HARNESSING EDUCATION THROUGH ENTREPRENEURSHIP IN CONSUMER STUDIES TO ADDRESS YOUTH UNEMPLOYMENT IN SOUTH AFRICA

Adri du Toit*

ABSTRACT

As South Africa has an extremely high youth unemployment rate, entrepreneurship education is vital to provide this country's learners with opportunities for, and insight into, creating their own employment. Such education can be offered using the approaches about, for or through entrepreneurship. Each of these approaches serves a different purpose. This article specifically focusses on education through entrepreneurship, which is deemed best to prepare learners for real-world entrepreneurship. Only one subject in the South African school curriculum (i.e. Consumer Studies) has the advantage of potentially providing education through entrepreneurship. Most Consumer Studies teachers, however, face several challenges in their efforts to ensure that this advantage reaches their learners. These challenges impair teaching and learning in Consumer Studies, demoralise teachers and diminish the potential advantage of the entrepreneurship education embedded in the subject. The subject needs to be fortified to ensure that this unique advantage can be implemented with more frequent success in Consumer Studies. A qualitative exploratory case study was conducted to explore how one selected school had successfully applied education through entrepreneurship in Consumer Studies. Data were collected through qualitative interviews (n=2) with the teachers at this school, as they had managed to successfully fortify Consumer Studies at their school against many of the challenges reported in this subject by teachers at other schools. The data analysis was interpretive, informed by the major challenges that Consumer Studies teachers face in South Africa, as reported in the literature. The findings indicated that the teachers at this school implemented a series of well-planned strategies to generate continuous income for sustaining Consumer Studies. Their successes have contributed to the subject expanding in their school, with increasing numbers of learners who select it, meaning that a growing number of learners will benefit from the entrepreneurship education embedded in Consumer Studies. As a result, a model – with the main aim of supporting and strengthening education through entrepreneurship in this subject – was subsequently developed, which Consumer Studies teachers could use to overcome some of the challenges they face in the subject. Further research is needed to refine the model for different contexts in the South African educational landscape.

— Dr A Du Toit
ORCHID ID: 0000-0002-3354-6830
School for Mathematics, Natural Science and Technology Education
Faculty of Education
North-West University
Potchefstroom Campus
Private Bag X6001
Potchefstroom
South Africa
2520
Tel: +27 (0) 18 299 4320
Cell: +27 (0) 76 874 2097
E mail: dutoit.adri@nwu.ac.za
*Corresponding author

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BACKGROUND AND PROBLEM STATEMENT

Unemployment among young people in South Africa reached an alarming all-time high of 59% in the first quarter of 2020 (Trading Economics, 2020). The positive potential of entrepreneurship education as a contribution to reducing unemployment has been extensively reported (Hunter & Lean, 2018:n.p.; Kuya, 2017:58; Larsen & Nagel, 2013:25; Mugione & Penaluna, 2018:110; Onuma, 2016:201; Otović , Demirović, Košić & Vujko, 2017:1523; Valerio, Parton & Robb, 2014:20) and is therefore often included in school curricula across the globe. In South Africa, the current school curriculum includes embedded entrepreneurship education in a few subjects, with the most notable contribution on this topic found in a single high school subject called Consumer Studies (Du Toit, 2020a:575; Ngwenya & Shange, 2019:2). The Consumer Studies curriculum includes more than 16 weeks' theoretical content on entrepreneurship and combines entrepreneurship education explicitly with the practical production aspect of the subject (Department of Basic Education [DBE], 2011:15, 23; Du Toit, 2020a:575).

Entrepreneurship education can be offered using approaches *about*, *for* or *through* entrepreneurship, and each serves a different purpose (Lackéus, 2015:11; Rasmussen, Moberg & Revsbech, 2015:11; Sirelkhatim & Gangi, 2015:5). Education *about* entrepreneurship is just what the term implies: it informs learners about the nature of entrepreneurship, such as the advantages and disadvantages related to entrepreneurship, qualities of successful entrepreneurs, or types of strategies used in entrepreneurial enterprises (Du Toit & Kempen, 2018:199; Sirelkhatim & Gangi, 2015:5). Education *for* entrepreneurship entails targeted development of the knowledge and skills that learners would need for entrepreneurship in practice (if they choose to pursue entrepreneurship someday), such as recognising opportunities, developing business plans, and using mistakes as learning opportunities (Du Toit & Kempen, 2018:200; Sirelkhatim & Gangi, 2015:6). The purpose of education *through* entrepreneurship is to align such education with real-life entrepreneurship experiences, based on learning-by-doing, in which learners "become" entrepreneurs as part of the teaching-learning process (Du Toit & Kempen, 2018:200; Sirelkhatim & Gangi, 2015:7). Of these three approaches, education *through* entrepreneurship is arguably unsurpassed to prepare learners for real-world entrepreneurship (Lackéus, 2015:11; Sirelkhatim & Gangi, 2015:7).

