

**INVESTIGATING AND DEVELOPING POSITIVE  
ATTITUDES TOWARDS ENTREPRENEURSHIP  
AMONG SECONDARY SCHOOL CHILDREN  
IN THE WESTERN CAPE**

**BY**

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## DECLARATION

I declare that this thesis is my own work and that all the sources I have used and quoted have been indicated and acknowledged. It is being submitted in fulfilment of the requirements for the Degree of Master of Philosophy to the Faculty of Education, University of Western Cape.

FATIMA ALLIE

Signed:.....

*F. Allie*

July 1997

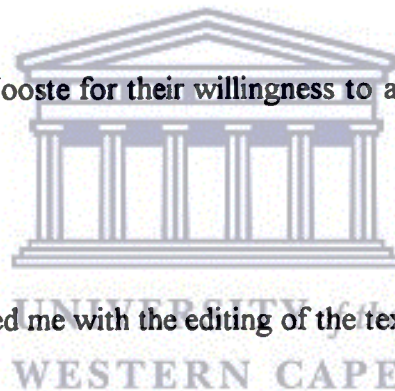


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## ABSTRACT

It is a well known fact that the development of entrepreneurs will have a number of benefits for the economy of the country. In addition, entrepreneurship represents an important vehicle to address the challenges of job creation and equity in South Africa. Throughout the world, it has been shown that entrepreneurs are playing a crucial role in expanding the economies in innovative and creative ways. It is the opinion of policy-makers that with the appropriate enabling environment, South African entrepreneurs can follow the examples of Malaysian and Taiwanese entrepreneurs and make their mark on this economy.

It would be very naive to assume that entrepreneurship would solve most of the economic problems of South Africa. However, it could not be denied that it does have an important role to play. Given the historical background of South Africa and the consequences thereof namely, unemployment and low economic growth, it becomes clear that the country not only need more entrepreneurs, but a more positive attitude towards entrepreneurship among all communities. The question arises whether systems are in place to develop positive attitudes amongst all communities, particularly the youth. The Presidents Council's Report (1989) highlighted the inability of the current education system to promote entrepreneurship.

It is in the light of the history of South Africa, as discussed above, that this study sets out to investigate the attitudes and methods for developing positive attitudes towards entrepreneurship among school children in the Western Cape. The study also aims to assess the factors that have

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impacted on their attitudes. Both quantitative and qualitative research approaches were used to get detailed information on the perceptions and attitudes towards entrepreneurship. An exploratory study of available literature and focus group discussions established some key variables that impacted on the attitudes of pupils. In addition, personal and telephonic interviews were conducted with teachers to get their views and opinions on the findings of the survey.

The literature and group discussions provided the items for the research instrument used to gather the information. The sample of forty-five pupils from schools all over Western Cape indicated that there was great scope for developing positive attitudes among pupils from all race groups and both genders. The results also confirmed that, as postulated, the school context, inclusion of entrepreneurship in the school curriculum and the commitment of teachers and parents have the potential to effect positive changes in the perceptions and attitudes towards entrepreneurship.

Analysis of the findings established that access to entrepreneurial programmes and projects could provide various benefits for the creation of an entrepreneurial culture. It further showed that entrepreneurial culture is not confined to particular cultural groups and that the awareness about entrepreneurship among pupils is growing. It thus revealed that awareness building among all population groups could have positive effects on developing positive attitudes.

Another important outcome of the study is the greater awareness and the importance of entrepreneurship amongst pupils for the creation of jobs and the growing economy. As an outcome of the findings various recommendations are made regarding the integration of the

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subjects in the school curriculum. It concluded that the research was able to make a useful contribution to an understanding of the ways in which entrepreneurship and economic awareness could contribute to the growth of the economy and hence the equalisation of society.



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## OPSOMMING

Die ontwikkeling van entrepreneurs hou sonder twyfel verskeie voordele vir die land se ekonomie in. Daarbenewens is entrepreneurskap 'n belangrike middel om uitdagings soos werkskepping en gelykberegting in Suid Afrika te fasiliteer. Entrepreneurs wêreldwyd het duidelik getoon dat hulle op kreatiewe en innoverende wyse hul onderskeie ekonomieë kan bevorder. Volgens beleidmakers kan Suid-Afrikaanse entrepreneurs in 'n toepaslik bevorderlike omgewing hierdie voorbeeld van die Maleisiese en Taiwanese entrepreneurs navolg.

Alhoewel dit naïef sou wees om te aanvaar dat entrepreneurskap Suid-Afrika se ekonomiese probleme sonder meer sal oplos, sal dit nietemin 'n belangrike rol speel. Gegewe Suid-Afrika se geskiedenis van onder andere werkloosheid en 'n swak ekonomie, het die land nie slegs meer entrepreneurs nodig nie, maar ook 'n meer positiewe houding teenoor entrepreneurskap. Die vraag ontstaan egter of Suid-Afrika oor die middele beskik om positiewe houdings by al die gemeenskappe veral die jeug te bevorder. Volgens die Presidentraadsverslag (1989) is die huidige onderwysstelsel nie by magte om entrepreneurskap te bevorder nie.

In the lig van Suid Afrika se geskiedenis soos hierbo vermeld, word 'n ondersoek in hierdie studieprojek, om houdings en metodes ter bevordering van positiewe houdings teenoor entrepreneurskap by leerlinge in die Wes-Kaap, gedoen. 'n Verdere doel is om vas te stel watter faktore 'n invloed op leerlinge se houdings het. Beide kwantitatiewe en kwalitatiewe navorsingsbenaderings is gevolg om gedetailleerde inligting oor persepsies van en houdings teenoor



entrepreneurskap te verkry. 'n Eksplorerende ondersoek van beskikbare literatuur en fokusgroepe het sekere sleutel veranderlikes, wat 'n invloed op leerlinge se houdings het, aangedui. Persoonlike en telefoniese onderhoude is ook gevoer om onderwysers se sieninge op die bevindinge van die ondersoek vas te stel.

Die literatuur en groepbesprekings het die items vir die navorsings-instrument wat gebruik is om inligting te bekom, voorsien. Die steekproef van vyf-en-veertig leerlinge van skole uit die Wes-Kaap het aangedui dat die ontwikkeling van positiewe gesindhede onder leerlinge van alle rasse en geslagsgroepe beslis haalbaar is. Die resultate het die aanname bevestig dat die skoolkonteks, insluiting van entrepreneurskap in die skoolkurrikulum en die verbintenis van ouers en onderwysers die potensiaal het om positiewe verandering in persepsies van en houdings teenoor entrepreneurskap te weeg te bring.



Volgens 'n analise van die bevindinge hou toegang tot entrepreneurskapsprogramme en -projekte voordele in vir die daarstelling van 'n kultuur van entrepreneurskap. Dit het verder aangetoon dat die entrepreneuriese kultuur nie beperk is tot 'n spesifieke kulturele groep nie en dat 'n bewustheid van entrepreneurskap onder leerlinge 'n toename toon. Die ontwikkeling van bewustheid by alle samelewingsgroepe kan daarom ook 'n positiewe invloed op die ontwikkeling van positiewe houdings hê.

'n Verdere belangrike gevolg van die projek is 'n groter bewustheid by leerlinge oor die belangrikheid van entrepreneurskap vir die skep van werkgeleenthede en die groeiende ekonomie.

Verskeie aanbevelings oor die integrasie van vakke in die skoolkurrikulum was 'n direkte uitvloei van die bevindinge. Die ondersoek kan 'n bydrae lewer tot 'n beter begrip oor die wyses waarop entrepreneurskap en ekonomiese bewustheid ekonomiese groei en daarom ook gelykberegting van die samelewing kan bevorder.



## TRANSCRIPTION CONVENTIONS

According to the Population Registration Act, Number 30 of 1950, people in South Africa were classified as 'White', 'Coloured' or 'Native' (later called 'Bantu' and still later called 'Blacks'). The Population Registration Amendment Act, Number 64 of 1967, classified groups as 'White', 'Coloured' and 'African'. 'Coloureds' and 'Africans' were divided into sub-groups based on appearance, general acceptance and request (Omond, 1985:21-22).

