

Entrepreneurial Learning: Creating Value towards Social Justice

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ABSTRACT

Economic equality contributes towards social justice through equal access to opportunities for employment, income generation, or starting businesses. Entrepreneurship is often viewed as the panacea for job creation and reducing unemployment. Entrepreneurship education, therefore, supports the development and expansion of learners' knowledge and understanding of entrepreneurship. The notion is that when more learners opt to become entrepreneurs, economic inequality will be reduced. Entrepreneurship education continues to be studied for its contribution towards attaining social justice through economic equality. Recent literature, however, indicates a notable shift towards embracing a broader perspective of entrepreneurship education rather than only lauding it for its economic value creation. Numerous contemporary publications use the term entrepreneurial learning rather than entrepreneurship education. This shift emphasises the role of learners to learn self-directedly so as to think entrepreneurially or behave in an entrepreneurial manner rather than educators teaching them to "become entrepreneurs" (i.e., starting a business). Entrepreneurial learning intends to benefit not only the entrepreneurship learner but also purposefully endeavours to create value for others. The current conceptual paper focuses on this broader value-creation purpose of entrepreneurial learning and how this different view can contribute to attaining social justice if embedded in the South African school curriculum using a socio-constructivist theoretical framework. Conceptual recommendations are made for the optimal construction of entrepreneurial learning in upcoming curriculum adaptations to buttress its broader value-creation purpose in support of social justice.

KEYWORDS

Economic equality; entrepreneurial learning; entrepreneurship education; South African school curriculum; value creation.

INTRODUCTION

Entrepreneurship education is often viewed as a vehicle for supporting the development and expansion of entrepreneurship, with the long-term goal of contributing towards more learners choosing to become entrepreneurs. When more learners opt to become entrepreneurs, it is believed that they would generate their own income or create employment opportunities for themselves or others and, in doing so, contribute towards reducing economic inequality (Brown, 2018). Entrepreneurship education is a strategic topic in educational curricula that contributes to attaining social justice through economic equality. This is one of the main reasons why many school curricula across the globe include entrepreneurship education (Aransyah et al., 2023; Barba-Sánchez & Atienza-Sahuquillo, 2016; Diehl, 2016; Sekerbayeva et al., 2023).

South Africa has exceptionally high levels of unemployment, resulting in the country being labelled as one of the most unequal countries in the world (Timmis & Muhuro, 2019). This characterisation should inform a school curriculum that overtly aims to reduce social and economic inequality, possibly by including outstanding entrepreneurship education. Nevertheless, the current South African school curriculum only includes limited, unstructured and fragmented entrepreneurship education (Du Toit & Kempen, 2020). Topics on or related to entrepreneurship only appear in isolated subjects and are not structured to contribute to constructivist learning (Du Toit & Kempen, 2020). Therefore, previous studies have made recommendations for the expansion of content and improvement of the sequencing and progression of entrepreneurship education across the South African school curriculum (Du Toit, 2016; Du Toit & Kempen, 2018, 2020). The Curriculum and Assessment Policy Statements (CAPS) – currently serving as the core curriculum in South African schools – has been in use since 2012 and must soon be updated. As entrepreneurship education is increasingly being lauded for more than its economic value creation, upcoming curriculum updates should reflect the broader value-creation potential of entrepreneurial learning (Lackéus et al., 2016).

Numerous contemporary publications now use the term *entrepreneurial learning* instead of *entrepreneurship education* (Daniel, 2016; Lackéus et al., 2016; Schoeniger et al., 2021). Rather than only focusing on the economic value of entrepreneurship education, entrepreneurial learning emphasises the role of learners to learn self-directedly to think entrepreneurially or behave in an entrepreneurial manner rather than teachers teaching them to “become entrepreneurs”. Entrepreneurial learning is not only about the learner becoming economically independent through entrepreneurship; it is a way of thinking or mindset about the world (Van Tonder & Du Toit, 2020). A clear shift towards learners taking more ownership of their learning is implied and expected in entrepreneurial learning (Du Toit, 2022; Rae, 2011). Furthermore, entrepreneurial learning is defined as “the self-directed pursuit of opportunities to create value for others” (Schoeniger et al., 2021, p. 4). In other words, entrepreneurial learning intends to benefit not only learners but also purposefully endeavours to create value for others.

