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Analysing Relationally Entangled Sustainable Learning Environments for Employability of Accounting Teacher Education Graduates in Unequal Post COVID - 19 Contexts

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ABSTRACT
South Africa is still burdened by its history of colonisation and apartheid, manifesting through a high burden of disease due to rampant poverty, which is a function of unprecedentedly low rates of employment, estimated to be around 37 % among the 18- to 34-year-old Black African youth. The intersectionality of inequalities regarding race, rural versus urban divide, gender binaries, and socio-economic status, among others, seems to be a significant determinant of such. To remedy the problem, attempts have been made to increase the levels of education among the youth. Unfortunately, even the Black African graduates also seem to swell the ranks of the unemployed. In this paper, through qualitative approaches of participatory action research, we exemplify how transforming the Accounting Teacher Education Programme (ATEP), guided by equally multi-perspectival and multilayered lenses of relationality and entanglement learned from COVID-19's experiences, enabled the study to promote holistic approaches towards achieving positive developmental outcomes and increased possibilities of employment.

KEYWORDS
Accounting teacher education graduates; community classroom approach; employability; posthumanism; relationality; sustainable learning environments.

INTRODUCTION AND BACKGROUND

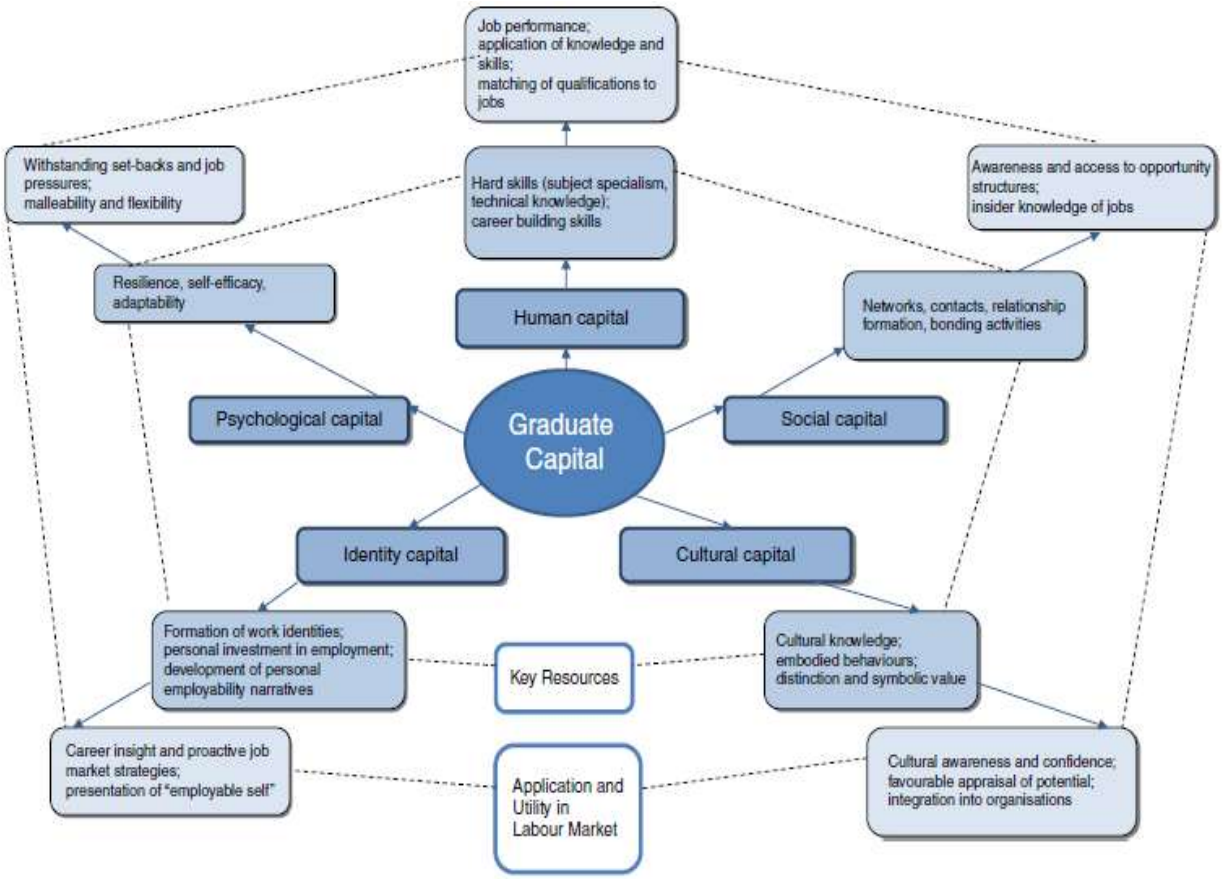
This study designs a strategy to enable higher education to create sustainable learning environments that increase the levels of Employability of Accounting Teacher Education Graduates (Alam, 2021). Sustainable higher education learning environments (SHELE) are positive and constructive relational spaces recognising that students' or youth's abilities could be the basis for their employability as individuals, but that the activities of many stakeholders in relationships among themselves and with higher education are crucial as an integral part thereof (Alam, 2021). This represents a significant improvement in the understanding and promotion of processes of employability, which to date have been theorised from the limited humanist and enlightenment perspectives (Geitz & de Geus, 2019). The latter overemphasised the role of the individual student or youth's abilities and learnings at higher education in determining the levels of employability, to the exclusion of structural factors like the individual student or youth's class location (Ye, 2018), *habitus (*Feldman, 2020*)*, social capital, disregard for community cultural wealth (Yosso & Burciaga, 2016), the importance of lobbying potential employers to prefer certain personality dispositions, and many more factors that this study highlights and brings to the table for discussion and closer scrutiny (Edgerton & Roberts, 2014).