Based on this Act and for the purposes of this study the author will be referring to the population groups throughout the thesis in the following manner.

**'AFRICANS'**: People who on the basis of race classification, were classified as such and at a later date were excluded by legislation from the Tricameral Parliamentary system.

**'BANTUS'**: People who on the basis of race classification, were classified as such and at a later date were excluded by legislation from the Tricameral Parliamentary system.

**'BLACK'**: For the purpose of this study the term refers to all people of colour (Blacks, Coloured and Indian) on the basis of race classification and who were dis-enfranchised by legislation.

**'COLOUREDS'**: A highly contested term in South Africa referring to people of "mixed" origin (of mixed descent).

'INDIANS': Indian (Asian) descent, classified on the basis of race.

'WHITES': European descent. Classified on the basis of race.

All 'Africans' were denied the right to participate in the political structures of South Africa (excluding the Homeland concessions) prior to 1994, although 'Coloureds' and 'Indians' were represented in the Tricameral Phase.



## LIST OF ABBREVIATIONS

ANC	AFRICAN NATIONAL CONGRESS
CHE	CHRISTIAN HIGHER EDUCATION
CNE	CHRISTIAN NATIONAL EDUCATION
COSATU	CONGRESS OF SOUTH AFRICAN TRADE UNIONS
CSS	CENTRAL STATISTICAL SERVICES
DEC	DEPARTMENT OF EDUCATION AND CULTURE
DET	DEPARTMENT OF EDUCATION AND TRAINING
DUBS	DURHAM UNIVERSITY BUSINESS SCHOOL
ERS	EDUCATIONAL RENEWAL STRATEGY
GDP	GROSS DOMESTIC PRODUCT
HSRC	HUMAN SCIENCES RESEARCH COUNCIL
INSET	IN-SERVICE TEACHER TRAINING
NECC	NATIONAL EDUCATION CRISIS COMMITTEE
NEPI	NATIONAL EDUCATION POLICY INVESTIGATION
NGO	NON-GOVERNMENTAL ORGANISATION
NQF	NATIONAL QUALIFICATIONS FRAMEWORK
OECD	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
PRESET	PRE-SERVICE TEACHER TRAINING

RDP	RECONSTRUCTION AND DEVELOPMENT PROGRAMMES
SA	SOUTH AFRICA
SALDRU	SOUTH AFRICAN LABOUR DEVELOPMENT UNIT
S-E-S	SOCIO ECONOMIC STATUS
UNESCO	UNITED NATIONS EDUCATION, SCIENCE AND CULTURAL ORGANISATION
USA	UNITED STATES OF AMERICA
VET	VOCATIONAL EDUCATION TRAINING



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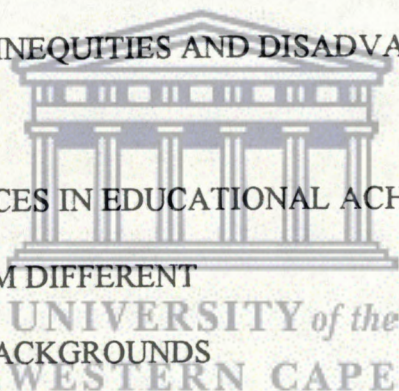
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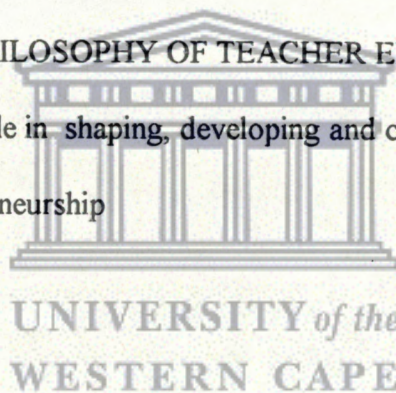
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# CHAPTER ONE

## THE IMPORTANCE OF AN ENTREPRENEURIAL CULTURE

### 1.1 INTRODUCTION AND BACKGROUND

This chapter provides a background to the investigation of developing an entrepreneurial culture by assessing the following aspects:

- (a) the relevance of creating an entrepreneurial culture;
- (b) the effects of the old education system on developing an entrepreneurial culture and hence the economic growth of the country;
- (c) international experiences in developing an entrepreneurial culture; and
- (d) the need for appraisal of the role of entrepreneurship in economic growth.

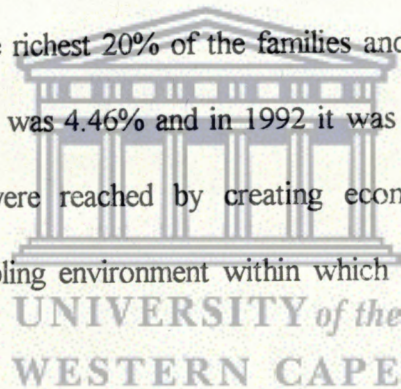
Furthermore, this Chapter provides background to all the Chapters of the thesis in which the impact of the economic environment, the role of the teacher, economic awareness in the curriculum, the results of the investigation and the education policies, both the old and the new, are explored.

Experience in many developing countries such as Korea, Malaysia and Taiwan has shown that the promotion of entrepreneurship and in particular, small and medium enterprises have been successful not only in stimulating industrial and economic growth, but also in the redistribution of income, alleviating poverty and generating employment opportunities (Ministry of Trade and Industry, 1994:6).



Although it is simplistic to assume that entrepreneurship could resolve most of the problems of South Africa (SA), it cannot be denied that it has an important role to play. Taking into consideration the population growth and the increasing unemployment problem in SA, it becomes clear that the country not only need more entrepreneurs, but also a more positive attitude towards entrepreneurship in order for it to be successful (O'Neill and van den Berg, 1991:3).

The so-called 'miracle' which Taiwan created within a mere 40 years is an excellent illustration of the contribution of small business to the growth of the economy of a country. This miracle is reflected in the fast growth of their economy and the equality of income distribution. Forty years ago they started from a per capita income of \$150, and in 1992 it reached \$11000. In their income distribution, the gap between the richest 20% of the families and the poorest 20% is only 4.55 times. Their unemployment rate was 4.46% and in 1992 it was 1.4% (Chang, 1995:1). These achievements, they believed, were reached by creating economic awareness amongst the marginalised youth, and an enabling environment within which entrepreneurs and hence, small businesses, could develop.

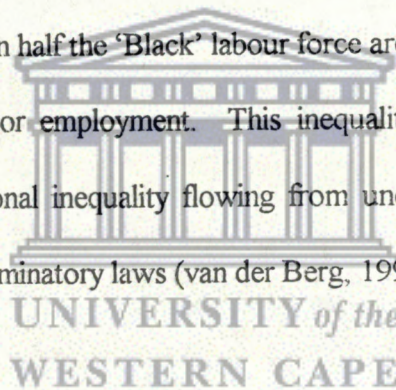


The Taiwanese popularised business to the extent that people from all walks of life are involved in business. When one steps out of the hotel one is immediately surrounded by traders. In the surrounding streets the fronts of some houses have been converted into shops, often selling goods that are manufactured in the backrooms. In SA we do have some traders on the pavements in the city centre and also some shops in front of the houses, but not to the same extent and also not with the same kind of vigour as in Taiwan. This could still be due to some legislative and attitude problems in SA with regards to 'informal' trading and this should be addressed in order to

popularise small business in the country. South Africans should try to develop the same kind of vigour and enthusiasm for business, just like the Taiwanese.

## 1.2 THE PROBLEM STATEMENT

In order to develop an entrepreneurial culture amongst all communities like the Taiwanese, SA must create an enabling environment for it to develop, particularly for the previously disadvantaged groups. The development of industrial, entrepreneurial and managerial skills among the previously disadvantaged groups, especially 'Blacks' would thus appear to be an important strategy in the context of SA at present. More than 40 per cent of the total South African labour force and more than half the 'Black' labour force are not integrated into the modern economy by way of formal sector employment. This inequality in the labour market is the outcome of the massive educational inequality flowing from unequal educational expenditures, school curricula, and mainly discriminatory laws (van der Berg, 1992:13).