Various types of value creation have been reported in the literature. Countless studies have reported economic value creation (e.g., Armuña et al., 2020; Daniel, 2016; Du Toit & Gaotlhobogwe, 2018; Goldberg-Miller & Kooyman, 2018; O'Connor, 2013; Schoeniger et al., 2021). However, entrepreneurial learning is increasingly reported to create social, cultural, and environmental or ecological value (Lackéus et al., 2016). Yet, this broader value-creation potential of entrepreneurial learning and how it could be constructed and implemented in the South African school curriculum to contribute towards attaining social justice has not been explored. This conceptual paper, therefore, reports on the broader value-creation potential of entrepreneurial learning and recommends its optimal construction and inclusion in the South African school curriculum. Expanding and strengthening entrepreneurial learning – rather than entrepreneurship education – in the school curriculum would benefit learners and create ripples of positive value creation across several spheres to contribute towards attaining a more socially just South African society.

Next, the concepts relevant to the current study are delineated and related to the theoretical underpinnings of social constructivist education.

CONCEPTUAL and THEORETICAL FRAMEWORK

Social justice: A multifaceted concept

Defining or even delineating social justice is difficult, as the concept is broad and open to many interpretations. Social justice is commonly based on five principles, namely equity, diversity, access to resources, human rights, and participation (Corporate Finance Institute, 2023; Goodloe & Ardley, 2021). Social justice education can be described as “a process and goal that allow for the full and equal participation of all groups in a society that is mutually shaped to meet their needs” (Francis & Le Roux, 2011, p. 301). Social justice, therefore, involves individuals and larger groups (societies) in a planned process to design or create equal opportunities for access to resources and participation in activities without exclusion. In a definition sharing similar ideals, *social entrepreneurship* is defined as “a process involving the innovative use and combination of resources to pursue opportunities to catalyse social change and/or address social needs” (Mair & Martí, 2006, p. 37). Economic equality, as one aspect contributing to social justice, is also often associated with entrepreneurship. The potential of entrepreneurship, particularly entrepreneurship education, to contribute towards social justice is therefore clear and deserves a closer look.

Entrepreneurship education for economic equality

Entrepreneurship education is frequently, and often singularly, associated with creating employment opportunities or income generation (Du Toit & Gaotlhobogwe, 2018; Ipinge & Shimada, 2021) and thus generally focuses on economic value creation. Whether education is about, for, or through entrepreneurship, all three approaches share a goal of economic value creation (Sirelkhathim & Gangi, 2015). The general idea is that increased entrepreneurship education would result in more learners becoming entrepreneurs, who would then generate

more economic wealth or employment opportunities (United Nations, 2020). In turn, if more people have an income or employment, societies would experience greater economic equality (Öykü İyigün, 2015). However, the belief that entrepreneurship education only serves to create economic value has resulted in its limited inclusion in mostly Business Studies-type school subjects (Val et al., 2017) in South Africa and many countries internationally (Du Toit & Kempen, 2020). Limited inclusion, in this case, means many learners would not benefit from entrepreneurship education in the curriculum.

Entrepreneurship education in the South African school curriculum

As noted in the introduction, entrepreneurship is currently included in a fragmented and limited way in the South African school curriculum (Du Toit & Kempen, 2020). Considering that around 920,000 learners exited their final year of schooling in South Africa in 2022 alone (BusinessTech, 2023), millions of learners have missed the opportunity to benefit from entrepreneurship education at the school level over the past few years. Developing and expanding entrepreneurship education in school curricula have become critical aims. The Entrepreneurial Learning Initiative's recommendation that "[i]n order to prepare the next generation to adapt and thrive, we must infuse entrepreneurship throughout the curriculum beginning in elementary school and continuing through higher education" (Schoeniger et al., 2021, p. 23) highlights the need for this expansion to be broader than only commerce subjects. Criticism that the current CAPS is too content-based, which limits the fostering and assessment of much-needed 21st-century skills in this curriculum (Du Toit & Kempen, 2020), adds to the need to expand entrepreneurial learning associated with such skills development. Daniel (2016, p. 216) explains that entrepreneurship education scholarship displays a shift towards "a more holistic approach to entrepreneurship, in which the development of entrepreneurial behaviour and mindset are now key objectives" and that such learning is not only focused on starting new businesses anymore. Therefore, it became increasingly imperative to explore alternative ways to construct and expand entrepreneurial learning that would contribute more than only economic value – it could also contribute towards creating a more socially just society.

Developing an entrepreneurial learning mindset

To enable the cultivation of the human capital needed to construct more socially just societies while preparing learners for a future in which they can thrive (and not just survive), "we must also reimagine education as a life-long process rather than a one-time event" (Schoeniger et al., 2021, p. 23). Affirming the arguments in the previous paragraph, we must critically re-evaluate and adapt school education to become more meaningful. Meaningful learning implies that learners perceive their learning as useful, consequential and relevant, and having practical, real-life applications. Meaningful learning motivates learners to learn and fosters life-long learning (Du Toit, 2021). Education should not just enable learners to pass a written exam, as is currently the case in the South African school system (Du Toit & Kempen, 2020). Instead, it should entail benefits that would have comprehensive life-long benefits for learners in life and work and would create value for others. Hence, developing "entrepreneurship curricula focused on the

attitudes and skills necessary for creating social, economic, or cultural value for others” is recommended (Schoeniger et al., 2021, p. 23).