Furthermore, the understanding of what employability is seems to have evolved from the era of the positivistic psychological testing of the 1800s to circa 1920, the First World War (Alfred Binet, Simone, Thorndike, Francis Galton, James Cattell, etc.). These tests came in handy in selecting soldiers and assigning ranks in the Navy and Army (Jollands, 2015). This movement even developed controversial and discriminatory concepts like the Intelligent Quotient (IQ) that pretended to be an evidence-based assessment of innate and inherited abilities of individuals (Tejan & Sabil, 2019). The tragedy is that these and more sophisticated versions thereof are still used to date in selecting people for employment opportunities without due regard to their bias and lack of ethics (Khan, 2019). In the 1960s Jean Piaget even gave credence to this approach by elaborating his theory of genetic epistemology that valorised natural innate abilities which he said developed according to and along the so-called stages of cognitive development (Scholz, 2020). The interesting point for this study is that even as early as at that time, Piaget noted the role of two concepts of assimilation and accommodation that enabled his theory to recognise that the isolated 'born genius' also needed others in the social contexts for him/her to develop his/her innate abilities (Burman, 2021). Lev Vygotsky totally opened the lid, and the genie of individual performance was liberated forever because ever since, researchers have come to realise that employability also depends on the zone of proximal development, where able others also reside and contribute to the construction of the individual's identity and performance (Kohler, 2020). Bronfenbrenner deepened this understanding even further when he affirmed that the individual's psychological construction was depending not only on his/her innate abilities, but that the family, the neighbourhood, the socio-economic class as well as the structure of society had an even bigger contribution to make at the micro, meso-, exo- and macro- levels of identity formation (Castellanos-Páez & Vergara-Estupiñán, 2021).

Tomlinson (et. al., 2017; 2020; 2022) whose diagram of this development is used in this study, captures all these factors which have to be considered when a definition, understanding, assessment and enhancement of employability are undertaken (Tomlinson, 2017). This Model has sophistication that approximates what we aim at in this study, in terms of graphically demonstrating these interrelationships among aspects of being, very vividly (Nghia, et al., 2020). For example, see Figure 1 below. Any human being has seven capitals that enable one to perform a task well or not. We all have firstly the human capital made up of hard skills, knowledge of specialisms, and skills that would be required in a specific career (Tomlinson et. al., 2017; 2020; 2022). These are the skills necessary to perform a particular job for which extensive training at a university or university of technology is mandatory (Quay, 2021).

Figure 1.

