (Act 67 of 2008), and the National Education Policy Act (NEPA) (Act 27 of 1996).

the FET Phase denotes a gap in the curriculum regarding suitable preparation of learners for knowledge construction in Consumer Studies. This gap signifies a need to investigate what prior knowledge learners would be expected to have when emerging from the Senior Phase (learners in this Phase are aged around 13 to 15 years). The problem that needs addressing, is the lack of clarity regarding what (if any) prior knowledge, particularly aligned with and related to entrepreneurship education found in Consumer Studies, learners would (or should) have gained from preceding school phases when entering the FET Phase. The potential contribution of such emergent prior knowledge to serve as a foundation for EE in Consumer Studies should also be investigated.

The purpose of this article is to report on research that was conducted to ascertain what prior knowledge learners ought to have regarding EE when they enter the FET Phase, and whether such prior knowledge is structured to support the construction of further EE learning in Consumer Studies. In order to reach this aim, this article is structured as follows: The next section contains the literature review that was conducted as a theoretical basis for the research. The sections thereafter contain the empirical report; an outline and discussion of the findings in view of the conceptual-theoretical framework; the conclusion; and a number of recommendations. The findings of the study have implications for stakeholders interested in developing EE in South Africa and particularly for Consumer Studies teachers. Careful attention should be given to structuring entrepreneurship across the phases of the National School Curriculum in order to support its effective facilitation and implementation.

## LITERATURE REVIEW

The literature review commences with a description of the importance of EE, including a definition of this concept. It continues to describe how Consumer Studies as a school subject can contribute to the promotion of EE in South Africa. Constructivism as a theoretical construct to underpin learning in Consumer Studies is described and linked to the prior knowledge required for learning in Consumer Studies. The literature review concludes with the delineation of the problem that was used to direct this study.

## Entrepreneurship education

Entrepreneurship education can play a vital role in preventing and reducing high unemployment figures (Mueller, et al., 2006:1). In a country where employment opportunities are scarce, it is vital to prepare learners with entrepreneurial knowledge and skills, which they can use to create their own income and potentially create new employment opportunities. This important role of entrepreneurship in societies has contributed to EE becoming one of the fastest developing areas of education internationally (Sirelkhatim & Gangi, 2015:1). However, early exposure to entrepreneurship in schools is essential (Pistorius, 2011:67).

Clear agreement regarding the definition of EE still does not exist (Heinonen & Poikkijoki, 2006:81; Sirelkhatim & Gangi, 2015:8). According to the European Commission, the public and particularly teachers mostly tend to associate EE with business (2013:6, 40), resulting in a definition that is too constricted to be effective. For that reason, the European Commission (2013:6, 38) suggests that EE be defined as a process for enabling learners with entrepreneurial attitudes, skills and knowledge that will help learners to turn ideas into action. A broader, more detailed definition of EE, specific to the South African context, is provided by Ndedi (2012:60):

*“... entrepreneurship education [is a tool that] seeks to prepare people, particularly youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real-life learning experiences where they can take risks, manage the results, and learn from the outcomes”.*

This description clearly indicates that EE should involve considerably more than business management, such as the development of certain skills, values and attributes as an essential part of the learning. The definition proposed by Ndedi (2012:60) also expresses the importance of linking EE learning to real-life experiences when applying knowledge and skills.

## Entrepreneurship education in Consumer Studies

Consumer Studies is a subject that closely aligns with the requirements for EE stated in the definition advocated by Ndedi (2012:60).

Consumer Studies contributes to the development of learners' knowledge, skills, values and attitudes to become responsible and informed consumers (Department of Basic Education (DBE), 2011a:8). In addition, this subject encourages the application of knowledge and skills in the production of marketable quality products (Western Cape Education Department, 2004:3). Entrepreneurship is one of the seven main content topics in Consumer Studies (DBE, 2011a:8). An in-depth analysis of the subject curriculum confirmed that substantial emphasis is placed on the topic *Entrepreneurship* and that this topic is interwoven with the content and skills of all other topics in the Consumer Studies curriculum (Umalusi, 2014:16). Consumer Studies therefore has significant potential to promote EE as part of the learning of South African learners.

For EE to be facilitated effectively, such education needs to be rooted in a suitable learning theory in order to support the attainment of the intended positive outcomes thereof. The constructivist learning theory provides a suitable foundation for effective EE (Lackéus, 2013; Löbler, 2006:31) and is discussed in more detail in the following section.