In-depth curriculum analyses revealed that Consumer Studies is the only subject in the current South African school curriculum that includes the potential advantage of education *through* entrepreneurship (Du Toit & Kempen, 2018:203). Education *through* entrepreneurship in Consumer Studies is closely linked with practical production in the subject, where learners are challenged to develop, make and market a saleable small-scale product (DBE, 2011:33; Du Toit & Kempen, 2018:201). The Consumer Studies curriculum comprises five different practical options from which schools may choose one, and this determines which type of products learners will produce in practical lessons (DBE, 2011:9). The five options are food production; clothing production; soft furnishing production; knitting or crocheting; and patchwork quilting by hand (DBE, 2011:39–59). Food production is by far the most popular option, with around 95% of schools selecting this option for practical lessons in Consumer Studies (Du Toit, 2018:209). In the *through* entrepreneurship educational approach, learners are learning-by-doing when emulating real-life scenarios to adapt or develop products for particular target markets, or when refining products to increase their saleability, all with the purpose of potentially turning their products into entrepreneurial opportunities (DBE, 2011:9). From an entrepreneurship education perspective, Maritz (2017:478) refers to such real-life learning as authentic alignment of teaching and learning to practice.

To enable this valuable learning-by-doing, learners must complete numerous practical tasks during which they develop knowledge and skills to make these products. Each of the practical lessons require materials or ingredients, utensils, equipment and financial inputs most other subjects do not. The continuous expense of ingredients or materials and equipment (including procurement, upkeep, replacement and servicing) make Consumer Studies seem like an expensive subject.

According to the Consumer Studies curriculum document, "[t]he 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, 2011:10). Contrary to this statement, Consumer Studies teachers in practice report various challenges that hamper their efforts to realise effective practical lessons. Ngwenya and Shange (2019:3, 7) mention inadequate infrastructure and resources (ingredients, equipment and financial resources) as some of the major challenges hampering successful Consumer Studies practical lessons in South Africa. Another study quoted a Consumer Studies teacher who said, "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" (Du Toit, 2018:207). If specified resources are unavailable, it may impact the outcomes of the products that learners make negatively and reduce their motivation to retry making the same product (Ngwenya & Shange, 2019:8). It was also reported that sometimes teachers just did not do many of the practical lessons prescribed by the Consumer Studies curriculum (Du Toit, 2018:208). In effect, this eliminates large sections of the intended learning and skills development in the subject and diminishing the potential advantage of education *through* entrepreneurship embedded therein. These challenges not only impair teaching and learning in Consumer Studies but they also demoralise teachers who work exceedingly hard to help their learners succeed (Ngwenya & Shange, 2019:3).

The problem was therefore that, in order to maintain its unique advantage of education *through* entrepreneurship – which can contribute to reducing youth unemployment – Consumer Studies needed to be fortified against the challenges that many of this subject's teachers face in South African schools. According to the Oxford English Dictionary (2020:n.p), the term "fortify" can be replaced with synonyms like "to strengthen mentally or morally; to endow with immaterial resources; to impart fortitude to; to cheer, encourage, corroborate, add support to…" Ways in which the above-mentioned challenges could be overcome therefore needed to be explored and analysed with the purpose of fortifying the subject and its teachers in their efforts to implement effective practical lessons with more frequent success in Consumer Studies.

In a previous investigation in which Consumer Studies teachers from across South Africa were interviewed about their teaching-learning practices in the subject (Du Toit, 2018), one school emerged that seemed to have implemented a particularly successful strategy for Consumer Studies practical lessons. In that school, the Consumer Studies teachers were continuously generating financial resources for their subject while simultaneously growing the subject by expanding the number of learners selecting this subject in their school. Being able to generate its own resources would protect Consumer Studies against financial challenges. Furthermore, expanding the number of learners who choose the subject would increase the number of learners who experience the entrepreneurship potential that is embedded in the subject, which, in turn, can contribute to reducing unemployment among young people. The successes posted by these teachers served as a point of departure for the intended fortification purpose pursued in the current study.

This paper reports on the case study research undertaken at the afore-mentioned successful school, as well as the model that was subsequently developed to fortify Consumer Studies against some of the challenges teachers face regarding practical lessons. The conceptual theoretical framework used for the study is outlined in the next section, followed by details of the empirical investigation, the discussion of the findings and an outline of the model developed from these data. Finally, conclusions are drawn, and recommendations are made for further research.

CONCEPTUAL-THEORETICAL FRAMEWORK

The conceptual-theoretical framework used to guide the study is presented in Figure 1. Concepts included in Figure 1 are first discussed from left to right and thereafter from top to bottom.