For these reasons, entrepreneurship education “is not [anymore] just about preparing students to set up and successfully run their own business, but it is also to equip them with the skills to be successful in the world of work” (Brown, 2018, p. 31). Therefore, even if a learner does not become an entrepreneur (or start their own business), the skills, competencies and mindset they have developed in entrepreneurial learning would still benefit their everyday lives and future employment. Entrepreneurial learning can, therefore, be deemed as “interrelated with a process of personal development” (Daniel, 2016, p. 216). Such learning becomes more meaningful, adding to learners’ preparation for their own lives and future careers and becoming contributing members of their communities (Du Toit, 2021).

Entrepreneurial learning differs from entrepreneurship education in many ways. Firstly, the word “learning” in the term implies that learners are more involved in the learning process. In other words, learners are not “being educated” by a teacher; they actively choose to learn entrepreneurially (Du Toit, 2021). This shifts responsibility and ownership for learning towards learners, who self-directedly choose to learn and apply their learning to create value for themselves and others. Self-directed learning – in which learners identify and select resources and methods to attain and eventually evaluate their own learning goals – is an essential aspect of entrepreneurial learning (Rae, 2011; Schoeniger et al., 2021). Entrepreneurial learning must be constructed using realistic, complex problems or projects that require learners to deeply engage individually and socially in their learning, take responsibility, learn from failure, and critically reflect on the process and outcome thereof (Rae, 2011). The word “entrepreneurial” in the term also indicates a shift away from “pure entrepreneurship” towards a way of thinking, or an entrepreneurial mindset.

Although the concept of “mindset” can be interpreted in various ways (Van Tonder & Du Toit, 2020), Toutain and Fayolle (2017, p. 989) define an entrepreneurial mindset as “the acquisition of a dynamic set of attitudes, values and cross-disciplinary competencies... [relying] on the acquisition of soft skills ...”. Soft skills refer to non-cognitive skills, so-called 21st-century skills or character strengths (Claxton et al., 2016) – all of which are considered valuable skills for life and the world of work (Schoeniger et al., 2021). Though various scholars advocate for different skills in this regard, several skills or competencies are repeatedly mentioned and explicitly associated with an entrepreneurial mindset. These are adaptability; improved communication; critical thinking; teamwork; collaboration; self-regulation and taking responsibility for one’s own (life-long) learning; risk-taking; creative or innovative thinking; problem-recognition and problem-solving; optimal resource management; and learning from mistakes (Armuña et al., 2020; Brown, 2018; Duncan-Horner et al., 2022; Schoeniger et al., 2021). The Kern Entrepreneurial Engineering Network additionally describes an entrepreneurial mindset as “a collection of mental habits” or approaches to thinking that are purposefully applied to create value and positive change (KEEN, 2021, n.p.). Yet, misconceptions about the

value that can be created through entrepreneurial learning are still hindering its expansion in the curriculum (Lackéus et al., 2016) and so limiting the potential reach of these benefits for learners.

Value creation in entrepreneurial learning

The misconception that entrepreneurial learning contributes only economic value – by reducing unemployment and poverty – persists (Augustine, 2023). Another misconception is that entrepreneurship focuses on value creation for the individual only or the entrepreneurs themselves. Yet, the value created in entrepreneurial learning can benefit entrepreneurial learners and others, moving “the emphasis from the self (self-employment, own income generation, for example) to include a broader field of beneficence” (Du Toit, 2022, p. 80). Rae (2011) condenses entrepreneurial learning as applied creativity, recognising and acting on opportunities, involving social interactions for social and individual learning to create “multiple forms of value” (p. 7). Explaining this broader field of beneficence, Lackéus et al. (2016) and Schoeniger et al. (2021) mention that, in addition to economic value, social or cultural value can also be created through entrepreneurial activity. Environmental value creation is also linked to entrepreneurial learning (Lackéus et al., 2016; Goldberg-Miller & Kooyman, 2018). As financial or economic value creation has been discussed extensively in the literature, only the three other “fields of beneficence” or opportunities for value creation linked to entrepreneurial learning are considered here.