Tomlinson's Graduate Model (2017: 25)



One may have the skills, but if one cannot have the ability to communicate with others, then the chances of being employed are minimised. To secure employment and be able to irk out an existence, one must be resilient and focused; this goes with efficacy and adaptability, which may be required in any situation. All these relate to the psychological aspects of work identity formation and the necessity for assuming specific job profiles (Fisher & Leder, 2022; Alphonsus, 2022).

This study thus uses Tomlinson's depiction of an expanded notion of employability and broadens it even further by analysing this concept from a Posthumanist perspective in order to improve on the clarity and inclusion of all factors necessary (Herbrechter, 2018). Posthumanism enables the study to delve into and capitalise on the issues of economic development of all in an environmentally sustainable manner for the social inclusion of all (Angermuller, 2020; Tejan & Sabil, 2019). The view that this study is investigating and is guided by is also informed by Margaret Archer's notion of the interaction between the agent and the structure (Brock, Carrigan & Scambler, 2016). Her Social Realist Theory enables the study to carry out its empirical data generation with a balanced understanding of employability as this interaction among all as explained from the Posthumanist perspective.

The above thus ensures that the study can focus on the plight of the unemployed with the intention to improve it. Education and employment opportunities were deeply skewed against people from poor to low-income social classes, especially during and post COVID-19 (Jamil & Muschert, 2023). They could not afford the of advanced technologies of remote learning and communication (Juusola, 2023). Community classroom approaches, influenced by Paulo Freire's teachings, attempted to fill the gap (Jamil & Muschert, 2023; Gulled, 2023). In all instances, their identities were related and entangled with one another and the entire creation (Klette, 2023) Learners in defined neighbourhoods came to share the resources made available by the 'able members' of their contexts (Anto, 2023; Fejes, 2023; Juusola, 2023; Klette, 2023; Shen & Chang, 2023).

The use of remote technology in teaching and learning and the community classroom approaches seem to have led to better ways of promoting holistic support in teaching and learning across the board (Singhal et. al., 2021). While different, the two approaches tend to be similar in emphasising, promoting, and capitalising on the relationalities within and among individual learners and teachers (Singhal et.al., 2021). In both approaches, the individual identities were expanded to include other inanimate things and humans, animals, infrastructure, computers, and the more-than-humans (Jackson, 2022). The challenges of teaching and learning during and post COVID-19 demanded holistic support regarding the physical, physiological, psychological, and socio-cultural well-being of learners and those who taught them (Singhal et al., 2021). These approaches provided an apt response as they were multi-layered and multi-perspectival (Viveiros de Castro, 2019) as demanded by the challenges of the times. Respect for others and the entire planet became the starting point because of this realisation (Black, 2019; Goebel, 2020; Jackson, 2022; Priyadarshini, 2021).

The approach described above is becoming the global teaching and learning strategy of choice (Singhal et al., 2021). In this paper, with examples from the Transforming Accounting Teacher Education Programme (ATEP) and the Enhancement of Employability of Graduates Project (EEGP), we document what this approach currently entails and how it is implemented (Bisschoff & Massyn, 2023). A positive review of successful learning in schools and Institutions of Higher Education is based on the extent to which the employability of the graduates is

enhanced through their teaching and learning experiences in these spaces (Bisschoff & Massyn, 2023; Shava, 2022).

LITERATURE REVIEW

Relationally entangled sustainable learning environments

Promoting and achieving positive developmental outcomes for Accounting Education student-teachers is a long-term process, beginning as early as Early Childhood Care and Education (ECCE) (Singer-Brodowski, 2023). This study aims at designing a framework for the creation of Sustainable Learning Environments - SuLE in the Bachelor of Education Accounting for Further Education and Training Teaching BEd-FET Programme at a university in South Africa, through relational infusion of Green Accounting. Sustainable learning environments are quality relationalities that craft and promote the development as well as the improvements of the many and infinite number of modalities constituting the student-teachers as humans (Jackson, 2022). These include their corporeality, physiology, psychology, family backgrounds and structures, socio-economic statuses, peers, curricula, institutions, infrastructures, all their intellectual resources and capitals encompassing professors, world of work, racial and cultural affiliations, as examples (Sullivan, 2018). What counts more in the promotion of quality are interventions targeted at these relationalities that are multi-layered, multi-dimensional, and multi-perspectival, geared to the economic development of all through environmentally sustainable approaches that socially include all (Jackson, 2022).