### **Constructivism and the curriculum**

Constructivism is rooted in the work of Dewey and Piaget, and is prominently linked to the work of Bruner (Moursund, 2003:4). The theoretical construct (or learning theory) of constructivism involves learners building on real-life experiences and activities to contribute to their understanding and active knowledge creation (or construction) in relation to their previous experiences (Bazemore, 2015:25; Christie, 2005:3; Pritchard & Woollard, 2010:15). According to Pritchard and Woollard (2010), Bruner states that learning is the active process that learners use to construct new knowledge based on a foundation of pre-existing knowledge and experiences. Meaning and structure is therefore derived from the construction of new knowledge on existing knowledge, signifying the importance of the prior knowledge in the learning process.

However, knowledge construction in constructivist learning should be an integrated process rather than isolated sections of information (Bazemore, 2015:38). In curricula that are intended to support constructivist learning, related content should be introduced at

an earlier age, and then be repeated and built upon in later stages (Pritchard & Woollard, 2010:51). In such curricula, sequencing (i.e. the order in which information is dealt with or the learning trajectory) is an important factor to support learning. The succession does not have to be rigid, but rather provides structure to the learning process in order to scaffold it from simpler to more complex content and tasks, as well as to progressively allow learners more control in their learning process (Pritchard & Woollard, 2010:51-52). Moursund (2003:6-10) expands on requirements for constructivist curricula, stating that knowledge is constructed over a period of time; that such curricula are usually interdisciplinary; learners are assessed in the environment in which their learning takes place; and constructivist curricula should develop learners' competence to transfer and apply knowledge and skills to novel and real-life contexts.

### **Constructivism underpinning entrepreneurship education in the Consumer Studies curriculum**

Constructivism is considered a suitable foundational theory for teaching and learning in Consumer Studies (Du Toit, 2014:48). The Consumer Studies curriculum affords learners opportunities to be assessed in the environment in which their learning takes place, specifically during practical production sessions. It also contributes to the development of learners' competence to transfer and apply Consumer Studies knowledge and skills to novel and real-life contexts (DBE, 2011a:14, 21, 25, 26, 32). Clear sequencing has been included in the Consumer Studies curriculum regarding the content and skills to be facilitated (Umalusi, 2014:83), including sequencing for EE (DBE, 2011a:15).

### **PROBLEM STATEMENT AND RESEARCH OBJECTIVES**

The existing challenge is that Consumer Studies is only introduced to the South African curriculum in the FET Phase (when learners are about 16 years of age). Prior introduction to the content of FET subjects is generally presumed to take place in the Senior Phase of the curriculum. The term "Consumer Studies", however, appears only once in the Senior Phase curriculum of the National Curriculum Statements (NCS), namely in the Curriculum and Assessment Policy Statement (CAPS) for Technology (DBE, 2011e:8). In this instance, the

value of evaluation skills for product design and production, which could be useful in Consumer Studies, is mentioned. No other mention of the subject Consumer Studies (by name or pertaining to content or prior learning) could be uncovered in any of the CAPS documents for other subjects in the Senior Phase of the NCS. The prior knowledge required for the construction of new learning in Consumer Studies is therefore not specified or indicated in previous grades in the NCS. Since prior knowledge should provide a foundation for new knowledge, this creates a gap in the understanding of the learners and the preparation of teachers in this subject.

The value of prior knowledge in constructivist learning cannot be disregarded. In an important educational field such as EE, this is particularly significant. Therefore, the problem that needed to be investigated was what (if any) prior knowledge learners would have regarding EE when emerging from the Senior Phase that could support the construction of new entrepreneurship learning in Consumer Studies in the FET Phase. The potential contribution of such prior knowledge to the sequencing and effective structuring of EE learning was investigated from a constructivist perspective.

In order to address this problem, the following objectives were formulated to guide the research:

- a) Conduct a content analysis of the curriculum documents for the seven non-language subjects that form part of the Senior Phase of the South African NCS to ascertain where EE appears in the Senior phase curriculum;
- b) Compare the EE content found in the Senior Phase subjects with the EE content in the Consumer Studies curriculum document in order to investigate and compare similarities and discrepancies; and
- c) Investigate how the EE in the Senior Phase subjects could contribute to and support the construction of further EE learning in Consumer Studies.