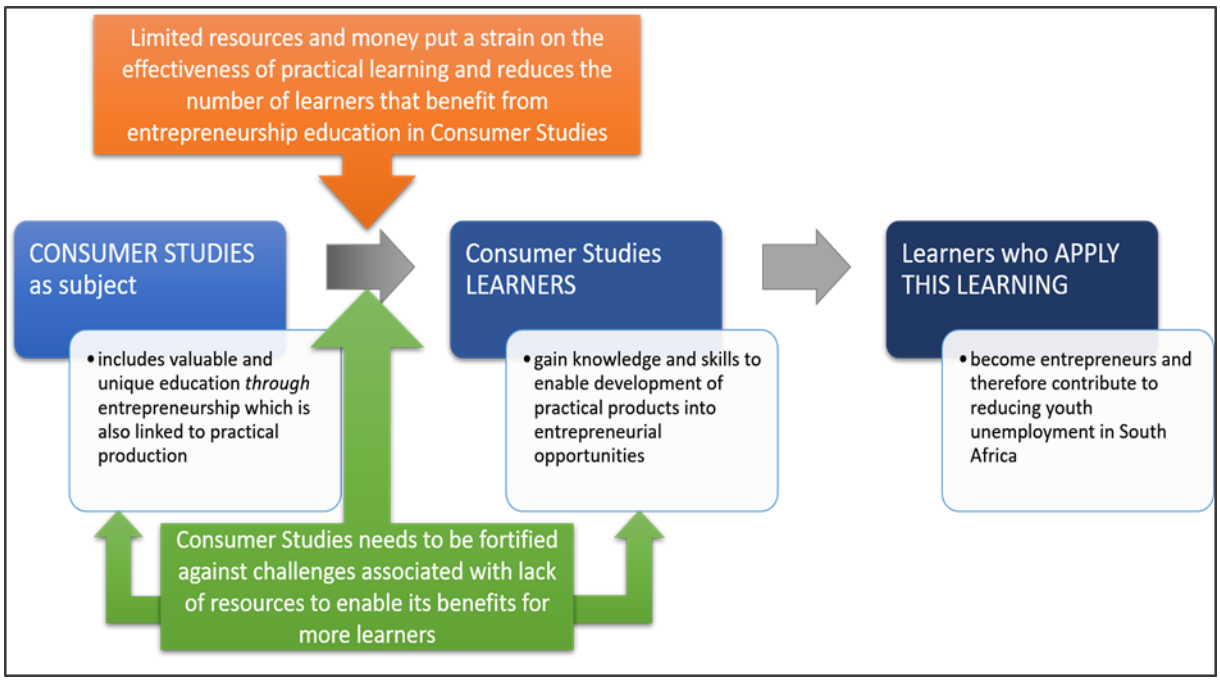

FIGURE 1: CONCEPTUAL THEORETICAL FRAMEWORK

On the left of Figure 1, Consumer Studies is indicated as a valuable and unique subject, especially because of its embracement of education *through* entrepreneurship. Education through entrepreneurship is rare in the South African school curriculum. Secondly, learners who select Consumer Studies (centre of Figure 1) gain valuable knowledge and skills that they could develop into entrepreneurial opportunities. Should learners apply the knowledge and skills they are taught in Consumer Studies to develop practical items into products that could be sold to generate an income, or even create employment, they might become self-employed or generate an income in a self-directed manner, which could result in fewer unemployed young people (on the right of Figure 1).

The two grey arrows in Figure 1 connecting the three aspects discussed above indicate that this process or set of events is complex and interrelated – that one event or construct (for example, Consumer Studies) contributes to the subsequent construct (for example, learners selecting Consumer Studies). The arrows represent constructivist learning, where different aspects contribute to knowledge and skills development, or learning, as well as laying the foundation for subsequent learning. Effective construction of the process at all points can support effective construction of learning. The grey arrow on the left suggests that various aspects could contribute to learners selecting Consumer Studies: for example, if learners regard the subject as valuable, or that it is presented agreeably – offering interesting and well-structured learning – more learners may select this optional subject. Also, if the subject is offered with constant strains (such as limited resources, lack of money, or poorly-prepared teachers), it might cause learners to develop a negative opinion about the subject, reduce their motivation and that of the teachers, and reduce successful learning (and entrepreneurship development) in the subject.

The grey arrow on the right of Figure 1 represents various factors that might either support learners or hinder them from applying their Consumer Studies entrepreneurship education to actually become entrepreneurs. In line with the previous argument, if factors such as practical lessons are efficiently planned and implemented as effective entrepreneurial learning, they would contribute to the construction of deeper and applied learning that learners would be able to use in real-life entrepreneurship situations should they choose to do so. Their successful learning in practical lessons may inspire them to use small-scale production of one of their practical products (such as, cupcakes, bobotie, healthy meals, and

many more) to generate their own income or to create their own small businesses, which is precisely what the curriculum for Consumer Studies aims to do (DBE, 2011:9). On the other hand, if Consumer Studies practical lessons are chaotic, lacking structure or resources, learners would not be able to construct knowledge or develop many skills, which would limit their abilities to develop their practical learning into entrepreneurial opportunities.

In Figure 1, the challenges related to the effective implementation of Consumer Studies – especially those experienced in practical lessons – are presented in the orange block. It indicates that these challenges, which include limited resources including a lack of money, exert undue pressure or strain on the effective construction and implementation of successful learning opportunities in practical lessons.

As part of the efforts to offset the strain that challenges cause the effective construction of learning in Consumer Studies, the subject needs to be fortified (as indicated by the green block and arrows in Figure 1) in order to oppose the negative impacts caused by these challenges and to enable the harnessing of education *through* entrepreneurship in Consumer Studies practical lessons. Should the subject be fortified against (at least some of) these challenges, more learners might benefit from successful learning experiences, which, in turn, might result in more learners opting to implement their Consumer Studies entrepreneurship education to become entrepreneurs. On the other hand, when challenges experienced in practical lessons hinder effective learning, fewer learners would consider such learning as valuable and fewer learners would choose to become entrepreneurs, reducing the potential positive effect it could have in terms of reducing youth unemployment.

The conceptual framework also explains that various factors contribute to the construction of an effective learning experience that could lead to a potentially successful outcome (more learners choosing to become entrepreneurs). Hence, the theory underpinning this research was social constructivism, since several factors (some of which were discussed above) and role players (teachers, school management, the DBE, learners, and other interested parties, such as business owners, community members or parents) contribute to the construction of effective learning in practical lessons.