Inadequate education and training, as well as job reservation contributed greatly to an extreme shortage of skilled 'Blacks' and the gross inequality of the South African society. Table 1 (see p.4) illustrates the dichotomy as represented in various occupational categories according to racial groups:

**Table 1: Representation of racial groups in various occupational categories**

Occupational Categories	% Filled by 'Whites'	% Filled by 'Blacks'
Professionals	60.1	39.9
Managerial % Executive	87.6	12.4
Production workers	7.7	92.3
Unskilled workers	1.1	98.1

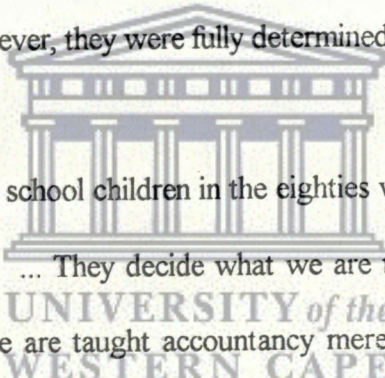
(Source: The Commonwealth Secretariat, 1991:22)

The figures in Table 1 shows that in 1991 'Whites' still occupied 87% of managerial positions and 'Blacks' occupied 92,3% of the positions on production level despite the facts that 'Blacks' constitute the vast majority (83%) of the country's population and that the country was moving towards democracy. A lack of educational opportunities, the curriculum and Government and other institutional policies pertaining to employment were amongst the factors that contributed to the situation as illustrated above. The author is of the opinion that the apartheid regime controlled the school curriculum in order to maintain the status quo. That was to ensure the economic well-being of the 'Whites' of SA.

The nineteen-sixties were amongst the most crucial years in the history of education in SA as a whole when the most overt employment of education as a tool of governmental control was seen. The structures and patterns of "Bantu Education", "Coloured Education", and "Indian Education", and all that those terms implied, were reinforced and fixed (Maurice, 1983:101-102). The introduction of separate curricula and syllabi should not be seen in isolation. It added one further facet to the whole concept and structure of a particular pattern and type of education which had evolved in collaboration with political arrangements, which evicted people from their homes,

excluded them from further education, denied them their voting rights, reserved jobs and reduced them to a position of the most obvious subordination.

The exclusion of 'Blacks' in curriculum planning and decision-making processes pertaining to the curriculum was one of the main causes of dissatisfaction among the youth of SA. The school children became disillusioned. The Soweto school demonstrations in 1976 was proof of this disillusionment where pupils demonstrated against the iniquitous 'Bantu Education', which resulted in many thousands of pupils losing, at least a full year of schooling, if not indeed in many cases losing all prospect of further schooling (Maurice, 1983: 101-102). This was the crisis of the students who found themselves dissatisfied and disgruntled, bitter and resentful of the discrimination against them. However, they were fully determined to do something about it.



In fact, some of the words of the school children in the eighties were, "... they control our minds and thoughts in the class rooms. ... They decide what we are taught. ... Our history is written according to their ideas. ... We are taught accountancy merely to calculate the profits of the capitalist", (Maurice, 1983:118-119). These grievances are not difficult to understand; what was being taught was far removed from the real world in which the pupils were living.

Therefore, it is self-evident that in addition to the above-mentioned issues, the best and most progressive curricula in the hands of poorly qualified teachers, without proper equipment and facilities, in unsatisfactory buildings and accommodation, with unmotivated pupils frustrated by their social conditions have little meaning and little chance of success. That was and still is the scenario in South African schools although we have a new democratic government. A relevant

curriculum and educative environment which will develop skills to equip children to face the economic challenges are therefore of crucial importance.

Educators and the new democratic Government, are calling for the development of an economically aware society, as well as for the optimal development of human potential (De Vries and Smith: 1994). SA has a very poor track record in terms of its human resources development in addition to many other social ills. According to the World Competitiveness Report (1996), SA ranks 45 out of 45 countries for its human resources development (see Appendix 1). The new democratic society should, therefore, be served, supported and developed by an educational system in which the curricula are based solely on the accepted educational criteria. The new curricula should develop to the fullest the talents, abilities, and skills of all the people and their aims and objectives should be determined by the needs of the whole society.

### 1.3 WHY THE NEED FOR ENTREPRENEURS

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Every society requires a high-performance economy and this can only be achieved if a country has enough skilled people. Economic growth is simply a prerequisite for providing many of the basic benefits that people strive to obtain, such as employment, education, housing and health care. Without adequate economic means these benefits are unattainable for many people. Some countries in Asia, like Taiwan and Korea, have developed their economies. Others with comparable resources in raw materials and similar geographic locations, have not managed to achieve the same measure of success (Vosloo, 1994:152).

We can question ourselves, and ask why? One answer recurs. It points to a special class of individuals who have been initiators of economic growth and social development namely, 'the Entrepreneurs'. Entrepreneurship is internationally regarded as an integral part of a successful formula for achieving economic growth (Vosloo, 1994:152-153). The need for entrepreneurs is thus great. It is believed that entrepreneurs are those individuals who perform vital economic functions. They create jobs and are responsible for the production of goods and services. The productive and innovative capacity of the entrepreneurs make the economy go round.

The entrepreneurs are also individuals who are creative and people who can identify business opportunities. For example, "a person who takes a few battered vehicles and turns them into a transport service, thus providing new effective services, new employment opportunities, and a new source of tax revenues can be classified as an entrepreneur" (Berger, 1991:8). At present, given our high rate of unemployment and the low absorption rate into the formal sector, there is an extensive drive towards the creation and development of small enterprises as a source of employment generation and economic growth with a view to improving the quality of life for all.

Entrepreneurs are especially focused on growth and development and are considered as important vehicles for job creation. At present inadequate entrepreneurship in the formal economy is, in fact, identified as one of the major defects of the present economic system (Republic of SA, 1993:8). It is, however, difficult to measure entrepreneurship, and available statistics on the quantity and quality of entrepreneurship in SA are clearly not adequate. Given the lack of adequate statistics on entrepreneurship, it is difficult to prove the inadequacy in entrepreneurship amongst 'Africans'. However, a rough indicator that points to the fact that there are not many 'African'

entrepreneurs, is that most formal sector entrepreneurial skills are concentrated amongst the 'Whites' and to some extent the 'Indians' (van der Berg, 1992:35).

The author believes that the lack of entrepreneurial skills can somewhat be attributed to the context within which individuals find themselves. In particular, 'Blacks' in SA were severely restricted in this regard.

#### **1.4 THE EFFECTS OF RESTRICTIONS ON DEVELOPING AN ENTREPRENEURIAL CULTURE**

Restrictions on 'Black' businesses, lack of physical infrastructures, lack of access to the main markets, cultural impediments and a lack of support structures in addition to poor educational qualifications were the major obstacles that contributed to the lack of entrepreneurship amongst 'Blacks'. According to the Central Statistics Services (CSS) (1990) surveys of the informal sector, the results confirmed that this sector does have a major impact on ameliorating poverty and unemployment. It is therefore evident that the creation of an enabling environment for the small and micro business sector will encourage the growth and development of entrepreneurship among the previously disadvantaged groups in the short term at least.

At present the pupils find themselves in the midst of a turbulent environment. Critical questions which emerge are, inter alia, whether pupils are equipped to meet the demands of a turbulent environment. This question could be approached from a number of different angles, such as examples which are the entrepreneurship approach or the economical awareness approach. Are the school curricula in balance with the requirements of the demands of the economy and hence

coping with the turbulent environment within which they find themselves? Given the fact that only a small percentage of the school leavers will be absorbed into the formal market, the question arises, does the rest have the necessary skills to start micro enterprises? These new enterprises will most probably provide the opportunity for job creation.

Although the major impact of the micro enterprises (informal sector) is regarded to increase the earnings of the poor 'Blacks', it is seen as an alternative for creating jobs for the unemployed youths. The contribution of the micro sector to the Gross Domestic Product (GDP) is therefore much lower than its contribution to employment because many individuals in the micro sector are only productive on a part-time basis and generate very low incomes. These individuals working on a part-time basis are in a sense under-employed (van der Berg, 1992:18). A country's economy cannot be dependent on this sector, therefore it is of paramount importance to train and develop entrepreneurs to start-up and run growth oriented and sustainable businesses. We should therefore look at the current situation of pupils at school and find ways to encourage entrepreneurship as a means to stimulate the interaction between the labour market and the school system.