## RESEARCH ORIENTATION

A constructivist approach was used based on the belief that new knowledge and skills are constructed on a scaffold of prior knowledge and experiences. In the case of EE (specifically as part of Consumer Studies), learners' prior knowledge would consist of pertinent knowledge and skills that they are expected to develop in

the Senior Phase curriculum. Learners' own real-life experiences would also contribute to such prior knowledge; however, the latter was not explored in this study. This study specifically investigated the curricula of Senior Phase subjects or pertinent parts thereof that could potentially serve as a scaffold for the construction of new and more complex entrepreneurship knowledge and skills in Consumer Studies.

## EMPIRICAL INVESTIGATION

Qualitative methods were employed in this research to find thematic relationships and connections across data sources by analysing and interpreting the language and terminology used in documents and by participants. A detailed content analysis of the curriculum documents for the seven non-language subjects that form part of the Senior Phase of the South African NCS was conducted in 2015. These subjects are Creative Arts; Economic and Management Sciences (EMS); Life Orientation; Mathematics; Natural Science; Social Science and Technology. Curriculum documents for languages were not considered, since their focus is on the learning of language and not content knowledge. The purpose of the document analysis was to identify direct and indirect references (or closely related content) to EE. The data derived from the document analysis were coded and clustered into themes. From these themes, the non-language Senior Phase subjects considered to have the potential to contribute to prior knowledge regarding EE learning were identified.

A second round of detailed document analysis followed, focusing on the EE (and closely related) content in EMS – the Senior Phase subject that emerged from the initial round of document analysis with the most potential to contribute to prior learning of EE. The EE content in this Senior Phase curriculum document was subsequently compared with the EE content in the Consumer Studies curriculum document in order to investigate and compare that content.

In the third phase of the study, experts from the particular subject field (which emerged from the initial document analysis) were approached to contribute to and elaborate on the study's existing data. Convenience selection of these two experts was done, as each has more than twenty years' experience pertaining to EE, the curriculum and the teaching of related subjects.

Both experts have worked extensively with the relevant curriculum and both have conducted recent research in the field of EE. Semi-structured interviews with open-ended questions were used to collect qualitative data from the experts. The purpose of the interview questions was to (1) elaborate on details regarding EE in the Senior Phase curricula; (2) comment on the EE found in the Consumer Studies curriculum; and to ascertain (3) how the EE in the Senior Phase subject could add to structured EE learning in Consumer Studies. The interviews were audio-recorded and transcribed verbatim for analysis.

Co-researchers independently validated the data from the document analysis and reviewed interview questions in order to limit subjectivity. The qualitative interview data contributed depth to the data from the document analysis, supporting the reliability of the research. The experts were unknown to each other and contributed to the research by providing independent, objective opinions.

## FINDINGS AND DISCUSSION

Two themes were developed from the combined phases of the research: that is (1) curriculum content supporting EE; and (2) curriculum structure in the NCS to foster EE development. Direct quotations from the experts were included in the discussion to add depth to the findings and were numbered as Expert 1 (E1) and Expert 2 (E2) to ensure their anonymity.

### Theme 1: Curriculum content supporting entrepreneurship education

The findings from the initial round of analysis of the non-language subject curricula indicate that only EMS in the Senior Phase has the potential to contribute significantly to the prior knowledge (regarding EE) of learners entering the FET Phase. Thirty per cent (30%) of the EMS curriculum is supposed to be devoted to entrepreneurship (DBE, 2011b:9), and at least twenty per cent (20%) of the formal assessment papers in Grades 8 and 9 must be devoted to entrepreneurship (DBE, 2011b:28). A number of topics related to EE – such as *What is an entrepreneur?* and *Factors contributing to production* found in EMS closely align with the entrepreneurship content found in Consumer Studies. Expert 1 confirmed this when she stated that the entrepreneurship content in EMS is "... packaged differently, but there are many connections". Expert 2 claimed that "... what

they [learners] get [regarding entrepreneurship] in EMS provides enough background for entrepreneurship education in Consumer Studies". The term "enough" used by this interviewee is difficult to quantify and therefore follow-up questions were used to gain insight into what she meant. She then explained that she thought a suitable foundation for basic knowledge about entrepreneurship was provided, such as terminology or the basic qualities of good entrepreneurs.

A small number of topics remotely related to EE were uncovered in other Senior Phase subjects, such as the topic *Enterprising careers* in Life Orientation (DBE, 2011c:17); *Sustainable use of resources (consumers and businesses)* in Social Sciences (DBE, 2011d:32); and *Design for production* in Technology (DBE, 2011e:8, 10, 49). The experts were of the opinion that those "remotely related" topics would not necessarily be linked to EE, and would require teachers to explicitly and purposely include and link those topics to the EE learning in Consumer Studies.