The teaching and learning of Green Accounting along the same relational lines also advocate and focus on the environmentally sustainable economic contributions made by animate, inanimate, and beyond animate presences towards social inclusion of all (Sharma & Stewart, 2022). For example, conventional Accounting Records in South Africa still show that the maximisation of profits, without the inclusion of the Sustainability calculations, remains the main objective of many businesses, hence the entire Accounting education system. This overrated objective still enables many businesses and conventional Accounting curricula to overlook the important factors of production like natural capital and ecological systems enshrined in the Corporate Social Responsibility - CSR legislation (Albert & Uhlig, 2021). This leads to unreliable business profits being reflected in the Environmental, Social, and Governance - ESG Reporting because environmental costs and natural capital are not accounted for. Student-teachers are also still being expected to memorise these conventional Accounting contents for the examinations, to the exclusion of deep learning of Green Accounting (Dhar, 2022). The above leads to the exclusive focus on those conventional Accounting variables that are easily monetized, thereby truncating the range of the entire Accounting system (Kumari & Mishra, 2018). This ideology creates a serious challenge because Green expenditures are thus also still not included in the calculations of the Gross Domestic Product (GDP, and no effort has been made to do so (Dhar, 2022). This thus necessitates adjustment to the System of National Accounts (SNA) in terms of stock of natural assets that will lead to the incorporation of Green

Net Domestic Product (NDP), which is also known as the EDP or Environmental Domestic Product (Kumari & Mishra, 2018).

This study proposes to investigate these challenges so as to respond to them based on an informed understanding of best approaches to ensuring that Sustainability reporting is infused in the BEd FET teaching, and that it highlights environmental issues, employee wellbeing, and social contributions made by organizations (Wessels, 2022). It also intends to use this Green Accounting in teacher education programme to provide a platform for awareness raising about the issues of sustainability. Sustainability enshrines the primary moral and economic imperative of the 21st Century and one of the most important sources of both opportunities and risks for businesses (Wessels, 2022). The above require that the BEd-FET Programme is aligned with the SDGs, Africa Agenda 2063, National Development Plan - NDP, and other Green agreements (Shava, 2022). This study, therefore, proposes to create such a relational SuLE, with the approaches and principles of Green Accounting infused accordingly. Green Accounting is chosen because it is a holistic branch of Accounting that considers environmental costs in the financial results of the operations as discussed above (Shava, 2022).

The main objective of Green Accounting is to assist businesses and all to understand that environmental goals are as important as financial ones (Kumari & Mishra, 2018). It takes into cognisance the needs of our present-day generation without compromising on the needs of the future (Muukkonen, 2022). In the mentioned university's Programme, less focus is given to the issues of natural capital and the ecosystem services. Infusing Green Accounting in this programme is thus important because it serves as a driving force in ensuring that aspirant teachers and their learners as current and future citizens of a democracy, are exposed to all vital aspects of Accounting, including environmental sustainability as its centerpiece, which includes the financial results of operations (Dhar, 2022). This system of Accounting supports National Income Accounting, Financial Accounting, and Internal Business Managerial Accounting (Shava, 2022). It has a very broad scope ranging from the corporate, through the national to the international levels. The issue of environmental responsibility and sustainable industrial development has given birth to this new branch of Accounting. It was first introduced by the economist and professor, Peter Wood, in the 1980s (Rounaghi, 2019). The Green Accounting system is considered one of the important management systems to enable the improvement of the economic and environmental performance of a business firm. On the other hand, Green Accounting aims at assisting businesses to understand that environmental goals are as important as financial goals (Kumari & Mishra, 2018). It also insists on the Accounting that covers all the important aspects of the economy. Whether it is human, non-human, or beyond human aspects, this new branch of Accounting regards all contributions in the economy as important (Muukkonen, 2022).