Cultural value

Cultural value is described as “the intrinsic and instrumental benefits from art and culture that contribute to individual and collective fulfilment” (UNESCO, 2013, p. 123). Cultural value is created when entrepreneurial learning supports the management and harnessing of cultural (indigenous) knowledge, traditions and assets (Chakraborty & Sadachar, 2023; Goldberg-Miller & Kooyman, 2018). Culture plays a significant role in economic and social development, giving meaning to our existence and supporting sustainable development through jobs and other endeavours such as tourism or the production of crafts (UNESCO, 2009). Using entrepreneurial learning to create cultural value may generate “more decent work, green jobs, and inclusive and sustainable growth” (Goldberg-Miller & Kooyman, 2018, p. 192). Similarly, the connections between “indigenous cultural values and nature protection” or attaining sustainable utilisation of resources as contributing to social responsibility are highlighted (Chakraborty & Sadachar, 2023, p. 81). Therefore, cultural value creation can undeniably contribute to social justice.

Environmental value

Environmental value creation is increasingly linked to entrepreneurial learning, focusing on preserving the world’s natural resources (Berglund & Wigren, 2012) and limiting or ameliorating environmental degradation while being motivated by “compassion, rather than wealth creation” (York et al., 2016, p. 696). Promoting social change by reducing environmental harm is a crucial objective (Saari & Joensuu-Salo, 2019). Environmental issues or ecological problems can be addressed through entrepreneurial learning (Hörisch et al., 2017). This type of value

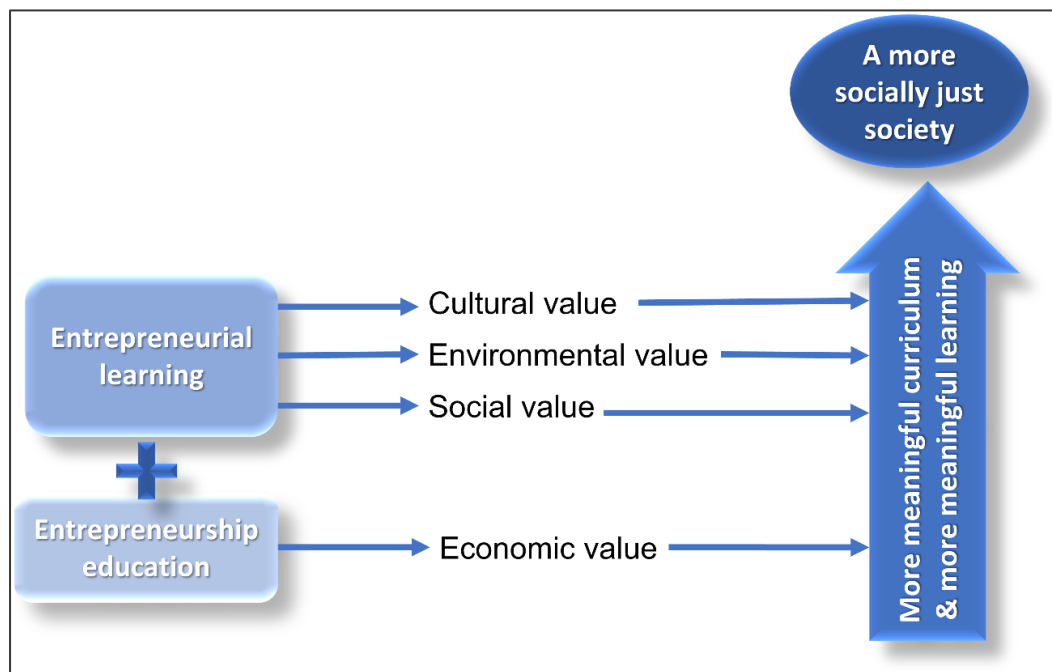
creation is sometimes called “green entrepreneurship”, which involves “green entrepreneurs” (Allen & Malin, 2008; Rae, 2011; Saari & Joensuu-Salo, 2019). So-called green entrepreneurs are usually highly involved with environmental justice and sustainability and contribute towards social justice through these endeavours (Allen & Malin, 2008; Saari & Joensuu-Salo, 2019). They strive towards the greater social good and want to leave the world a better place than how they found it (Hayes, 2023; York et al., 2016). Entrepreneurial learning adds environmental value when learners are taught to consider the impact of their choices and the issues regarding the sustainable use of resources as part of entrepreneurial problem-solving (Öykü İyigün, 2015). Creating environmental value benefits the environment and the societies or communities in which it is implemented, contributing towards social justice.

Social value

Social value is created when entrepreneurial learning is innovatively applied to ameliorate or address social problems, issues, or opportunities to benefit individuals as well as other members of the community or society (Birnkraut, 2018; Dube et al., 2023; Hayes, 2023; Noyes & Linder, 2015). The overarching goal is maximising the social mission, impact, or value rather than economic profits or wealth creation (Dees, 2001; Noyes & Linder, 2015). There is thus a definite shift away from profit-making towards a “desire to solve social problems, pioneer social change, and promote community service” (Sharra, 2005, p. 8). Social entrepreneurship can be described as “a process of creating value by combining resources in new ways [that is] intended primarily to explore and exploit opportunities to create social value by stimulating social change or meeting social needs” (Mair & Martí, 2006, p. 37). Dees (2001, p. 4) equates social entrepreneurs to “change agents in the social sector” who solve the underlying causes of problems and reduce needs rather than superficially meeting them.