The second phase of document analysis indicated that, though several sub-topics are listed under the heading of entrepreneurship, the emphasis in EMS for many of those sub-topics is more on business and management rather than entrepreneurship. Several sub-topics under the heading of *Entrepreneurship* in EMS were considered to be closer to business management rather than entrepreneurship, for example *Levels and functions of management* and *Sectors of the economy*. This finding was corroborated by both experts during the interviews. It is substantiated in the EMS curriculum document, which states that EMS covers "valuable skills such as economic, entrepreneurship, financial and managerial skills", preparing learners for "different economic and business environments" (DBE, 2011b: 24). This finding also aligns with that of a study that investigated best practices internationally in terms of curriculum content and methods of teaching for EE through the systematic literature review of 129 articles (Sirekhatim & Gangi, 2015:3) that business education subjects (such as EMS) focus on the *management* of a business, whereas EE focuses on *creating* a business. This is significant, since EE in Consumer Studies focuses more on the application of entrepreneurial knowledge and practical skills in order to support entrepreneurial development in a small-scale environment rather than on business management. Despite the dissimilar foci, several

EE sub-topics in EMS can be directly related to similar EE sub-topics in Consumer Studies. The alignment of entrepreneurship sub-topics in the EMS curriculum to the sub-topics found for entrepreneurship in the Consumer Studies CAPS is tabulated in Table 1. Footnotes have been included to clarify the variations in cases where the EMS sub-topics do not align directly with the related topic in Consumer Studies.

Several instances were identified where no prior content emerged from the EMS curriculum for sub-topics that are dealt with in the Consumer Studies curriculum (shaded sections in Table 1). Closer analysis indicated that the majority of

these (shaded) sections of sub-topics that are absent in the EMS curriculum deal with practical and applied content in the Consumer Studies CAPS. This finding indicates that the EE in Consumer Studies is more hands-on and application-orientated and that it utilises the practical production section of the subject to link learning of EE to real-world experiences.

Both experts mentioned that they deemed the Consumer Studies EE much more practical and realistic as opposed to the EE in EMS that is “more theory-based and linked to business customs rather than the real world” (E1). Expert 2 also mentioned that the “... entrepreneurship

**TABLE 1: THE ALIGNMENT OF ENTREPRENEURSHIP SUB-TOPICS IN THE EMS CURRICULUM TO THE SUB-TOPICS FOUND FOR ENTREPRENEURSHIP IN THE CONSUMER STUDIES CAPS**

| SUB-TOPICS IN CONSUMER STUDIES ENTREPRENEURSHIP EDUCATION   | ECONOMIC AND MANAGEMENT SCIENCES |                  |                  | CONSUMER STUDIES |        |        |
|---|----------------------------------|------------------|------------------|------------------|--------|--------|
|   | Gr. 7                            | Gr. 8            | Gr. 9            | Gr. 10           | Gr. 11 | Gr. 12 |
| The entrepreneur (definition, characteristics and skills).  | ✓                                |                  |                  | ✓                |        |        |
| The importance of EE in the South African economy.  |                                  |                  |                  | ✓                |        |        |
| Costing (developing and calculating costs).   | ✓                                |                  |                  | ✓                |        |        |
| Factors to consider when identifying and selecting items for small-scale production.  |                                  | ✓ <sup>(2)</sup> |                  | ✓                |        |        |
| Planning for small-scale production: work simplification, work areas, ergonomics.   |                                  |                  |                  | ✓                |        |        |
| The selection, production, and marketing of home-made products/items.   | ✓ <sup>(3)</sup>                 |                  |                  |                  | ✓      |        |
| Concept testing and needs identification.   |                                  |                  |                  |                  | ✓      |        |
| Marketing: the marketing process.<br>Core principles of marketing.  |                                  |                  | ✓                |                  | ✓      |        |
| Production: production costs.<br>Determine the selling price, calculating profit.   |                                  |                  | ✓ <sup>(4)</sup> |                  | ✓      |        |
| Moving from an idea to the production and marketing of a product.   |                                  |                  |                  |                  |        | ✓      |
| Factors influencing the efficient production of quality products.   | ✓ <sup>(5)</sup>                 |                  |                  |                  |        | ✓      |
| Requirements for quality products.  |                                  |                  |                  |                  |        | ✓      |
| Develop a marketing plan according to the 5P marketing strategy.  |                                  |                  | ✓ <sup>(6)</sup> |                  |        | ✓      |
| Evaluate the sustainable profitability of an enterprise: Determining production costs, selling price, profit, and start-up needs. |                                  |                  |                  |                  |        | ✓      |
| Creating a “best sale scenario” and a “worst sale scenario”. Creating a cash flow projection.                                     |                                  |                  |                  |                  |        | ✓      |

(2)In EMS the *Entrepreneurship* sub-topic is *Factors of production; forms of ownership; levels of management; and functions of management* (DBE, 2011b:11).