The infusion of Green Accounting enhances understanding by student teachers, broadens the curriculum, and enriches it with real-life experiences and examples (Danta, 2022; Huckle, 2012; Shava, 2022; UNECE, 2007; UNESCO, 2005a).The infusion of Green Accounting

ensures that there is a focus on sustainability issues, which are about ethics, such as acknowledgement, recognition, and respect for the environment and its constituents, whether human, non-human, or beyond human (Rounaghi, 2019). Green Accounting confirms the entanglement of knowledge and reality in that one cannot privilege the making of profit above the impact that the business concerns have on the environment, machines, objects, infrastructure, plants, animals, other human beings and more than humans.

It is also against this backdrop that in this paper, we attempt to deepen the notion of identity, which is relational and created in contexts where entities do not matter as much as how the inanimate objects, animate plants, non-human animals, other humans, the more-than-human artificial intelligent machines as well as the-beyond-human collectives in the universe, relate to one another, and operate (Abe, 2020; Mgaiwa, 2021; Wessels, 2022). We are anti-humanist in approach, and we de-centre identities, hence performance. We do not theorise agency out of existence, but we recognise its co-constitution concerning the structure and context (Simpson, 2020). We thus recognise that for the learner/graduate to learn effectively and be employed, it requires more than just themselves.

METHODOLOGY AND DESIGN: PARTICIPATORY ACTION RESEARCH

In this study, we adopted Participatory Action Research (PAR as the approach to inform our methodology and operationalise the plan (Evans, 2021). PAR is best suited to practically operationalise the ideas of the post-humanists' entangled relationality, extensively discussed under the conceptualisation section of the study (Laskova, 2021). The Posthumanist ideas referred to above are also very compatible with what Green Accounting is all about and intends to achieve, especially its notion of Sustainability, which is also the centerpiece of the SDGs (Morales, 2016). In line with PAR, we established a research team consisting of a small group of four people who steered the project on a daily basis and the rest of the team, which only met once a month to receive reports and monitored progress or lack of it as reported by the steering group (Evans, 2021).

This study is conducted at a university in South Africa offering the BEd FET Accounting Education – FET programme. On average, this programme caters to close to 100 students per annum in the discipline of Accounting Education. The Faculty offers both the academic and teaching Accounting modules. Issues of Sustainability are not addressed, at least not formally, because the approved module and programme documents do not refer to them directly as areas to be taught (Morales, 2016). For the envisaged changes in the programmes to be implemented, the respective lecturer, as a member of the research team, initiated the process, and these were discussed in the relevant Department, then Faculty, and later submitted to the Senate, accordingly (Laskova, 2021). The focus was on adjusting the approach of teaching, learning, research, and community engagement so that it includes issues of Sustainability and Green Accounting in particular. Infusion of Green Accounting would thus take place at all four levels at which the BEd-FET is offered. These principles were included and embedded as programme and

learning outcomes, pitched at the relevant National Qualification Framework levels 5 to 7 at each of the 4 years of study respectively. This infusion also informed curriculum alignment as a whole, meaning that the manner of facilitation and assessment of this content, referred to as Green Accounting, was also informed by the same Sustainability concepts.

Data and Project Analysis

As indicated earlier PAR as the approach of choice for this study encapsulates the ideas of Sustainability, Posthumanist entangled relationality, Design Research and SuLE (Evans, 2021). In establishing the team, we were guided by these principles so that these are implemented and complied with. For example, the study did not have a sample but was led by an ensemble of networks represented by the people mentioned below among others. The numbers of people do not really matter in PAR, what was important was to ensure that all possible stakeholders in infusing Green Accounting in the said programme, are included and represented. Thus, there was a practicing Accountant from industry who is also aware of challenges in present day Accounting and its practices, especially with regard to issues of Sustainability and employability. There was representation from the local business community and from the Higher Education sector from the province and nationally in the area of Accounting Education and related disciplines. All available academics, professionals and service staff from the Faculty were invited so that their inputs enriched the discussions informed by their diverse specialisms. Practicing Accounting and Economic and Management Sciences - EMS educators from the local schools were also invited to participate (Evans, 2021). Experts in Sustainability, generally and in Green Accounting, were also sourced locally and beyond. There were also programme design specialists invited. Student teachers currently enrolled in the BEd-FET programme were also included. Graduates of this programme who are currently in the world of work, as well as those who were unemployed, were also invited. Teacher unions, as well as the available principals, were also represented. Any other person or network that could be considered to be a stakeholder in the BEd - FET programme at this university was allowed in and invited to participate. This team consisted of around 150 people or so, but not all were present all the time of the data generation process. PAR, relational approaches, Sustainability, Green Accounting and SuLE argue strongly that knowledge does not reside in one person or a group of a select few or even exclusively in a person, hence we broadened participation to whoever and whatever could assist the project to achieve its objectives.