Teachers should plan, develop and implement practical lessons carefully in line with the curriculum and also according to a budget. The budget is supposed to be funded by the school management, as the Consumer Studies curriculum document unambiguously states that, "[t]he infrastructure, equipment and finances for the subject are the responsibility of the school …" (DBE, 2011:10). However, this is often not realised in practice, and Consumer Studies teachers must fend for themselves to obtain funds for their learners' practical lessons. The DBE is also supposed to contribute funding for the subject. Ngwenya and Shange (2019:8) report that "poor funding by government causes widespread cases of shortage of infrastructure, dilapidated equipment and this in turn hinders effective teaching and learning of practical work" in Consumer Studies. Unreliable financial support from school management and the DBE means that other role players – such as parents or business owners – have to contribute funds in order to ensure that practical lessons can continue successfully. When sources outside the school must be found for funding, it puts additional pressure on Consumer Studies in terms of time, energy and stress, which, in turn, further demotivates teachers.

Except for planning and managing the budget, teachers have many other responsibilities to ensure that practical lessons contribute to constructive learning that would foster entrepreneurial potential (Du Toit, 2020a:593). Entrepreneurship education is complex. For example, it requires learner-centred learning (Du Toit, 2020a:579); thinking "outside the box" and innovatively (European Commission, 2011:2; Maritz, 2017:476); learning from mistakes; (Bacigalupo et al., 2016:21; Du Toit & Kempen, 2018:200; Sirelkhatim & Gangi, 2015:6); collaborating with others (Du Toit, 2018:92; Maritz, 2017:476); and designing and developing teaching-learning support media to provide learners with visual information for practical lessons (Du Toit, 2020b). The complexity of endeavouring to include all these requirements when constructing practical lessons to foster entrepreneurial intentions in learners, when combined with other challenges

teachers already face, may further demotivate Consumer Studies teachers. Demotivated teachers struggle to keep their learners inspired to learn. If Consumer Studies could be fortified against (some of) the challenges that teachers experience (such as lack of funds), teachers might be more motivated and enabled to offer more practical lessons, and hence more exposure to potential entrepreneurial opportunities, to their learners. The question that guided this research was therefore "What can be learned from a successful school to fortify Consumer Studies against the challenges that many of this subject's teachers face in South African schools, in order to maintain its unique advantage of education *through* entrepreneurship?"

The empirical investigation that was conducted to explore and address this issue is discussed next.

EMPIRICAL INVESTIGATION

A qualitative exploratory case study was conducted to investigate which approaches and methods teachers at one particularly successful school employed to overcome challenges related to Consumer Studies practical lessons and that enabled them to introduce many more learners to the benefits of and entrepreneurial potential embedded in Consumer Studies. This type of case study is often used to explore and evaluate educational programmes or issues embedded in programmes (Harrison, Birks, Franklin and Mills, 2017). Following the recommendations of Harrison et al. (2017), the purpose of the case study was to obtain descriptive and heuristic information on the "fortification" system used in the school through an in-depth description and analysis of the approaches and methods the Consumer Studies teachers used for this purpose. The case study was bounded and delimited by subject specification as well as by location, activities and processes in line with the recommendations by Harrison et al. (2017). This investigation specifically focussed on the methods and approaches used by Consumer Studies teachers at one school that emerged as being successful in fortifying this subject against challenges faced in practical lessons, such as inadequate funds or equipment.

Initial data about this school's teachers' success emerged from focus group sessions that were conducted with Consumer Studies teachers across South Africa as part of an investigation into these subject teachers' practices for implementing the subject (Du Toit, 2018). Though Du Toit's (2018) study explored the implementation of Consumer Studies, its focus was not on practical lessons. The unusual success of this school prompted countless questions from other teachers who wanted to gain insights into how they could similarly fortify Consumer Studies in their own classrooms, prompting the current investigation. A set of open-ended questions, following up on the initial comments made in the focus group sessions of Du Toit's study (2018), were subsequently posed as individual interviews to the two Consumer Studies teachers at this school, to gain deeper insight into and explanations of the particular approach and processes they used at their school to support, develop and fortify Consumer Studies, particularly through practical lessons. The teachers were also invited to provide a written outline of the strategies they had used. These follow-up questions were posed immediately after the initial investigation (Du Toit, 2018) and fell within the conditions stipulated by and ethical approval granted by the Department of Basic Education for the initial study.

The data were analysed by means of interpretive analysis, using emergent codes, namely "entrepreneurship", "learner motivation", "savings" and "customers". The codes were categorised, merged and developed, and two overarching themes emerged: the school's context; and the approach as it realised in practice. In addition, the data were continuously compared with the Consumer Studies curriculum to evaluate the alignment of these teachers' practices to the policy's requirements for practical lessons. These three sets of data (that is, (1) transcribed interviews, (2) written notes from the teachers, and (3) the requirements stipulated for practical lessons in the curriculum document) were then triangulated, and the final report was submitted to the school's two Consumer Studies teachers for member-checking so as to contribute to the trustworthiness of the findings and reporting of the investigation.

FINDINGS AND DISCUSSION

A rich, thick description of the research context, as is required for case study research, introduces the discussion of the findings. This is followed by a description and discussion of the approach used by the teachers in the case study and concluded with the developed model.

Context of the case study

The school on which the case study focused is one of five high schools situated in Mossel Bay – a small coastal town in the Western Cape province of South Africa. The town has limited industrial and commercial growth, with agriculture (aloes, cattle, dairy, ostriches, sheep, timber, vegetables, and wine) and fishing as the main economic drivers in the district (Mossel Bay, 2020: n.p.). Tourism is an additional source of income for Mossel Bay and its surrounds, and many citizens rely heavily on providing catering and accommodation for seasonal holidaymakers to sustain and support the town's economy (Western Cape Government, 2019:27). The reliance of the town on the hospitality industry and the variety of agricultural produce in the area open up many entrepreneurship opportunities for school leavers, even though formal employment is difficult to come by. The need for entrepreneurship education for learners in Mossel Bay – to support them in developing their own income-generating opportunities after school – is therefore apparent.