(3)In EMS the sub-topic of *The production process* appears under the main topic of *The economy* (DBE, 2011b:15).

(4)In EMS the sub-topic of *The business plan* contains some terminology – such as fixed and variable costs, break-even points, mark-up on sales, profit percentage – but no calculations (DBE, 2011b:23).

(5)In EMS the sub-topic of *The business process* contains some content aligned with the EE in Consumer Studies, such as technology in the production process; contribution of technology to improve productivity; and economic growth (DBE, 2011b:15).

(6)In EMS the sub-topic of *The business process* contains a singular reference to a ‘marketing plan’, but further detail is not included, nor are the 5Ps (Person, Product, Place, Promotion, Price) mentioned (DBE, 2011b:23).

in EMS is much more generic, it [the entrepreneurship education] is more about the business plan and costing". During the interviews, Expert 1 expanded on this idea, voicing an opinion that "... the practical application of EE in Consumer Studies would probably be more conducive to learning of EE content". This finding confirms that the Consumer Studies CAPS adheres to the principle of an "active and critical approach to learning" that is stated as a requirement in the NCS (DBE, 2011a:4). Pistorius (2011:46) reports that a practical, hands-on approach should be used in EE that will support the construction of learning from learners' everyday experiences. Additionally, the finding confirms that the EE in Consumer Studies has clear potential to contribute to the development of "entrepreneurial thinkers by immersing them in real-life learning experiences", as outlined in the definition of EE proposed by Ndedi (2012:60).

These findings confirm that there is some content in the EMS curriculum that can serve as prior knowledge on which new knowledge could be built in EE in Consumer Studies. The Senior Phase content is mostly theory-based and more biased to business practices, but it could probably be used as a scaffold for the construction of new EE knowledge in the FET Phase.

## **Theme 2: Curriculum structure in the NCS to foster entrepreneurship education development**

Clear progression from the Senior Phase to the FET Phase (in the form of increasing cognitive complexity) was evident in the EE learning in several sub-topics. One such an example was found in the topic *Costing*, where simple cost calculations are completed in Grade 7 (DBE, 2011b:14); progressing to more detailed analysis of what the cost of a product is composed of in Grade 10 (DBE, 2011a:22); followed by the factors contributing and calculating production costs in Grade 11 (DBE, 2011a:30); and culminating in learners having to complete a financial feasibility study to determine the sustainable profitability in Grade 12 (DBE, 2011a:32). The sequencing of these (and other) sub-topics in EE (from simpler to more demanding regarding cognitive input) was considered appropriate to support scaffolded learning. Both experts respectively commented that the structure of the EE content from simple to more complex and from "basic knowledge in the Senior Phase to applied knowledge combined with skills in the FET Phase" would

support structured development of entrepreneurial learning.

Some instances were found where there appears to be a large gap between grades when certain concepts are covered. One such instance is the sub-topic *Factors influencing the efficient production of quality products*. This sub-topic is dealt with in Grade 7 in EMS and then only surfaces again in Grade 12 in Consumer Studies (Table 1). However, deeper analysis revealed that the sub-topic *Planning for small-scale production: work simplification, work areas, ergonomics* (Grade 10) (DBE, 2011a:24) connects to this particular EMS content, creating a closer link between the Senior Phase content and what is practically applied in Grade 12 at the end of the FET Phase. Nevertheless, there remains a large interlude between the content in the curriculum from Grade 7 to Grade 10.