The first important activity of the big team led by the Steering Committee was to craft the vision of the project guided by the aim and objectives of the study. In almost all instances, the vision and mission statement came out similar to the aim and the research question of the study. Once there was consensus, the teams then proceeded to conducting SWOT analysis to determine their individual and collective strengths, weaknesses, opportunities, and threats towards infusing Green Accounting in the BEd - FET programme. Based on the ensuing debates and discussions, five (5) priorities that drove the activities of the project were identified.

The categories used to analyse the data further reflected the principles of excellent learning during the era of the Fourth Industrial Revolution, namely collaboration, communication, compassion, critical thinking, and creativity, which were what the projects aimed at. Klaus Schwab and the World Economic Forum agree that these are the five skills that show advanced forms of learning, which also place people who hold such skills at the edge of knowledge and its creation (Schwab, 2015). Each data category was then subjected to deeper analysis to use the spoken and written word from the co-researchers as evidence at the first level. Following this text level, the analysis proceeded to the discursive level, where deeper meaning could be gleaned more than what the word revealed; this is the level where meaning occurs between the words and is a function of the habits of the mind. One's orientation and socialisation can be traced and revealed by what one says. Finally, we analysed the data at the social structural level. Van Dijk (2015) argues that humans create meaning based on how we are positioned in discourses over and above the discursive practice alone.

Analysis of data, presentation, discussion, and interpretation of results

The data below were analysed against the aim and objectives of the study as discussed earlier. While the main aim was to enhance employability of the student-teachers in the BEd FET Accounting Teacher Education programme, the paper only reports on the potential for such because in this year focus is still on infusion as no student teacher has graduated from the newly Green Accounting infuse BEd programme.

> *I wish I had connections at this school. When the posts were advertised I saw Sthembiso who was not as hard working as I was being offered the position. The problem is that these days you don't have to be clever or anything. Just make sure that you are well connected with people who hire and fire. These days it is also important that your parents were in that school for you to be offered employment. They don't see it, but this is nepotism at its worst.*
>
> A lecturer confirmed the following during the monitoring session of the project that
>
> *We ensure that our students always go out to the places of potential employment even before they complete their studies so that they can gain practical knowledge of how things are done in the real world, and also to create networks with potential employers as one never knows when you will need them to put in a word or just open the doors for you. Many of the graduate from University X in the rural places always complain about being discriminated against, but the fact is, who do you think will employ you when he or she does not even know who you are, what kind of work and contribution you can make? It is not possible. Our students should take advantage of the proximity to ensure that they get known and noticed*.

In keeping with Klaus Schwab and the World Economic Forum's findings, participation in the project, from designing and piloting the strategy ensured that the student-teachers and the entire research team acquired collaborative, communicative, compassionate, critical thinking,

and creative skills. Some of the snippets from designing and rolling out of all activities of the project to enable the mentioned higher education to create SuLE went as follows:

Student Teacher Mosiua commented as follows*: Being involved in the project enabled me to think from outside the box as some of the positions I held dearly about Accounting and how it should be taught were exploded.*

Student teacher Maggie: I was not even aware that the higher education legislative imperatives and policies as in the Department of Higher Education and the Council on Higher Education documents were expecting even Accounting Education to demand the understanding of the most current international and national issues.

Lecturer Ntsundeni: For me understanding the value of the rand in relationship to other major currencies was enough. But these calculations of profit involving the cost to the environment in terms of its sustainability are new to me.

Student-teacher Mageu: I was challenged to the limits of my thinking in terms of understanding how determining profit a sustainability issue is also. I had to bring in my knowledge of chemistry, environmental sustainability, geography, and mathematics all into one. It was only when I brought these perspectives together that I was able to go beyond the memorisation mode I was accustomed to and trained in Accounting.