## **1.5 TOWARDS DEVELOPING AN ENTREPRENEURIAL CULTURE IN SOUTH AFRICA**

Entrepreneurship and culture in SA appear to be complex in the sense that the dynamism of cultural, political and sociological forces encapsulate it. Culture and entrepreneurship in SA have been influenced negatively much more by socio-political forces than in any other country.

However, the enabling environment created by the new Government since 1994 has influenced the attitudes towards entrepreneurship positively.



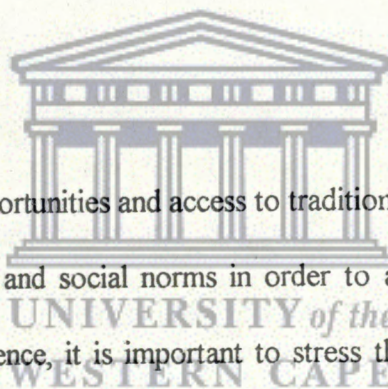
The author would like to point out that it would be a mistake to equate entrepreneurship simply with small business and would like to emphasise that many small businesses are not particularly entrepreneurial. For example, some people engage in simply buying and selling products that they have purchased in order to generate an income as opposed to those who invent or develop and manufacture new products.

Morris (1996) argues that entrepreneurship involves a definite process of identifying opportunities, developing a solid business concept, assessing and requiring resources. It also involves calculated risk-taking and vision. He goes on to argue that entrepreneurs are not unique and predisposed to be entrepreneurial; on the other hand, he argues that the entrepreneurial potential within most individuals is latent. However, it needs to be developed and sustained within one's environment if one argues for economic growth and stability.

From this brief and superficial overview it is clear that the complexity of the cultural and socio-political milieu does impact on the traits of individual entrepreneurs, to the extent that some environments are more enabling than others for stimulating an entrepreneurial culture.

Many members of the 'Black' community have developed into successful entrepreneurs, despite the unjust political and social forces that have worked against them. The author is of the opinion that entrepreneurship in SA cannot simply be understood in terms of 'culture' but also requires us to look at both the impact of apartheid SA's many cultures and the varied psychological responses to systematic discrimination.

The term 'culture', according to Berger (1991) is not an immutable entity, but is perpetuated in the process of birth and rebirth which makes it potentially open to change. An example of this is the situation in the new democratic SA, where fundamental changes are taking place (Berger, 1991:6). People are now being given the opportunities they never had before and children can now attend any school of their choice, provided their parents can afford it. This implies integrating and mixing with people of other racial groups and backgrounds, having 'White' teachers and on the other hand, teaching 'Black' pupils and vice versa. Children in some primary and secondary schools are lucky enough to be introduced to enterprise projects at school which is a means of economic awareness building. The 'Young Entrepreneurs' Programme' of the University of Stellenbosch which was introduced in 1995 has been one vehicle of introducing secondary school children and teachers to entrepreneurship.



The opening up of new career opportunities and access to traditional 'Whites only' schools require change and integration of values and social norms in order to adapt and adjust to 'fit-in' and benefit from the new society. Hence, it is important to stress that the conceptualisation of the entrepreneurial culture in no way implies that the culture of modern entrepreneurship is closed to groups of people who are lacking in this tradition. Any culture is available to any group at any time, provided external conditions as well as social values, practices and norms permit and encourage new patterns to unfold and take root (Berger, 1991:6).

This definition supports the argument that entrepreneurial culture can be cultivated given that the environment is enabling and integrated with the social values, norms and practices. The author agrees with this definition and believes that the community can influence the attitudes of children. For example, if we look at the extent to which entrepreneurship is being promoted in South Africa

among all communities and as a result creating positive attitudes due to the fact that it generates income thus creating wealth.. The children's attitudes are also becoming favourable towards entrepreneurship because they can see the effects of entrepreneurship. We therefore have to find ways to popularise entrepreneurship in order to instil a culture of entrepreneurship, just like 'rap', a type of dance which has become a culture among children. We must also find ways to sustain the entrepreneurial culture to ensure that it does not become another 'phase' disappearing in the long term.

## **1.6 THE USE OF ROLE MODELS TO MOTIVATE THE YOUTH**

Many educators argue that adjustments to the current educational system have to be made in order to improve the relevance to the needs of both the individual and business world (O'Neill and van den Berg, 1991:3-4). They also state that entrepreneurship education would be difficult in the absence of an enterprise culture as pupils may find the association with the role models and reality difficult. It is often noted that when pupils from the previously disadvantaged groups are asked to name an example of a successful entrepreneurs, they struggle to come up with a name.

This may perhaps be due to the fact that they do not know what an entrepreneur is, or perhaps they are not acquainted with the real South African entrepreneurs. They also do not have role models with whom they can associate. It is therefore important for this country to give the same kind recognition to successful entrepreneurs that are given to sport heroes or even more. This will make the youth more aware of the entrepreneurs' achievements and also who these entrepreneurs are.

According to Gibb (1993), entrepreneurial behaviour is a function of the degree to which the wider environment provides a supportive culture for enterprise, in terms of providing role models of successful independent businesses. This is somewhat the same as the comforting knowledge that if, "...he can do it, so can I...". However, the risk of such inspiration is higher for degenerating into little more than a syndrome of imitation, where creativity is repressed in favour of copying proven success. For example, someone who is running a successful food stall at school can be an example of repressing innovation and creativity if his (sic) idea is copied by a number of other school children. This may lead to a surplus of retailers at the cost of manufacturers.

In view the fact that role models and a supportive culture can stimulate entrepreneurship, it can be argued especially that the environment, if it has an efficient supporting infrastructure, is much more important than direct financial support. What role does the school play in the creation of an entrepreneurial culture? It could be argued that the curricula, the role of the teacher and the school environment are also crucial factors influencing the stimulation of an entrepreneurial culture amongst the pupils.

The support structure, environment (including schools) and role models are thus important factors in the creation and promotion of an entrepreneurial culture which have been evident in the 'miracle of Taiwan' given the size and vibrancy of their small and micro business sector. It serves as an example that small businesses can contribute favourably to the economic growth of a country. On a visit to Taiwan, the author has noted the extensive use of successful role models to promote entrepreneurship. This has a positive effect on the people in the country, particularly the youth. SA should do the same, the author is of the opinion that role models are not used enough to promote the concept of entrepreneurship in this country. The use of role models in the sports

arena has worked for nation building in our country which is proof that if the same promotion drive is used for entrepreneurship, we may develop the same kind of enthusiasm for business and hence entrepreneurship.

## **1.7 THE NEED FOR APPRAISAL OF THE ROLE OF ENTREPRENEURSHIP IN ECONOMIC GROWTH**

The stimulation of an entrepreneurial culture as a means to develop the economy of a country, seems to be a universal trend as stated earlier. However, most policy models for economic growth developed by mainstream economists do not deal with entrepreneurship as a distinct factor of production or an element in the economic growth process.

The Economist goes so far as to claim that:

until recently economists had little of interest to say about growth... they have been terribly ignorant about it. The depth of that ignorance has long been their best kept secret.

Economists have so far been unable to provide convincing answers to certain questions about the forces that drive long-term growth. They do succeed in predicting fluctuations around a trend in the course of one business cycle, but they cannot explain why the economics of certain Pacific Rim countries have expanded at an astonishing pace in the past four decades, while productivity in the US has slowed down and in some parts of Africa has stagnated or declined

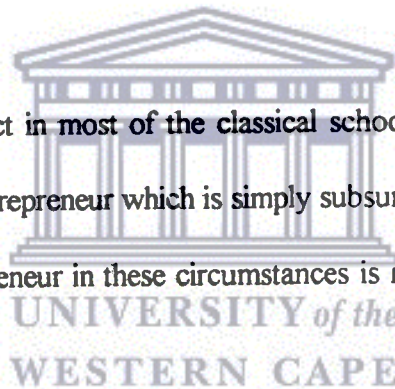
(The Economist, 4 January, 1992:17).