Both the English and Afrikaans languages were used for instruction in the selected school. In total, the school comprised of about 1200 learners from diverse cultural and socio-economic backgrounds. Around 100 learners per grade (Grades 10, 11 and 12) in this school selected Consumer Studies (an elective subject) per year – more than any other elective subject in this school. The Consumer Studies teachers reported that their learners were divided into classes of about 24 to 25 learners per class. This is unusual, as previous research indicates that most schools only have one class (or group) of Consumer Studies learners per grade, with the number of learners per grade usually ranging between 21 and 30 learners (Du Toit, 2018:214). It emerged from the interviews with the Consumer Studies teachers that this school used to have much smaller numbers of Consumer Studies learners (around 21 learners per grade in the year 2005), which is closer to what has been found in most other South African schools. Possible explanations for the increased interest in Consumer Studies (as was evident from the unusually large number of learners actively selecting Consumer Studies at this school) were then explored.

From Du Toit's (2018) focus group interviews and supported by evidence from the subsequent interviews as part of the current study, three distinct themes emerged, which were important for the expansion of Consumer Studies at this particular school. The first theme was the caring attitudes of the Consumer Studies teachers. It emerged that the development of their learners was a priority for them, as noted in this quote: *"… dit kos partykeer uit jou eie sak uit ook baie keer, want baie keer as daar goed was wat jy moes gemaak het [sic], kan jy net voel, 'Heerlikheid! Ek kry dit nie oor my hart nie."*(often, they [Consumer Studies practicals] also involve out-of-pocket expenses because, time and again, when there are things [products] you have to make [but learners cannot afford the ingredients], you may feel, 'Heavens! I cannot find it in my heart [not to buy the required ingredients]). This quote indicates their willingness to sometimes provide ingredients bought out of their own pocket so as to ensure that the intended learning from practicals would be realised in their classes. Sadly, this practice – where Consumer Studies teachers bring ingredients and equipment from home to ensure that all learners can complete the practical lessons – is widespread across South Africa (Du Toit, 2018:199; Ngwenya & Shange, 2019:7) and something that the DBE should address urgently to prevent these subject teachers from becoming demoralised with these personal expenses. At this school, the Consumer Studies teachers had not lost their caring attitude but had managed to free themselves from personally contributing to learners' ingredients by devising a sound planned approach to generate income for the subject, as is discussed further in this article.

The second theme emerging about the growth and expansion of Consumer Studies at the school, was the arrival (in 2005) of a teacher who was trained in entrepreneurship education: "[In] *die jare 2000 toe was daar*

entrepreneurskap wat die kinders kon doen as 'n vak, maar deur die 'colleges'. Ek het dit aangebied." ([In] the years 2000 there was a subject entrepreneurship, presented through the colleges. I presented it). She had taught entrepreneurship education at a college before becoming a teacher at this school and therefore had profound knowledge and experience of the value of entrepreneurship education as well as the pedagogical approaches that should be used to support its effective implementation. What makes this remarkable is that the majority of South African Consumer Studies teachers have little to no training in entrepreneurship (Du Toit, 2018:218). Considering the large proportion of entrepreneurship content in the Consumer Studies curriculum (Umalusi, 2014:80), the lack of entrepreneurship education training of teachers in this subject is troublesome. Valerio et al. (2014:58) emphasise the importance of teacher training to support effective entrepreneurship education across a variety of programmes. The fact that this teacher could implement her prior entrepreneurship education knowledge and experience in the teaching of Consumer Studies is possibly why her arrival had such a notable impact on the expansion of the subject at the school.

The third theme that emerged from the data was that these teachers deliberately challenged their learners to start thinking differently from early on in the Consumer Studies teaching. One teacher explained: "*iets wat ons doen wat hulle nou vreeslik geniet in graad 10 ons sê hulle moet 'n produk ontwikkel wat nie bestaan nie*" (something that we do that they really enjoy in grade 10 is telling them to develop a product that does not exist yet). Therefore, Grade 10 Consumer Studies learners in the school were challenged to design or develop a product that did not yet exist. Learners were required to work in small groups, and then had to market their proposed product using posters or advertising messages through which they "sold" their imaginary product by convincing their peers to "buy" it. The group that "sold" most of these imaginary products received a small prize (usually chocolates) from the teachers. This is done when the subtopic *Choice of items for small-scale production* (DBE, 2011:23) as part of the main topic *entrepreneurship* is introduced in the Consumer Studies curriculum in Grade 10. Researchers agree that persuading learners to think "outside the box" or differently and innovatively is vital in entrepreneurship education (European Commission, 2011:2; Maritz, 2017:476). In point of fact, Conradie (2011:27) emphasises that the entrepreneurial process starts with, and continuously depends on, innovative and creative ideas; these teachers thus used a suitable point of departure for their learners' entrepreneurship education. The groupwork that the teachers at this school required of their learners for this assignment also aligned with recommendations in the literature (Du Toit, 2018:92; Maritz, 2017:476): collaboration supports effective entrepreneurship education, as it contributes to socially-constructed learning and sharing of ideas. Lastly, the use of a little extrinsic motivation by the teachers (the chocolates for the group with the most "sales") is a technique often used in entrepreneurship education. Including motivation as part of the teaching-learning process is vital in entrepreneurship education (Bacigalupo et al., 2016:21; Rasmussen et al., 2015:39) – so much so that Bacigalupo et al. (2016:10) identify motivation as a "personal resource" for entrepreneurship education.