Despite the apparently suitable structuring of the curriculum to provide prior knowledge (regarding EE) in the Senior Phase for the EE learning that appears in the Consumer Studies curriculum, both experts voiced an identical concern in this regard. The core of this concern is that the EE (as part of EMS content) taking place in Grade 7 is often implemented ineffectively, which could result in a gap in the EE learning of Senior Phase learners. Their view of the curriculum's ineffective implementation is based on their decades of experience in practice, mentioning that EMS specialist teachers are seldom found in primary schools<sup>(7)</sup>. Three specialist subjects related to business – specifically Business Studies, Economics, and Accounting – are offered in the FET Phase in many high schools (DBE, 2011f:55). Schools that offer these subjects in all probability employ subject specialists who often also teach EMS to Grades 8 and 9. The subject EMS, however, appears in primary schools for the first time in Grade 7 and many primary schools do not appoint a subject specialist to teach it (Pistorius, 2011:68). The ineffective teaching of EE in primary schools might result in learners entering high schools with a gap in their EE knowledge. Expert 1 commented: "Because learners come to us from different primary schools, the Grade 8 teachers have a serious problem with differing amounts of prior learning ..." This finding resonates with those of Ndedi (2012:59) and the European Commission (2011:56-57) that teachers should be well-trained and competent to teach EE

(7)The Senior Phase in South Africa consists of Grades 7, 8 and 9. Grade 7 is part of the primary school structure, and Grades 8 and 9 is offered in high schools.

effectively. Related to this finding, is another strongly voiced concern. Although this concern is not related to the structure of the NCS to foster EE development, it emerged from the data and is related to the implementation of the curriculum. Both experts voiced their opinions that teachers, who have no experience of real-world entrepreneurship, would especially need to be well-trained to be able to teach EE principles and content effectively. This suggestion is particularly valid when teachers have to support learners in linking EE to the real world, as is the case in constructivist learning (Bazemore, 2015:25; Christie, 2005:3; Pritchard & Woollard, 2010:19).

A curriculum is only effective when it is implemented properly (Umalusi, 2014:4, 15, 32). Therefore, even though the NCS includes some suitable content and structuring to foster EE development, the training of teachers to facilitate EE effectively remains a concern and requires urgent attention.

## CONCLUSION

Entrepreneurship education (as part of Consumer Studies in the FET Phase) requires a solid foundation of prior knowledge on which new entrepreneurship knowledge and skills may be constructed. Only one subject in the Senior Phase, namely EMS, contributes significantly to prior EE knowledge, which could serve as a scaffold for such education in Consumer Studies. The EE content in EMS, however, is mostly theory-based and more slanted toward business management practices, with little opportunity to apply their EMS entrepreneurship knowledge in a real world context, as they would have to do in Consumer Studies. Effective EE requires real-world application of knowledge and skills, and it can therefore be concluded that prior knowledge regarding EE in the (current) Senior Phase curriculum is inadequate to serve as a suitable scaffold for new EE knowledge construction in the FET Phase.

The sequencing and structuring of the prior learning regarding EE found in the Senior Phase is acceptable; however, concerns linger about the long interlude between grades in which content is covered. The implementation of the curriculum also remains a challenge. Learners in Grade 7 are often introduced to EE by non-specialist teachers, which could result in a gap in their EE learning. Such a gap would negatively influence their EE learning in the years that follow. For this reason, the training

and professional development of teachers in EE should be addressed urgently. The European Commission (2011:56-57) emphasises the important potential contribution of EE to developing societies (and youth in particular) as globally significant. Enabling teachers to facilitate EE effectively should become a critical success factor so as to create a better future for our learners.

## RECOMMENDATIONS

Based on the findings and conclusion of the research, the following recommendations are made:

In all of the curriculum documents for subjects in the Senior Phase, Consumer Studies is only referred to once in the Technology CAPS. No other prior mention or introduction to this FET Phase subject is made despite several links existing between Senior Phase Technology and Consumer Studies content. Examples of these links include textile and food processing, as well as product development and design. It is recommended that explicit links to Consumer Studies (as FET subject) be included in Senior Phase subject curricula (in particular Technology) to support learners' and teachers' understanding of potential cross-curricular links in subject content. This will also allow for earlier introduction of Consumer Studies and its important potential to support entrepreneurial knowledge and skills of Senior Phase learners.

Clear and explicit connections to EE should be unambiguously included in Senior Phase subjects that already have "remote" links to entrepreneurial knowledge and skills development, such as those identified in the Life Orientation and Technology curricula. It is further recommended that obvious cross-curricular links regarding EE be included between subjects in the Senior Phase, as well as between subjects in the Senior Phase and the FET Phase. Such inclusions would strengthen EE in the curriculum and contribute to South African learners' development as emerging entrepreneurs.

In addition, though it was not the focus of the study, it is recommended that professional development and training programmes for teachers, which emphasise the effective facilitation of EE in real-world contexts, should be developed urgently. Empowering teachers through such programmes would contribute to the effective facilitation of EE – an advantage



that could be conveyed to the learners in their classes. Future research into this challenge would be valuable in supporting EE.

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