The gap in economic theory on economic growth is further exacerbated by the surprisingly limited specialised economic literature on entrepreneurship. The need to bridge this gap in economic theory is most obvious when analysing the reasons for economic success and failure (Lombard and

Vosloo, 1994:10). The reasons why some enterprises succeed and some fail is crucial to an understanding of the growth of the 'enterprise', the generation of income, and ultimately, the process of economic development. Economic growth manifests itself most definitely in the business activities of enterprises producing goods and services that they can sell in either the domestic or foreign market (Lombard and Vosloo, 1994:10).

A crucial key to understanding the gap in economic theory on entrepreneurship and economic growth is the recognition that neo-classical, mainstream economics tends to be basically static in its outlook on activity (Lombard and Vosloo, 1994:10). This is true because economists never refer to entrepreneurship as a key factor to the equations and predictions of mainstream economics.

Another example of their neglect in most of the classical school's micro-economic thoughts on production, is the concept of entrepreneur which is simply subsumed in that of an 'enterprise' as a market participant. The entrepreneur in these circumstances is merely supplying the market with goods or services.



Drucker (1985:12) states that "... for economists entrepreneurship is a 'meta-economic' event, something that profoundly influences and indeed shapes the economy without itself being part of it". This statement illustrates to us that the economist does not want to admit the active role of the entrepreneur in the shaping of the economy; they are merely perceived to be somewhere in the background.

## 1.8 THE OBJECTIVES OF THE STUDY ✓

The aims of this study are to investigate and develop positive attitudes towards entrepreneurship amongst secondary school children in the Western Cape and to look at the factors that impact on attitudes. The importance of developing an entrepreneurial culture in SA has been mentioned above. The question can now be asked, what is the importance of attitudes in developing entrepreneurship? It can be argued that attitudes are important for understanding individual perceptions, knowledge and beliefs. These perceptions, knowledge and beliefs, in turn have consequences, not only for individuals but also for societies.

The importance of attitudes in the lives of each of us is confirmed by our experiences. Our attitudes, reflected in our likes and dislikes of things, determine many of the decisions that affect our lives. For instance, there are children who dislike studying school work and would rather play outside than sitting inside with books. Another example is the affinity to certain cultures. The affinity to a particular culture will have a bearing on our behaviour towards that culture. Attitudes towards entrepreneurship will therefore also have a bearing or perhaps a profound influence on the pupils' behaviour towards entrepreneurship.

“Stability and positive attitudes can only be realised if people in a multicultural society like SA, value the diversity of race, gender, language, culture, religion at all levels of education and the economic conditions of all people” (De Vries and Smith, 1994:4). SA had a history of not respecting and accepting the differences amongst people as well as a lack of economic awareness amongst the majority of the ‘Black’ population. As a result of the lack of economic awareness, we find that there was a lack of interest in entrepreneurship. This is somewhat changing due to the

intensive promotion of entrepreneurship by various stakeholders such as the Government and corporate sector. These promotional activities also aim to reveal the relationship between entrepreneurship and economic awareness and why it is necessary to introduce the two subjects in the school curricula based on the following arguments by De Vries and Smith (1994:3-4):

SA's economic milieu and resultant school curriculum make little provision for the challenges within the economic sector and a multicultural approach to the curriculum;

the stimulation of entrepreneurial potential at an early age in an environment of multiculturalism, should prepare and sensitise a generation of entrepreneurs and management leaders for the new SA, the need for job creation is necessary for political, economic and social stability and growth; and

within the primary school setting children are already faced with and also have to make economic decisions. In this process they interact in an economic environment which simultaneously interfaces with the multicultural society; and the interaction between the individual and the economic environment is consciously explored in a dynamic way in order to cultivate interpersonal relationships and to exploit the quality of the uniqueness of diversity.

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In addition to the above, schooling as it was practised before was a problem and played a big role in shaping the attitudes of pupils and teachers. New economic and education policies must therefore be developed and implemented. Simultaneously we need to look at developing new curricula that will correlate with the economic policy of the country. These new curricula should be relevant and meaningful in order to address the needs of all societies, it should stimulate the latent entrepreneurial potential in people and it should prepare and sensitise a generation of skilled people. These issues have to be addressed in order to integrate all the people into the economy of the country and hopefully create a better life for all.



The author will further attempt to show that economic awareness and entrepreneurship built into the school curriculum, will most probably enhance the appreciation of differences and the attitudes towards enterprise and hence stimulate an entrepreneurial culture amongst the pupils and teachers.

She will also attempt to show the effects of the environment on children in terms of economic awareness and entrepreneurship. These issues impacting on entrepreneurship will be studied under the following categories:

- Attitudes of both pupils and teachers towards entrepreneurship;
- Curriculum design;
- The socio-economic environment of the individuals; and
- Policy investigation.

## 1.9 THE IMPORTANCE OF THE STUDY



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The apartheid system excluded 'Blacks' not only from political power but also from wealth-creating economic activities, by means of denying them some of their basic human rights such as education, housing and medical welfare. As the legislative barriers to political and economic participation have fallen away the issue of economic empowerment has begun receiving the attention it deserves. However, the decline of the South African economy in the past decades formed a serious constraint to the process of empowerment.

The aim of developing positive attitudes towards entrepreneurship is ultimately to support 'Black' economic empowerment. The new policies and all other initiatives should help to develop an affirmative action policy in relation to education and training amongst other things in order to level

the playing fields. The importance of an entrepreneurial culture for the stimulation and growth of the South African economy may ultimately lead to the equalisation of society.

However, it is unrealistic to expect entrepreneurship to be the only solution to the problem of economic growth, unemployment and the transformation of societies. There has been a number of entrepreneurship development programmes throughout the world for many decades in the hope that it will alleviate poverty and equalise societies. These entrepreneurial development programmes were successful in societies such as Taiwan and Korea as mentioned earlier in this Chapter.

According to Loucks (1996: 9) there are 820 million people unemployed or under-employed in the world. In 1760 the total world population was 820 million. He further states that "The number of unemployed people represents, in its literal sense, a whole world of people - unemployed within 200 years". Therefore, no entrepreneurship programme, political ideology or anything else can create enough jobs, integrate people into mainstream economies or alleviate poverty fast enough to come anywhere near this. What is being argued here is the fact that we cannot depend on political ideologies and other programmes as the only solutions to alleviate the problems.

The author will further attempt to show the importance of the roles of the different communities in shaping and developing positive attitudes towards entrepreneurship. The importance for South Africans to have positive attitudes towards entrepreneurship will also be emphasised. An attempt will be made to show the need to develop new attitudes towards entrepreneurship. The author will further determine what could be done to develop positive mindsets among all the stakeholders

concerned. Positive attitudes are important for enterprises to flourish because it will hopefully wipe-out all myths regarding entrepreneurship.

The author will also investigate the new education policies and curricula developed by the different constituencies to address the needs of the new enfranchised society. A radical social perspective leads to the social reconstructionist orientation to the curriculum. This orientation is basically aimed at developing levels of critical consciousness among children and teachers so that they become aware of the kinds of ills that the society has and become motivated to learn how to learn to alleviate them (Eisner, 1985).

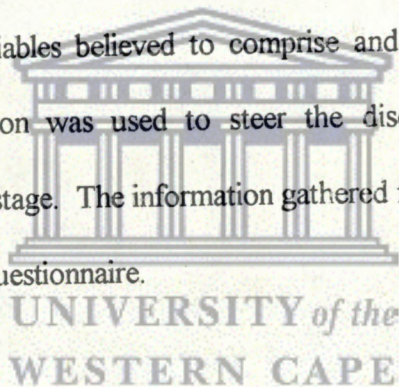
Thus the social reconstructionist orientation is necessary for the reformed curriculum because it focuses on the holistic development of the individual of which motivation is a key element. Motivation in turn is one of the important attributes of an entrepreneur. Furthermore, this holistic development is a way of assisting individuals to recognise the real problems in society and do something about them. In other words, it teaches them to make decisions, helps to build the self-confidence, to be analytical and to be creative as well. Entrepreneurs need to have these attributes. If we have a social reconstructionist orientation towards the curriculum it will most probably assist in developing entrepreneurs for a future economic society.