The two teachers at this school managed to fortify Consumer Studies against the decline in learner numbers that teachers in other schools reported for the subject. Despite the increase in the number of learners selecting Consumer Studies as a subject, the school still faced and experienced many of the challenges related to practical lessons that are reportedly experienced in other schools in South Africa (Du Toit, 2018:207; Ngwenya & Shange, 2019:7). It emerged from the data that these Consumer Studies teachers also struggled with the challenges of inadequate funds for ingredients and equipment and that some learners were unable to procure omitted items from home. Therefore, they decided to make a plan to overcome these challenges, in particular, generating funds for Consumer Studies practical lessons, which then fortified the subject further by making the subject group more financially independent.

The next section describes and discusses the approach these teachers developed to generate valuable income for the subject through the Consumer Studies practical lessons, while still

TABLE 1: PRODUCTS SELECTED FOR PRACTICAL EXAMINATIONS

	Practical examination 1 (June/July)	Practical examination 2 (October/November)
Grade 10	Macaroni and cheese with bacon	Variety of Christmas biscuits
Grade 11	Roly-poly pudding or apple rings	Ginger biscuits or sweet/spicy biscuits
Grade 12	Pancakes filled with chicken/mince, vegetables and cheese sauce	Bobotie, cottage pie, or meatloaf and bread rolls

managing robust progression in terms of knowledge and skills.

Details of the approach used to fortify Consumer Studies

Following the initial challenge to learners to start thinking entrepreneurially or innovatively, these teachers used a well-planned and structured approach for food production practical lessons – and in particular, practical examinations – which had been refined over a number of years. The curriculum policy for Consumer Studies practical lessons stipulates that learners must learn how to make a number of products, followed by two practical examinations (one halfway through the year, and the other at the end of the school year) in which learners must produce one of the products that they were taught to make under examination conditions (DBE, 2011:39, 41, 42). Learners therefore have a chance to make a product once (only) before they might have to make the same (or a similar) product under examination conditions. The first time that learners make a product (for example, scones, macaroni and cheese, or biscuits) is therefore a vital learning opportunity for them to prepare for and develop techniques, apply knowledge and, equally important, learn from their own and others' mistakes. In entrepreneurship education, mistakes are regarded as a positive learning opportunity (Bacigalupo et al., 2016:21; Du Toit & Kempen, 2018:200; Sirelkhatim & Gangi, 2015:6).

As is the practice across South Africa (Du Toit, 2018:199), the Consumer Studies learners at this school were allowed to consume (eat) the produce they had made the first time round after it had been assessed and the lesson had been concluded. By sampling their own produce, they developed insights into which qualities their product might have been lacking, for example, incorrect texture or flavouring. Learners also often tasted or assessed each other's products, which provided a way to self-assess and compare their products to those of others. Their products had to adhere to certain qualities in order to be deemed suitable for consumers, or marketable, which is in accordance with the curriculum requirements (DBE, 2011:9).

The main difference that emerged from this investigation – when compared to the practices reported of Consumer Studies teachers at other South African schools (Du Toit, 2018; Ngwenya & Shange, 2019) – was this school's teachers' approach to the products that learners made in the practical exams. It emerged that these teachers structured their successful fortification approach using four main elements, namely planning, costing, packaging, and sales.

Planning commences with the teachers deciding on which products will be made by learners during the two practical exams. One of the Consumer Studies teachers explained: "*Ons sit voor die tyd bestellyste op teen die aansteekbord, dan sê ons byvoorbeeld ... die 8ste is daar macaroni en kaas en die 10de is daar bobotie en herderspaste*i" (We place order forms on the notice board, noting for example that macaroni and cheese will be available on the 8th, and on the 10th there will be bobotie and cottage pie). Any of the products that learners have already learnt how to make may be included, sometimes with small variations (such as, cheese scones instead of plain scones). The teachers considered the popularity of items or preferences of the local consumers, the input costs of making each product, as well as the (low) level of risk of these products being unsuccessful. At the time of this investigation, the following items were selected (Table 1).

The number of products available to be sold, as well as the dates on which they would be available, could then be determined. Based on this information, the availability of products was advertised, and input costs (especially for ingredients) could be calculated and budgeted for.

The second element is *costing* each product.

The learners were guided by the teachers in class to calculate the cost of ingredients, overheads, as well as added profit. One of the interviewed teachers reported that "*[l]eerders is aanvanklik nie altyd bewus van oorhoofse koste nie en onder die indruk verkoopprys is net bestanddele en wins, maar veral as hulle dan agterkom hul wins word opgevreet deur ander kostes is hulle deeglik bewus van oorhoofse kostes"* (Learners are initially not always aware of overhead costs and believe that the selling price [only consists of] ingredients and profit, but especially when they become aware that their profit is eaten away by other costs, they become deeply aware of overhead costs). What made this case different, was that these teachers included costing throughout the phase (Grades 10, 11 and 12) rather than just in the few instances (DBE, 2011:22; 30; 32; 39; 42) when the curriculum specified the teaching of that topic. The extended time spent on this learning ensured that the learners at this school had broader experience of everything that contributed to the price of their products, as well as those of their peers (since learners made different products in the practical exam), which is considered to be valuable learning in preparation for entrepreneurship (Du Toit, 2018:168).