According to Dees (2001) and Sharra (2005), five characteristics enable social value creation: (1) setting a goal to create social value – not just for the individual but also for others; (2) being able to recognise and pursue new opportunities; (3) engaging in continuous learning and being innovative and adaptable; (4) overcoming resource limitations; and (5) maintaining a keen sense of responsibility to the citizenry and the envisioned outcomes. These characteristics closely align with the 21st-century or soft skills described by Claxton et al. (2016) that support an entrepreneurial mindset. Social entrepreneurs aim to increase equity, social justice and sustainability, using an entrepreneurial growth mindset to solve problems and overcome challenges experienced in their contexts (Duncan-Horner et al., 2022). Although social entrepreneurs mainly create value when acting locally, their actions could potentially result in global improvements in fields such as education, economic development, the natural environment, arts and culture, health sciences, or other social areas (Dees, 2001).

A brief overview of the various concepts that contributed to this study and how they were viewed concerning their overarching goals are illustrated in Figure 1.

Figure 1.*The Conceptual Framework for the Study*

As is clear from the previous descriptions of the different types of value creation, they are often interrelated. In other words, value creation in entrepreneurial learning often includes broad benefits across different fields. To support this broader beneficence across various fields, it is vital that entrepreneurial learning be structured optimally in the curriculum. When value creation for others is embedded in learners' education, their motivation and engagement in their learning process are enhanced, 21st-century skills are fostered (Du Toit, 2022), and "resilience, life satisfaction, and well-being" are increased (Schoeniger et al., 2021, p. 4). Embedding entrepreneurial learning in the curriculum to expand this broader value creation would contribute to and support meaningful learning at several levels (Lackéus, 2020, Figure 1).

Entrepreneurship education and entrepreneurial learning are frequently posited within the theoretical framework of socio-constructivism and were also utilised for the current report, as is explained next.

Socio-constructivism as a framework for expanding entrepreneurial learning

Constructivism is situated in the interpretivist paradigm (Thanh & Thanh, 2015). Therefore, to make meaning of the information or data at hand, researchers following this paradigm must consider several voices or opinions, including their own biases and experiences, those of the participants or documents being analysed, as well as other contributors to the research context if applicable (Van der Walt, 2020). As the researcher in the current conceptual study, I was aware of my own potential biases against the current curriculum in use in South African schools, since I have been involved in curriculum research for several years and have thus far identified several areas for improvement. Furthermore, I was also cognisant of my optimism about the potential of entrepreneurial learning to benefit learners, and I had to be cautious not to distort my

interpretation and evaluation of the information to overtly support my beliefs in this regard. Based on these interpretations, I could construct and propose a new “picture” of these concepts or ideas as to when “the meaning embedded in the data can be harnessed for the creation of a new theoretical construct” (Van der Walt, 2020, p. 62). The purpose was to consider how the value-creation aspects of entrepreneurial learning could be constructed, scaffolded, or assembled to develop recommendations for improving future curriculum adaptations that would include these benefits for South African learners.

However, recognising that entrepreneurial learning can be viewed as “the self-directed pursuit of opportunities to create value for others” (Schoeniger et al., 2021, p. 4) and that “social justice education as a process and goal that allows for the full and equal participation of all groups in a society that is mutually shaped to meet their needs” (Francis & Le Roux, 2011, p. 301), the voices or needs of “others” will also have to be considered. Hence, the social aspect – in other words, the contributions of others – was essential to constructing knowledge or understanding of the concept. Therefore, for the current conceptual study, published and accessible information was analysed to contribute an initial and general interpretation of current opinions on the need for entrepreneurial learning as part of the school curriculum to contribute to a more socially just South African society. In a proposed extended research study, interviews and other qualitative methods will be used to expand on insights into and understanding of the opinions of others (e.g., learners, parents, teachers, and other role players in education) regarding entrepreneurial learning.

Constructivism, and especially socio-constructivism, is frequently used as a framework for entrepreneurship education and entrepreneurial learning (Brown, 2018; Daniel, 2016; Diehl, 2016; Du Toit & Kempen, 2018; Grigg, 2021; Löbler, 2006; Rae, 2011; Verzat et al., 2016). According to Verzat et al. (2016), constructivist learning contributes to learners’ personal (individual) development but can often lead to positive societal changes. To enable such a broader positive impact, it is important to construct entrepreneurial learning activities concerning social issues or problems (Birnkraut, 2018; Noyes & Linder, 2015) or use social issues as a starting point for learning.