Furthermore, the rationale is to create a culture which will be conducive to the economic growth of the society which will then hopefully lead to a stable and equitable environment for all the people of SA.

## 1.10 RESEARCH METHODOLOGY ✓

The purpose of this study was to investigate and develop positive attitudes towards entrepreneurship amongst pupils. In order to gather information for the research the author had to develop an appropriate methodology for gathering the data. According to Emory (1980: 213-257) there are different methods for gathering data namely, questionnaires, telephonic and personal interviews and focus groups. To collect the data for this study the author first did some exploratory work to gain insight into the topic.

The research was carried out in four stages. The first stage was an exploratory study of available literature to establish the key variables believed to comprise and impact on attitudes towards entrepreneurship. This information was used to steer the discussion in the focus groups discussions which was the second stage. The information gathered from the first two stages were used to develop the items for the questionnaire.



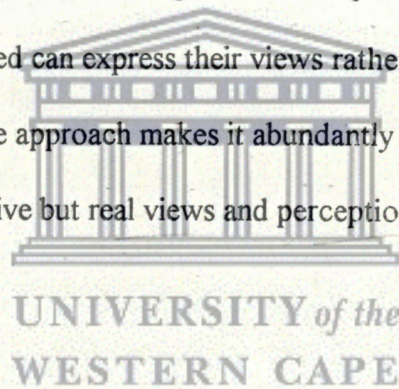
The third stage of the research process was the application of the research instrument, the questionnaire which was handed out to pupils who attended the Young Entrepreneurs' Programme at the Graduate School of Business, University of Stellenbosch. The questions were both close-ended and open-ended, in order to collect quantitative and qualitative data.

The fourth stage was the personal and telephonic interviews with teachers who are teaching entrepreneurship. In the interviews the results of the research findings were presented to the respondents in order to get their views and opinions to validate the findings. These methods have

been chosen in that it is the most practical way of collecting information from a large dispersed sample.

### **1.10.1 Qualitative and Quantitative Research Approaches**

As mentioned before the nature of this study was to investigate and develop positive attitudes towards entrepreneurship amongst pupils. From this perspective qualitative and quantitative approaches were regarded as appropriate. According to Schmitt and Klimoski (1991:117) the qualitative approach seeks an in-depth and rich description of specific issues based on the belief and that is the best way to know something about the aspect being studied. In other words, the person being interviewed can express their views rather than responding to an opinion. In contrast, a quantitative approach makes it abundantly transparent that one is analysing and reporting on subjective but real views and perceptions of key actors intimately involved with the issues.



The data gathering instruments used for collecting qualitative data were: focus group discussions, telephonic and personal interviews. The questionnaire which was the only instrument used for both qualitative and quantitative approaches. These instruments are discussed below:

### **1.10.2 The Advantages and Disadvantages of the data gathering instruments**

The advantages and disadvantages of data gathering instruments are as discussed below:

### 1.10.2.1 Focus Group Discussions ✓

Some of the benefits of this method are that participants can highlight issues which the researcher did not think about. The project could be completed in a relatively short period of time as a result of the fast reaction of a large group of people.

The disadvantages of this method are that the relevant persons are sometimes busy and do not have the time for this method. Personal opinions are not always freely expressed due to the fact that people may not feel comfortable to open up in a group situation (Viladas, 1982:222-223).

### 1.10.2.2 Telephonic Interviews ✓

According to Viladas (1982) this method is faster and cheaper than other methods for example, personal interviews. One of the disadvantages is that the respondent cannot be seen and expressions cannot be judged. Further advantages are that it eliminates travelling and saves time.

### 1.10.2.3 Personal Interviews with structured questions ✓

The benefits of this method is that the questions are usually controlled and it takes less time and the respondents are selected and interviews are pre-arranged. A big disadvantage is the costs related to this method. The costs include travelling and recordings of the interviews.

#### 1.10.2.4 Questionnaires ✓

Questionnaires are simply forms for securing answers to questions. The use of this instrument is widespread in the sense that a large number of people can be reached at the same time. It is also possible to get confidential information by means of a questionnaire.

The disadvantage of this technique is that people sometimes ignore it and do not fill it out. Sometimes people also do not understand the questions and have no one to ask for an explanation of the questions.

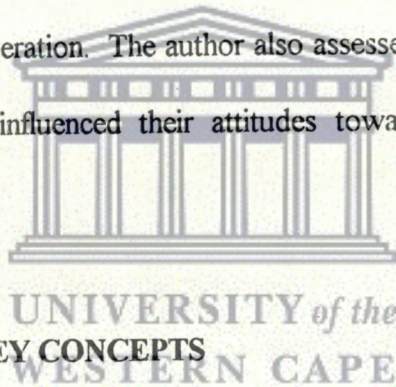
#### 1.11 THE HISTORY OF THE PROJECT

In order to compile the questionnaire for the study, the author planned a series of informal discussions with pupils and teachers during March and June 1995. Background information was collected to get an understanding of the situation in the schools and to ascertain what the factors and issues are that impact on the attitudes towards an enterprise culture. These discussions were arranged in conjunction with the Young Entrepreneurs' Programme run for pupils and teachers during 1995 by the Centre for Entrepreneurship at the Graduate School of Business, University of Stellenbosch. A full explanation and discussion of the initial exploratory investigation to the research problem is given in Chapter 5 of this thesis.

## 1.12 DEMARCATION OF THE STUDY

The final stage of this study focused on secondary school pupils from the ages of 17 and above from all racial groups, and both genders in the Western Cape. This area included, Southern Cape, the Northern and Southern Suburbs, the Cape Flats and the Boland District. These areas range from sub-economic to middle-income groups and both rural and urban areas (see Appendix 2 for area map of the Western Cape).

The author focused on an investigation and development of the attitudes of secondary school children toward entrepreneurship. The factors that contributed to their attitudes, whether positive or negative were taken into consideration. The author also assessed whether the school curricula and the childrens' environment influenced their attitudes towards economic awareness and entrepreneurship.



## 1.13 EXPLANATION OF KEY CONCEPTS

### 1.13.1 Attitude

Attitudes provide the premise for our behaviours. They play a vital role both in influencing our perceptions and providing cues for behaviours. Some of our most powerful attitudes, our deeply held beliefs are initiated during our early childhood. For example, a little boy will not play with a doll because only girls play with dolls. As we grow up, we are told by many different sources what is true and what is good. Once attitudes are formed they are slow to change because they are useful in that they help to filter our perceptions of the world around us (Leavitt and Pondy,



1973:140). It can thus be assumed that attitude is more important than issues such as education, money, the past, failures and successes.

Human beings have a habit of finding ways of simplifying, filtering, stabilising and classifying their information about the world around them. Take for example, the following statements: "Blacks are not entrepreneurial". "A woman's place is in the kitchen". "Whites are racists". Each of these statements express an attitude either about some factual matter or some rights or wrongs. Each of these attitudes, whether they are right or wrong, helps the holder to simplify part of the environment. The woman who believes her place is in the kitchen, doesn't have a worry about deciding on a career. The 'Black' person who believes that 'Blacks' are not entrepreneurial, will find it easier not to go into business. These attitudes while simplifying, may also partially blind us; for some of the simplification is brought about by filtering out some of what is really out there (Leavitt and Pondy, 1973:140).



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Attitudes are therefore important, because they can have an influence on the behaviour of an individual. For this reason, the knowledge of the structure and dynamics of certain attitudes can be used for example, to induce people to become entrepreneurial.

### 1.13.2 Curriculum Development

The Oxford Dictionary states that the meaning of curriculum is 'a course of study'. Just like entrepreneurship, curriculum has many meaning and functions.

Curriculum in education must, of necessity, include what is taught and why it is taught; by whom it is taught and how it is taught; under what circumstances it is taught and

the spirit in which it is taught; who prescribes what is to be taught and whether those to whom it is taught want it to be taught (Maurice, 1983:101).

The questions should thus be raised: What is the nature of the educational system in which the curriculum operates? Will it achieve its aims and objectives? Why does it want to achieve those aims and objectives? Curriculum design is therefore very important in terms of the outcomes desired for both the individual and the country within which it operates.