The above were not isolated observations because almost all co-researchers felt that being involved in the actual process of infusing Green Accounting involved knowledge of the higher education and the world's Accounting scenes, a lot of creativity, critical thinking, and analysis as well as making sense of all that was demanded for sufficient grounding in the actual practice of Accounting in the 21st century. Fortunately, some of these were shared and explained to the team by the practicing Accountants and teachers in the team. The project is still in its early stages, but the school principals participating in the project were very positive about the skills that the new cohort of student-teachers were acquiring and exhibiting. For example, principal Masango speaking on behalf of her colleagues noted:

I am already impressed with how the student-teachers in this project are doing their lesson plans. They are so thorough and well executed from designing lesson and learning outcomes that take care of sustainability concerns for respect to the environment and others in the determination of profits. This is different how we were trained. These current student-teachers show far superior skills of researching quite a wide spectrum of issues that relate to what they have to teach about. Their infusion of problem-solving skills for themselves and their charges as the lessons unfold is amazing. Use of modern-day technologies in their introduction of their Accounting lessons, how the various activities cohere around particular real-life problems and even attempting to find solutions to them place these young people at the level far beyond what the world of work demands.

The above confirms that the project was succeeding in creating sustainable higher education learning environments where positive and constructive relational spaces recognising that students-teachers' abilities are the bases for their employability as individuals, but that the

activities of many stakeholders in relationships among themselves and with higher education are crucial as the integral part thereof. The point is that being in this project enables all to become good team members who collaborate, who communicate freely their ideas and who are guided by the best argument under the circumstances. What the student-teachers came to know about, and exhibit as Accounting teachers was a combination of many inputs from various team members over an extended period. They had moved from their individual isolated positions to become multi-perspectival as well as operating at varying degrees of sophistication as spurred on by the multi-disciplinary team and their multiple theoretical positions.

The project rolled out its priorities by conducting workshops geared towards capacity building of all researchers including student-teachers in terms of skills of infusing Green Accounting in BEd -FET programmes. At least 5 such workshops were facilitated by local academics on Green Accounting. Staff and student-teachers prepared and presented ideas on this infusion based on the ideas from their readings which they had to benchmark online with best practice programmes, nationally and internationally to identify the gaps. A report from the discussions is produced on how to strengthen the infusion of Green Accounting in the Teacher Education Programme and an extract therefrom states that

Steering Committee and PI roll out Priority by practically infused and monitored the integration of Green Accounting (GA) into the programme in terms of the following CHE's guidelines, such that GA is managed, facilitated, and coordinated effectively at programme to module levels. That there is Programme support for the development and implementation of GA and that· the Programme supports GA to promote contextualised as well as relevant teaching and learning. assessments.in GA. GA research, teaching and learning in the programme reflect high levels of innovation of design.

The report went further to indicate that in keeping with the CHE's criteria of quality the emerging BEd FET programme infused with Green Accounting achieved its intentions of:

> *popularising and awareness raising among staff regarding the value and need for Green Accounting in Teacher Education Programme through workshops facilitated by national and international scholars on Green Accounting and in the value of Green Accounting for, Teacher Education Programmes, student teachers, schools, and communities. Student-teachers and staff prepared and presented ideas on these based on the ideas from workshops and their independent readings. Furthermore, there were activities geared towards skilling all co-researchers in researching, teaching, and learning as well as engagement on Green Accounting matters facilitated by* national and international scholars on researching on Green Accounting. These included co-researchers of student-teachers, staff, student teachers, schools, and communities. On the whole emphasis was on producing ways of researching, teaching, and learning as well as engagement on Green Accounting matters securing resources in terms of infrastructure, funding, time frames, intellectual capital, etc. that would be required to infuse Green Accounting in the programme.