Rae (2011) suggests a socio-constructivist conceptual model for entrepreneurial learning based on three broad themes: (1) personal and social emergence; (2) contextual learning; and (3) negotiated enterprise. Rae (2011) unpacks the three themes in several sub-themes, but only a synoptic overview is provided here. The “personal and social emergence” theme broadly refers to constructing an entrepreneurial identity or mindset influenced by individuals’ experiences, education, family, and other social relationships. “Contextual learning” encompasses the learning environment, which includes recognising entrepreneurial opportunities and constructing entrepreneurial activities in the community and around local industries. Finally, the “negotiated enterprise” theme refers to individuals’ participation and engagement in and collaboration with networks and practices that are used and may change over time (Rae, 2011). It should also be noted that in Rae’s (2011) framework, it is recommended that entrepreneurial

learning be “embedded across the curricula” and that learners must be “given the autonomy to tackle self-directed projects and take responsibility for their learning” (p. 11). Lastly, he highlights the various personal (soft) skills that are developed as part of entrepreneurial learning to prepare learners for entrepreneurship and employment and contribute to social change through volunteering (Rae, 2011). The preceding statement reinforces the need to expand entrepreneurial learning and its broader value-creation purpose. It justifies its potential role in enhancing social justice when learners self-directedly implement their entrepreneurial learning to create value for others.

Therefore, entrepreneurial learning must be constructed to develop the entrepreneurial mindset of learners (and other role players in education) as part of “a teachable framework for thinking”, as this would assist learners, as future entrepreneurs and employees, in adapting and thriving in a complex and rapidly changing world (Schoeniger et al., 2021, p. 13). The contribution of entrepreneurial learning towards more meaningful learning, particularly when considering the many skills developed as part of such learning, is evident.

Towards value creation through entrepreneurial learning for a more socially just curriculum

Based on the discussions mentioned earlier, it is clear that entrepreneurial learning creates value on several fronts and can positively benefit learners in South Africa. It would contribute to a more socially just society in many ways. Therefore, we should explore how it must be optimally constructed to ensure that these benefits reach learners and, eventually, the societies in which learners find themselves. Existing research provides a foundation for our present understanding of the potential of the current South African school curriculum for developing and fostering entrepreneurial learning. Furthermore, a few key aspects of entrepreneurial learning – that is, that it should develop 21st-century skills, benefit learners and others, and be constructed to contribute value creation across several fields, thereby enabling a more meaningful curriculum that would advance social justice – must be borne in mind when making suggestions or recommendations for expanding entrepreneurial learning in the South African school curriculum.

The triadic model of entrepreneurial learning proposed by Rae (2011) provides an unpretentious and valuable framework for scaffolding recommendations for structuring entrepreneurial learning in the South African school curriculum. Simply put, the three core ideas of the triadic model are as follows: (1) developing an entrepreneurial mindset; (2) considering and contextualising the learning environment; and (3) using and adapting collaborative networks. Using this triadic model as a framework and suggestions for focused teacher training (as teachers are key co-constructors of the learning process), recommendations for developing and expanding entrepreneurial learning in the South African school curriculum are unpacked next.

Underpin entrepreneurial learning with an entrepreneurial mindset

Behaving in an entrepreneurial manner, or having an entrepreneurial mindset, is not something that “just happens”. Before we can develop learners’ entrepreneurial mindset, the

misconceptions that entrepreneurship benefits the entrepreneur only and is only linked to economic value creation must be abolished. Broad publicising and education on how entrepreneurial learning differs from entrepreneurship education would provide a sound starting point for introducing entrepreneurial learning. Highlighting its contributions to creating value for others, and therefore its potential to contribute to social justice, should be part of this mindset.

Educators must make a mind shift towards adopting an entrepreneurial mindset before they can effectively facilitate this learning. In other words, they must develop a deep understanding that entrepreneurial learning is not just about starting businesses but involves a way of thinking and using several 21st-century skills with a purposive goal of creating value. Teachers must buy into the value-creation purpose and skills-development potential of entrepreneurial learning, as well as its potential to contribute towards creating a more socially just society before they can convincingly facilitate such learning. This would require carefully constructed teacher training to support the development of their entrepreneurial mindset and educators' understanding of its potential to contribute to social justice. In a socio-constructivist learning milieu, these newly informed educators would then become linchpins in transforming the beliefs of learners and community members about entrepreneurial learning, its structure and its value.