Given SA's historical background and the policy framework for education which tended to promote the views of the dominant order within the society, we had a curriculum which correlated with the economic system in operation at the time. It was a society in which basic human rights and freedom were whittled away at an alarming rate. It was also a country in which schooling has played a notorious role in the perpetuation and consolidation of the political exclusions and economic exploitation of the great masses of people (Meerkotter and van den Berg, 1994:2). In view of the role the curriculum played in the perpetuation of the political system in the past, curriculum design for the new democratic society is important for both State and the individual's well-being. This is necessary to ensure that individuals develop their potential to participate in the politics and economics of the country.

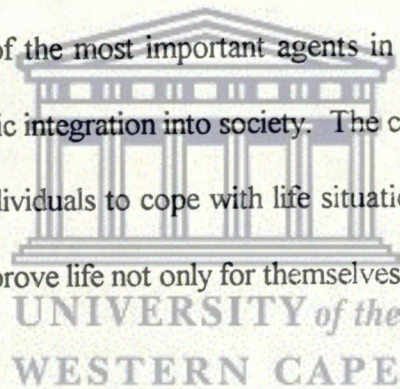
The fact that SA has a new dispensation and its education policies are being revised makes curriculum innovation an absolute necessity. The new curriculum design has to be seen as a moral and political process to subvert the old system with a view to restore the power and dignity of the people. The curriculum should be seen as a means of empowering people for their economic and social integration into the new democratic society. It should also be in line with the global changes

in education systems because we are now part of the global community, want to participate in the markets and cannot afford to stay behind in terms of development.

### 1.13.3 Teacher's Role

A teacher is someone who teaches others and also learns from others, especially in schools. The role of the teacher as used in this study can thus be defined as the responsibilities in the classroom, the school and the community, well as the influence of the teacher on the attitudes of the children towards entrepreneurship.

The teacher is regarded as one of the most important agents in the process of empowering the youth for their social and economic integration into society. The concept of 'empowerment' refers to the process which prepares individuals to cope with life situations and to utilise their skills in a given environment in order to improve life not only for themselves, but for others in civil society as well.



It can further be stated that a teacher does many things at school. To add to their teaching responsibilities, they have to do lunch break duty and school grounds duty, to name but a few. They have to attend parents' meetings, staff meetings and some other meetings. They have to organise and attend school bazaars and other fund-raising events. They are expected to go on field trips and they are also required to referee sport matches after school. They counsel children and sometimes parents. They should guide the children, conduct searches from time to time for cigarettes and other types of drugs or intoxicants and they are expected to provide sex education,

as parents expect them to do it (Fullan, 1991:119). Teachers, thus have a varied and very demanding rôle to play in the life of the pupil.

Teachers are also learners. It is important to realise that teachers do not know everything, therefore they can learn from the pupils and other teachers. They also have to learn new developments and concepts in the process of understanding and inculcating a culture of entrepreneurship. They must therefore constantly be exposed to an educative environment to develop new insights into teaching and learning processes.

Teachers can make classrooms and schools effective if the workplace is organised to stimulate and reward accomplishments. A favourable and rewarding work environment represents a place where:

- there are enough resources for teaching;
- the children have good attitudes towards school;
- the curriculum is relevant;
- teachers are given recognition for their efforts; and
- good people can be recruited and retained who can make a positive impact on the attitudes of pupils towards education and life in general.

The conditions for teachers in this country seem to have been and still are rather stressful and not too favourable and supportive. Teaching is stressful in that teachers have to cope with large numbers of pupils in the classroom. Very often there are no textbooks and the management style is prescriptive and authoritarian. There are sometimes no incentives for further studying. In

addition they sometimes have to contend with bad behaviour of the pupils. These are some of the factors that contribute to the low morale currently prevailing in the schools.

#### 1.13.4 Economic Awareness

Economics is the study of the way mankind (sic) makes use of scarce resources to satisfy their many needs. Economics is also the study of human behaviour in that economists base their analyses and forecasts on the behaviour of man and his (sic) associates and others who make numerous economic decisions every day (Roux, 1993:5).

There are a number of economic systems operating in the world. The traditional economic system used by many developed countries are based on the system of 'mixed capitalism'. This system is now increasingly being used in developing countries as well. South Africa's economic system is based on 'mixed capitalism'. The dominant philosophy in this system is one of freedom of economic choices and decisions, but Government also plays a significant role in these decisions (Roux, 1993:5).

In SA it is important that we get rid of our stereotyping mentality and start getting to know one another and our life situations. It is thus important that the pupils are exposed to the differences amongst the peoples of SA. This will enable pupils to become more tolerant of one another (De Vries and Smith 1994:4-6). After all, we are by nature social animals who are supposed to live and operate in close proximity with our fellow human beings. This is what economic awareness is supposed to be about. People should have realised by now the futility of making economic decisions on their own. Economic decisions should be made to supply the needs of the market it

has intended to supply. For example, if you want to start a computer business in an area where there is no electricity, or the population is not computer literate, then business will most probably not succeed because there is not a need for computers. In economics it must be remembered that the market must be supplied with what it wants and not with what the supplier thinks the market wants.

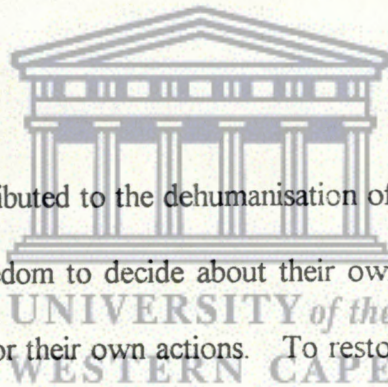
The simple reason would be that the wrong goods were produced due to a lack of knowing the people in the market and their needs. Economic awareness is exposing pupils to a range of different lifestyles to capture the full complexities of a society which is often referred to as both third and first world (De Vries and Smith, 1994: 4-6).

#### **1.13.5 Policy Investigation**

A policy is the course or general plan of action adopted by the relevant authorities or institutions. As used in this study, policy investigation is referring to examining the educational plans and curricula of the new SA.

The issue of educational reform is obviously related to broader questions affecting the well-being of the historically disenfranchised people of SA. In SA many schools and other educational institutions were sites of struggle for democracy in a free, non-racial country. The 'old State' retaliated in an anti-liberatory attempt to mobilise certain societal structures such as parents, teachers, and the corporate sector into a position of so-called educational 'neutrality'. This practice resulted in a situation where the ideology of those in power were perpetuated without it being challenged and questioned (Meerkotter and van den Berg, 1994:7).

Due to the authoritative old system people became submissive and passive and accepted their situation and it caused them to indirectly support the status quo without questioning. Teachers were merely transmitting some or other concepts rather than questioning. The corporate sector was also just carrying out the laws of the Government in power by not interfering and accepting issues at face value. For example, judging people according to their qualification, which meant that the vast majority of the previously disadvantaged groups were treated according to the degree of their involvement in schools. If an individual was involved in school boycotts and other demonstrations, they were regarded as troublemakers, rather than persons with leadership potential. The old Government policies in essence were structured in such a way that organisations tended to be neutral or biased and maintained a policy of 'keep politics out of education'.



This old apartheid approach contributed to the dehumanisation of people in the sense that it took away their rights such as the freedom to decide about their own social, economic and political future and to take responsibility for their own actions. To restore the culture of empowerment, education has to be viewed as a process which endeavours to liberate people in such a way that they are able to live a full life. Education should also be seen as an instrument to empower people for their liberation, be it economic or political. This process of empowerment is, however, dependent on the educational policy of a country. The new Government therefore, has an important role in the formulation of a policy framework for all its people. The author will thus investigate the new policy formation process.

#### **1.13.6 Entrepreneurship**

Entrepreneurship is a term borrowed from the French, 'entreprendre', combining two words which are common in economic parlance since the Renaissance. The word 'entre' can be interpreted as the verb 'to entre' or as the adverb 'between' while 'prendre' is the verb 'to take' (Vosloo, 1994:148). In essence an entrepreneur is a person who undertakes the task of searching for a business opportunity.