In keeping with Klaus Schwab and the World Economic Forum's findings, participation in the project, from designing and piloting the strategy ensured that the student-teachers and the entire research team acquired collaborative, communicative, compassionate, critical thinking, and creative skills. Some of the snippets from designing and rolling out of all activities of the project to enable the mentioned higher education to create SuLE went as follows:

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The above were not isolated observations because almost all co-researchers felt that being involved in the actual process of infusing Green Accounting involved knowledge of the higher education and the world's Accounting scenes, a lot of creativity, critical thinking, and analysis as well as making sense of all that was demanded for sufficient grounding in the actual practice of Accounting in the 21st century. Fortunately, some of these were shared and explained to the team by the practising Accountants and teachers in the team. Through collaboration student teachers and the entire team were able to develop quite quickly into knowledgeable Accounting teachers who could compete with any in the world of work. They learned how to search for information, to sift through it, critique and use it to substantiate and argue for a defined position. They found Accounting Education pleasant and challenging to study as they were designing and redesigning it to incorporate issues of sustainability. It was no longer necessary to memorise content because whatever they learned related to real life issues to which they had to reimagine and reinvent new answers.

The project is still in its early stages, but the school principals participating in the project were very positive about the skills that the new cohort of student-teachers were acquiring and exhibiting. For example, principal Masango speaking on behalf of her colleagues noted:

> *I am already impressed with how the student-teachers in this project are doing their lesson plans. They are so thorough and well executed from designing lesson and learning outcomes that take care of sustainability concerns for respect to the environment and others in the determination of profits. This is different from how we were trained. These current student-teachers show far superior skills of researching quite a wide spectrum of issues that relate to what they have to teach about.*

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that students-teachers' abilities are the bases for their employability as individuals, but that the activities of many stakeholders in relationships among themselves and with higher education are crucial as the integral part thereof. The point is that being in this project enables all to become good team members who collaborate, who communicate freely their ideas and who are guided by the best argument under the circumstances. What the student-teachers came to know about, and exhibit as Accounting teachers was a combination of many inputs from various team members over an extended period. They had moved from their individual isolated positions to become multi-perspectival as well as operating at varying degrees of sophistication as spurred on by the multi-disciplinary team and their multiple theoretical positions.

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popularising and awareness raising among staff regarding the value and need for Green Accounting in Teacher Education These included co-researchers of student-teachers, staff, student teachers, schools, and communities. On the whole emphasis was on producing ways of researching, teaching, and learning as well as engagement on Green Accounting matters securing resources in terms of infrastructure, funding, time frames, intellectual capital, etc. that would be required to infuse Green Accounting in the programme.

The above confirm that the project did manage to cultivate skills of collaboration, communication, compassion, critical thinking, and creativity required to give any student teacher a competitive urge when it came to opportunities in the world of work.

CONCLUSION

The study did set out to analyse the causes of high levels of unemployment of young Black African youth in South Africa. The analysis reveals that the high levels of unemployment over

and above being a function of the country's history of colonialisation and apartheid, there were a myriad of other causes for such. These ranged from poor education to lack of support from the system. The graduated youth were not exempt from the ravages of unemployed as well implying that education did not entirely insulate this category of citizens. Through use of some select dominant theories, the analysis showed that the causes may be located in a person's individual abilities to perform and secure a job as a result of either physical, physiological psychological or socio-cultural limitations. Locating the study in a Posthuman theoretical framework indicated that our abilities to perform any activity including securing a job is dependent on many interrelated factors in a complexity.

This served as the backdrop against which this study went about to design an intervention strategy to increase chances of increasing employment opportunities in the world of work for Accounting Education student-teachers. This group of student-teachers were chosen by way of piloting the ideas from the Posthuman theorisations that indicated that, to intervene in a complex situation, one needs an equally sophisticated intervention strategy which is also multipronged, multi-perspectival and multilayered. We formulated such a strategy using the principles of sustainability to infuse Green Accounting into conventional BEd FET programme. The whole idea was to determine the kind of competencies that would give the youth the competitive urge to secure descent opportunities. We designed the intervention strategy mounted on Participatory Action Research approach. This approach was found to be very useful given the subject matter under discussion. PAR is compatible with issues of sustainability, as well as quality teaching and learning that promoted collaboration, communication, compassion, critical thinking, and creativity. These competencies were also promoted by the Green Accounting notion of sustainability, and they were also hailed as the most important skills required complex world of the 21st century. The moral of the story is that if we want to give Black African youth the competitive urge in the world of work, these are the skills to cultivate as they aptly capture the complexity which is entangled relationalities of being.

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