Constructing contextualised learning environments

Considering that several authorities – including the South African Department of Basic Education (DBE, 2016), the Entrepreneurial Learning Initiative (Schoeniger et al., 2021), and the World Economic Forum (2009) – recommend that entrepreneurial learning must be covered across all curriculum phases, from elementary school up to and including tertiary education, careful consideration needs to be given to how the learning content and skills are coherently and meaningfully woven together. To support constructivist learning, the structuring and cohesion of content and skills should align with learners' developmental levels and prior learning. Entrepreneurship is currently mainly linked to commerce subjects, which are electives, and therefore not all learners would benefit from the entrepreneurship education therein. As a result, most learners would have limited prior knowledge about entrepreneurship and entrepreneurial learning. Prior learning serves as a vital foundation for subsequent knowledge or skills construction in constructivist learning, and a solid foundation of practical prior learning should be part of the planning for unpacking entrepreneurial learning across school phases and subjects to ensure learning is suitably scaffolded. Scaffolding content and skills “from simple to more complex [across subsequent curriculum phases] would support structured development of entrepreneurial learning” (Du Toit, 2016, p. 17). Learning about, for and through entrepreneurship should be included, but with a broader focus than only economic value creation. Learners (across all curriculum phases) should constantly be reminded of the broader value-creation purpose of entrepreneurial learning. Links can be created with existing curriculum content to explore how entrepreneurial learning can create other types of value,

including (but not limited to) social value, environmental value, and cultural value. For example, entrepreneurial learning can be interwoven with Social Sciences or Life Orientation to explore social or cultural value creation, or with Natural Sciences or Technology education to pursue environmental value creation. Subject experts would be able to identify certain curriculum content suitable for such splicing.

Nevertheless, even without subject-specific splicing, two ideas are critical when planning to unpack entrepreneurial learning in contextualised learning environments. These are that learning is more memorable and meaningful if it is linked to learners' own lived experiences (Hägg & Kurczewska, 2022) and when learners can apply what they have learned in their own lived contexts (Lackéus, 2020; Neck & Corbett, 2018). To enable these two core ideas, project- or problem-based and experiential learning approaches are recommended for contextualised entrepreneurial learning (Du Toit & Kempen, 2020; Hägg & Kurczewska, 2022; Lackéus, 2020; Maritz, 2017). Curriculum developers should explore life-relevant problems or societal issues from learners' lived experiences to contextualise or anchor entrepreneurial learning. Problem-based learning supports deep learning, allows the exploration of ideas from various viewpoints, is learner-centred, and requires and supports applying learning content and skills to the real world (Du Toit, 2021). Such learning also necessitates that learners continuously adapt and reflect, as the real world and the problems therein are not static. It allows learners to learn from their mistakes and make adaptations or corrections to improve their ideas or solutions, which aligns more closely with what they may experience in real life and the world of work. Entrepreneurial learning must, therefore, be constructed using realistic, complex problems or projects that require learners to deeply engage individually and socially with their learning, take responsibility, learn from failure, and critically reflect on the process and outcome thereof. Contextualising entrepreneurial learning in social, environmental or cultural issues or problems that learners have experienced makes learning much more meaningful when they feel that they can make a positive difference towards ameliorating those issues. It increases the "perceived meaningfulness of schoolwork" for learners, contributing to intrinsic motivation to keep learning and exploring (Lackéus, 2020, p. 953).

The notion that entrepreneurial learning, together with the skills developed therein, is not only for personal gain or in preparation for the world of work but should also serve to bring social change through volunteering, as suggested by Rae (2011), should become a guiding principle that links such learning across all educational phases. The "learning for self" concept should be replaced by "how I can contribute value using this learning". In such a manner, learners can contribute to social justice by applying their learning to benefit others or to uplift their communities.

Using and adapting collaborative networks for entrepreneurial learning

Working with and learning from others to construct knowledge and understanding is a crucial aspect of socio-constructivist learning. Teachers are, therefore, not the "owners of knowledge" but rather the facilitators of entrepreneurial learning, guiding learners towards adopting self-

directed life-long learning. Learners should be supported in becoming the co-constructors of learning (Neck & Corbett, 2018). Learners' lived experiences and prior knowledge would contribute to the learning process and should be recognised. Teachers further contribute to socio-constructivist learning by creating and maintaining collaborative networks for entrepreneurial learning. This includes connecting with other teachers across phases and subjects to develop well-scaffolded knowledge and skills development, but it also refers to creating connections within their community. Tapping into the knowledge and experiences of community members to further entrepreneurial learning contributes to contextualising the learning process and making it more meaningful for learners. Partnerships should be fostered with learners' families, communities and other educational role players to contribute to a broader, more life-relevant learning platform (Du Toit, 2021). For example, community members can help to identify contextual problems or issues that can serve as the basis for entrepreneurial learning and value creation towards social justice. Alternatively, experienced entrepreneurs could share their wisdom about support with and hindrances to implementing entrepreneurial learning. Particularly, experienced entrepreneurs can share insights into how their entrepreneurial efforts have contributed towards creating a socially just society, thereby providing real-life examples that can serve as inspiration to learners. People outside a school might be able to open channels to share resources and may expand teachers' and learners' insights into real-world entrepreneurship, thereby contributing social, economic, environmental or cultural value.