Packaging of products is the third element that made this approach distinctive from the way most schools conduct practical exams. Despite the curriculum's inclusion of learning about the packaging of completed products (DBE, 2011:40; 45; 52; 58), most Consumer Studies teachers prefer to focus on "plating" (presentation of the completed product on a plate) in practical lessons (Du Toit, 2018). According to the current Deputy Director for the Services Subjects (which include Consumer Studies) (van Pletzen, 2020, n.p.), plating is an essential skill to teach in Consumer Studies. She believes that many of these learners might open a coffee shop, restaurant or deli one day, and then they will need to present products in plated form. The teachers at the school in the current case study, however, preferred to focus on presentable packaging for each product, which is more suitable for products that consumers take with them, as was the case when consumers bought or ordered the learners' products. This is evident from the following quotes: "*[In] entrepreneurskap het verpakking baie groter klem as wat "plating" moet hê en in ons prakties het ons glad nie daai van hoe verpak jy 'n ding nie*" ([In] entrepreneurship packaging is much more important than plating and in practical lessons packaging is [often] not addressed); the other teacher said: "*as jy aandag gee aan verpakking en etiket en die kinders sien op die ou end hulle eindproduk wat ons nou verkoop*" (If you pay attention to packaging and labelling the children in the end see their end product being sold). The school bought packaging materials in bulk, which reduced the cost of the individual packaging items, and therefore it had a smaller impact on the production cost of each learner's product. Learners also had to design and make a label for their products. According to one of this school's teachers, "*[d]ie oorspronklikheid en entoesiasme waarmee die leerders dit maak, verbaas mens soms*" (The originality and enthusiasm with which learners make [the labels] are sometimes surprising). Both originality and enthusiasm are preferred qualities in entrepreneurs (European Commission, 2011:8), and this finding was therefore especially gratifying.

The last element in this successful approach, was the *selling* of the products, or "sales". Teachers from the school, parents, community members, as well as learners themselves bought the products (learners who had made and then bought their own product received a small discount for their "labour"). One teacher said, "*[v]eral met die bak van die kerskoekies kan ons omtrent nie voorbly nie. Ouers en personeel bestel selfs vooruit*" (Especially with the baking of Christmas biscuits, we can barely stay ahead. Parents and teachers even order in advance). The other commented: "*ons verkoop al ons goed wat ons in die eksamen maak*" (we sell all the things we make in the exam). The consumers in and around the school had become accustomed to good quality products being sold by the Consumer Studies learners over prior years, which meant the school had managed to establish a strong positive reputation for their learners' products. It emerged that a few teachers (from subjects other than Consumer Studies) had even requested products made by certain learners: "*Die leerders is ook altyd baie opgewonde oor wie hul produkte gekoop het en van die kopers vra ook voor die tyd dat hulle 'n spesifieke*

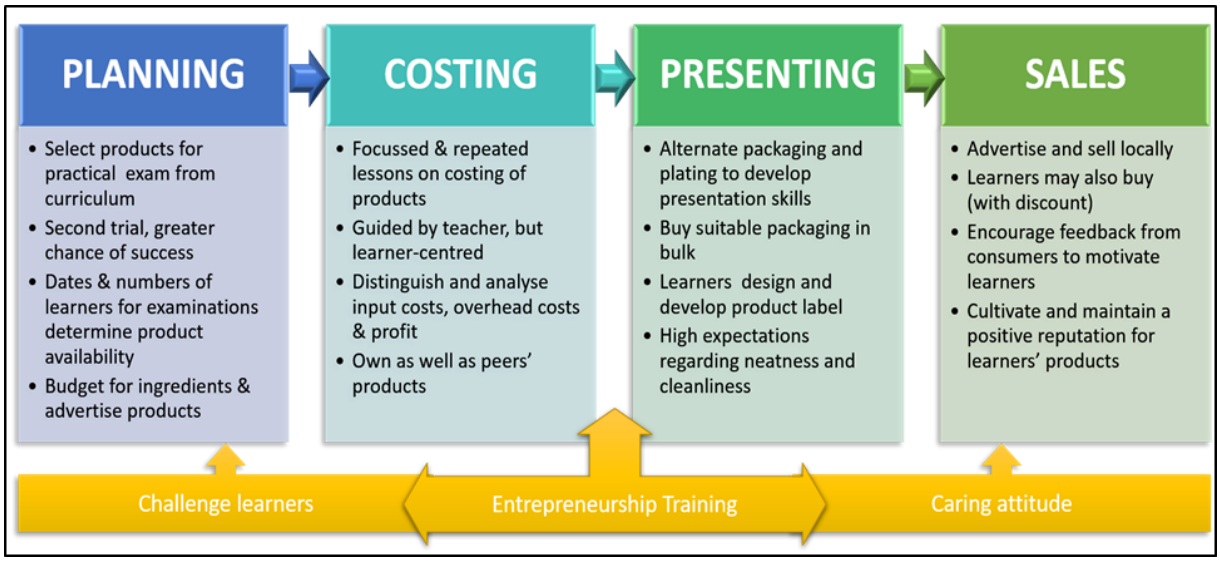

FIGURE 2: MODEL FOR EDUCATION THROUGH ENTREPRENEURSHIP TO FORTIFY CONSUMER STUDIES

leerder se produk wil koop" (The learners are always very excited about who bought their products and some of the buyers also ask beforehand to buy a particular learner's product). This served as additional extrinsic motivation for those learners to succeed.

