



# Sustainable Fashion Design Curriculum Effectiveness for Secondary School Students in South African Townships, 2009

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## Abstract

This study examines the effectiveness of a sustainable fashion design curriculum implemented in secondary schools within South African townships. The curriculum aims to educate students on eco-friendly materials and practices, aligning with growing global concerns about environmental sustainability. A mixed-methods approach was employed, incorporating pre- and post-curriculum surveys, focus group discussions with students, and teacher interviews to gather comprehensive data on curriculum effectiveness. Students showed significant interest in the sustainability aspects of fashion design (82% reported being more aware of environmental issues), though some struggled with practical application due to limited resources. Teacher feedback highlighted a need for more hands-on learning materials. The curriculum effectively raised students' awareness about sustainable fashion, but challenges remain in translating theory into practice. Enhanced teacher training is recommended alongside the provision of additional eco-friendly materials and tools to improve practical engagement with the curriculum.

**Keywords:** *African geography, sustainable development, curriculum evaluation, fashion education, pedagogy, eco-fashion, student outcomes*

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