Even though the rollout of entrepreneurial learning has been "underway" for a few years after the publication of the Education Sector Plan in 2016 (DBE, 2016), it must be considered a priority in the coming years. A few organisations are already participating in rolling out entrepreneurial learning in schools. Still, it may be helpful to purposely invite a larger cohort of educational role players interested in expanding meaningful education in South Africa, together with input from community members, to hasten the process more effectively. However, without well-trained teachers, curriculum adaptations would not be successful.

Teacher training for entrepreneurial learning

Entrepreneurial learning is a novel addition to South African school education. Though it used to be relegated to only commerce-type subjects, it must now be expanded to all subjects and school phases (DBE, 2016). Firstly, as discussed earlier, adjusting and developing teachers' mindsets towards a positive view of the value-creation purpose of entrepreneurial learning should be prioritised. Secondly, as the South African curriculum is currently content-based, exam-driven and often presented in a teacher-centred manner (Du Toit & Kempen, 2020), teacher training for entrepreneurial learning should address these issues deliberately. Although some skills development is already in place in the current curriculum (Du Toit & Gaotlhobogwe, 2018), a more focused approach is needed to foster the development of skills and competencies with a meticulous value-creation goal – for the individual learner and others in their communities. Teacher training should include the various skills that are linked to and emerge in

entrepreneurial learning and how learners could transfer these entrepreneurial learning skills to novel situations to benefit their communities (Du Toit & Kempen, 2018). These skills include, but are not limited to, adaptability; improved communication; critical thinking; teamwork; collaboration; self-regulation and taking responsibility for one's own (life-long) learning; risk-taking; creative or innovative thinking; problem-recognition and problem-solving; optimal resource management; and learning from mistakes. Suitably constructed teacher training would enhance teachers' cognisance about how skills development must be intertwined with value creation in entrepreneurial learning to ensure that this additional benefit realises for learners. Providing practical or "real-life" examples of how these skills can be utilised to contribute towards attaining a more socially just society should be purposely included in these teacher training programmes. Thirdly, teachers must capitulate to the idea that they are the "givers of knowledge" and adopt the need for and value of giving learners more responsibility for their own learning (Du Toit, 2021). Teachers must be trained to nudge learners towards self-directed learning or scaffold learners' support to have learners increasingly take responsibility for their own learning (Hägg & Kurczewska, 2022). Such a stance would allow for a more learner-centred approach and lead to more self-directed learning, as is required in entrepreneurial learning (Rae, 2011). According to Neck and Corbett (2018), self-directed learning supports learners "in developing ownership of their learning and fosters their skills to contribute to the co-construction of learning" (p. 14). When learners are allowed to take more responsibility for their learning, their intrinsic learning motivation increases, enhancing the learning process (Hägg & Kurczewska, 2022) and making learning more meaningful (Lackéus, 2020). Suitably prepared educators can develop learners' mindsets as a foundation for subsequent entrepreneurial learning, skills construction and value creation. Learners with well-developed self-directed learning skills may be better prepared for life-long learning – another core requirement for meaningful entrepreneurial learning, contributing to meaningful learning for their everyday lives and careers. They would be enabled to identify issues in their own communities to which they could potentially apply their entrepreneurial learning and skills to self-directedly create value for themselves and others. If an increasing number of learners choose to make a positive change in their lived environments, positive social change and increased social justice would be initiated.

CONCLUSION

Including and fostering entrepreneurial learning in the school curriculum would prepare South African learners to thrive in life and the world of work. There is much more value generated by entrepreneurial learning than only income or job creation. Its beneficence is much broader than only for the individual entrepreneur. Applying entrepreneurial learning to address social issues may have a positive ripple effect in that it can contribute social, economic, cultural and environmental value. This ripple effect may expand and contribute to creating a more socially just society. Nevertheless, the intended benefits of entrepreneurial learning can only be

optimised through a well-constructed curriculum. Careful planning of the intended learning, skills development and an overarching value-creation purpose of entrepreneurial learning is required. Teachers must be trained purposely to implement such curriculum content effectively. However, learners themselves, as self-directed learners, together with community members, can contribute meaningfully towards making entrepreneurial learning life-relevant and contextually rooted. Such an integrated approach would buttress a socio-constructivist curriculum for social justice in South Africa.

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