In light of the above discussion, it is clear that this approach involved learners in education *through* entrepreneurship in every step of the process: "*Die leerders kan dus volgens hierdie metode die hele proses van bestelling tot verkope self beleef*" (The learners can then, according to this method, experience the whole process from orders to sales for themselves). These teachers' approach was so successful that the subject had generated a yearly income of between R10,000 and R15,000 over recent years, which was subsequently used to buy and replace equipment, including two new gas stoves for the Consumer Studies practical classroom.

Against the background of the extremely high unemployment rate for young people in South Africa, and the benefits that emerged from this one school's approach to fortifying Consumer Studies using education *through* entrepreneurship to generate significant income for the subject, it was important to distribute this information to other Consumer Studies teachers in an accessible format. The findings of this study were used to create a model, as is discussed in the next section.

The model developed based on the approach of education through entrepreneurship

The model that was developed was presented to an audience of around 50 Consumer Studies educators and specialists from across South Africa at an International Consumer Sciences Conference to obtain feedback from professionals in the field for the purpose of refining the model. At that occasion, one experienced Consumer Studies specialist recommended using plating as well as packaging for learners' products. So, the model includes a key construct called "presenting" rather than only "packaging" (Van Pletzen, 2020, n.p.), as originally emerged from the current case study. No other suggestions were made for adaptations; the model was received positively. The feedback from members of the audience indicated a need for guidance to fortify Consumer Studies against the many challenges experienced in South African schools to ensure that the entrepreneurship potential embedded in the subject would reach more learners which, in turn, could reduce unemployment if some of these learners choose to become entrepreneurs.

The key constructs included in the model (Figure 2) represent refinements of the four main elements that emerged from the investigated school's teachers' approach, as well as a fifth construct – that is, the core teacher qualities that would contribute to its successful implementation (indicated in the yellow arrows).

Three preferred teacher qualities have been included in the model (Figure 2). Teachers should receive dedicated entrepreneurship education training that would develop their insights into its value for their learners as well as their knowledge and skills to effectively implement education *through* entrepreneurship in practice as part of Consumer Studies. Teachers should also be willing to and enthusiastic about challenging their learners to think innovatively and creatively. Finally, teachers should care about their learners and find alternative ways to support the development of entrepreneurship should challenges arise. Efforts should be made to ensure that all learners have equal opportunities to complete all the practical lessons.

The other four main constructs in the model represent the elements that emerged from the approach explored in the case study. The four elements (planning, costing, presenting and sales) each include four brief but self-explanatory descriptions to clarify the core goals for each of these elements when Consumer Studies teachers utilise the model. The overall goal of the model is to support Consumer Studies teachers in their efforts to fortify this valuable subject against the challenges they may experience in practice, especially inadequate funding, ingredients or equipment. If lessons can be planned and implemented without the challenge of lack of funds or equipment, more learners would experience constructive, successful learning in their practical lessons, exposing them to several products that could be developed as entrepreneurial opportunities. More learners would then be enabled to apply the education *through* entrepreneurship that is linked to Consumer Studies practical lessons should they someday choose to produce and sell these products as entrepreneurs. Unemployment among young people may be reduced when more learners become entrepreneurs, as many of them would generate their own income or employment.

RECOMMENDATIONS

The model was presented to Consumer Studies teachers from across South Africa, and positive feedback was received. If an increasing number of teachers implement this model in their Consumer Studies classes, more learners could benefit from the entrepreneurship education embedded therein. This could lead to more learners creating their own employment, which, in turn, would contribute to reducing unemployment among South African young people. The model should therefore be distributed to all Consumer Studies teachers across South Africa, together with brief explanations. To support its implementation in practice, training - including question-and-answer sessions - should be provided. Such training could form part of Consumer Studies teachers' professional development, or could be offered in the form of an on-line video recording supported by a designated platform for questions. As the model is distributed and being used, feedback from Consumer Studies should be invited to further refine the model and to increase its user-friendliness. Further research is needed to hone the model for different contexts in the South African educational landscape. For example, in underprivileged communities or communities where the average individual income is low, the proposed model might not be as successful as in communities where parents and learners are able to buy the products from the school.

CONCLUSION

The high unemployment rate among young people in South Africa means that entrepreneurship education must be implemented more broadly and more effectively in schools to benefit more learners. Starting with what is already available and building on that foundation therefore makes sense. Education *through* entrepreneurship, based on the practical lessons and -examinations that are already embedded in Consumer Studies, can make authoritative contributions to prepare learners for real-life entrepreneurship through real-world experiences. Despite the subject's potential to contribute positively to entrepreneurship education, Consumer Studies teachers face several challenges in their efforts to realise these benefits for their learners. The approach utilised by the Consumer Studies teachers from the high school described in this paper could serve as a blueprint for teachers at other schools to fortify this valuable subject against

the challenges faced in its implementation in South Africa. However, this approach is not an instant fix, and needs to be a planned process of implementation and support. It requires teachers to commit to life-long learning and that they maintain enthusiasm for teaching the subject, despite the challenges they face. To fortify these Consumer Studies teachers in their efforts to overcome (at least some of) these challenges, a simple model for education through entrepreneurship, based on Consumer Studies practical lessons, was developed and explained in this paper. This model needs to be distributed as widely as possible to Consumer Studies teachers in South Africa. If an increasing number of teachers implement this model in their Consumer Studies classes, more learners could potentially benefit from the entrepreneurship education embedded therein. This may lead to more learners creating their own employment someday, which, in turn, may contribute to reducing unemployment among young people in South Africa.

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