However, entrepreneurship can be defined in many ways. It appears that each definition depends on how it is used and what it is used for. According to Maas (1993) some of the definitions of entrepreneurship are :

- the promise of expansion and of enhancing long-term value;
- the adoption to the needs of people; and
- innovation.



According to Layden (1996:3) entrepreneurship can be described as the actions of an entrepreneur which in turn means to "organise a business attempting to profit by taking risks and using initiative".

Entrepreneurship is therefore an innovative value-added economic activity and hence the creation of organisations. It focuses on independence of action. More accurately expressed, it allows the individuals to choose the nature of their independence as a means to stimulating and allowing the full use of entrepreneurial abilities (Maas, 1993:39).



These definitions are used for entrepreneurial behaviour in individuals in their respective fields, and are most probably what we need to convert the negative situation into a positive one in SA.

### 1.13.7 Entrepreneurial Culture

What is entrepreneurial culture? It can be defined as a set of values, attitudes and beliefs supporting the exercise in the community of independent entrepreneurial behaviour in a business context. It is believed that this entrepreneurial culture will spark entrepreneurship which is required in the small business sector (Gibb, 1987:15).

SA lacks an entrepreneurial culture and has a long way to go in terms of creating an entrepreneurial culture. This can be attributed to the fact that our business sector is dominated by large organisations. We are a wage and salary earning society, with too few small businesses to set the example and a non-supportive infra-structure. The effect of exposure to small businesses provides a number of clear indicators as to the possible role of small and medium enterprises in generating further enterprises.

The visibility of small businesses provides role-models and images which indicate that a certain societal status is desired. These businesses also enables familiarity with the concept, it destroys some myths of independent ownership being unattainable (Gibb, 1987:14), and indicates clearly that it is a readily attainable status for ordinary people. Businesses also provide a network of acquaintances with market opportunities and a support structure. The combination of these circumstances on a sufficient scale can be said to underwrite the existence of an entrepreneurial culture. Taiwan is an example of an enabling environment with the relevant support structures and

information in place. It could be argued that the economic power of the small and medium enterprise sector is a vital factor in Taiwan's vibrant entrepreneurial culture.

### **1.13.8 Secondary Schools**

Formal education in SA can be categorised into a number of levels. The levels are pre-primary, primary, secondary and higher education. The investigation related to this thesis focuses on the secondary level.

According to the South African Yearbook (1996:312) secondary education is divided into the junior secondary phase and the senior secondary phase.

In the junior phase (standards 5 -7), most subjects are compulsory. The subject matter can be presented on differentiated basis, according to the needs of certain groups. Pupils in standard 6 have to choose two subjects in addition to those already offered.

At the end of the senior secondary phase (standards 8 - 10), pupils write a public examination in a minimum of six subjects. The examination in each subject is conducted on the following levels:

Lower grade level - this level required a pass mark of only 25% , it could be said that it was a means of making it impossible to fail a subject. This level required no insight into the subject.

Standard grade level - this level required a pass mark of 33%. The questions were procedural and required very little insight into the subject.

Higher grade level - this level required a pass mark of 40%. The questions required insight into the subject.

SA's new system of education is a single national system which is largely organised and managed on the basis of the nine provincial sub-systems.

### **1.13.9 Western Cape**

The participants of this study were from the Western Cape because it was practical and cost effective to draw the sample from the schools who participated in the Young Entrepreneurs' Programme at the Business School in Bellville which is seated in the Western Cape.

The Western Cape is one of the nine provinces of SA. It is situated on the south-western tip of the African continent. The capital is Cape Town, and the province has a population of about 4 million, 9% of the total population of SA. The principal languages are Afrikaans (62,2%), English (20%) and Xhosa (15,3%) (SA Yearbook, 1996:6). The majority of the population are 'Coloureds' followed by 'Whites' and 'Africans' respectively. It has a land mass area of 129,370 square kilometres. The province include amongst others Vredenburg-Saldanha, Worcester, Stellenbosch, George, Oudtshoorn and Beaufort West.

Furthermore, the unemployment rate in the province is relatively low (17,3%), it is substantially lower than that of most parts of the country (SA Yearbook, 1996:6).

**Chapter 1: The importance of an entrepreneurial culture**

In this Chapter the rationale for the study and an overview of the research project is given. The importance of an entrepreneurial culture is emphasised. The research method and the structure of the thesis are also outlined here.

**Chapter 2: The impact of the socio-economic environment on the attitudes of children**

This Chapter provides a historical overview of the monopolistic capitalist South African society, describing the milieu in which formal schooling and society functioned, the effect it had on developing an entrepreneurial culture and economic awareness among children.

**Chapter 3: The Teacher's Role**

The teacher's roles and responsibilities are being discussed in Chapter 3. New teachers are now being educated by the new integrated Education Department to implement the policy of the new democratic Government. They will only start teaching the new syllabus within the next few years.

The current teachers are still from the old Department of Education. They were trained to implement the policy of the old regime without questioning and were equipped to maintain the status quo. The author wants to use this study in order to assess the mind shift of these teachers and see how it will effect change in the classroom and, in particular, the attitudes of the children towards entrepreneurship.

#### **Chapter 4: Economic Awareness and Entrepreneurship in the Curriculum**

In this Chapter the author will discuss the curriculum that was designed to perpetuate the monopolistic capitalism of the old system. It is argued that the old system did not explicitly make provision for economic awareness to the extent that entrepreneurship which is recognised as a primary objective in the job creation process of SA, was not recognised as a particular focus in the curriculum.

#### **Chapter 5: Investigating and developing positive attitudes**

In Chapter 5 the author discusses the research methodology and presented the findings, which qualitatively impact on the premises of the investigation.

#### **Chapter 6: Policy Investigation regarding curriculum reform**

This Chapter is an attempt by the author to illustrate the importance of the curriculum in terms of serving the needs of society, and why the old one should be reformed. It can be argued that schools are essentially created to serve the interests of the society. The mission of schools is to locate social needs, or at least to be sensitive to those needs, and to provide the kinds of programmes that are relevant to meeting those needs.

## **Chapter 7: Conclusions and Recommendations: Towards new approaches for developing entrepreneurship**

In this Chapter the thesis is drawn together and implications of the research findings are examined. The author gives an overview of the process and will make recommendations pertaining to the extent of the inclusion of entrepreneurship and economic awareness in the school curriculum.

### **1.15 SUMMARY**

It has been recognised in all quarters of the world that the promotion of entrepreneurship has been successful in developing economies, particularly in developing countries. It has also been claimed that entrepreneurship is a means of poverty alleviation and economic empowerment. However, it is not a simple task. A number of entrepreneurship development programmes that have been presented over the last few decades had limited effects on economic empowerment and employment. It is clear that we need to find better ways of developing and implementing these programmes.

It has also been recognised that the answers lies with the youth. We need to find ways to instil in them a culture of entrepreneurship so that they can become self-reliant in the future. We need the collaboration of the communities and the education sector to develop the self-confidence amongst the youth.

In view of the importance of creating and developing an entrepreneurial culture in SA, the next Chapter will look at the impact of the socio-economic environment on the attitudes of children. It

will focus on the historical school structures as well as the role of the family in shaping the conditions of the 'Black' communities.

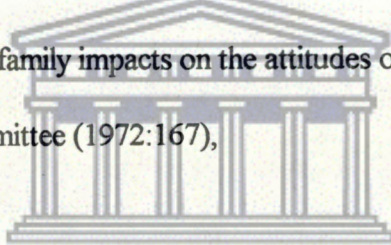


## CHAPTER TWO

# THE IMPACT OF THE SOCIO-ECONOMIC ENVIRONMENT ON THE ATTITUDES OF CHILDREN

### 2.1 INTRODUCTION

This chapter provides an overview of the community's role in shaping children's attitudes and the historical educational structure as a vehicle for shaping the socio-economic conditions of the 'Black' communities in SA. It further looks at the consequences of inequities and disadvantages in communities as a result of educational achievements or the lack thereof. The author also argues that the socio-economic status of family impacts on the attitudes of the children. According to the United States Senate Select Committee (1972:167),



sources of inequality of educational opportunity appear to be first in the home itself and the cultural differences immediately surrounding the home; then they lie in the school's ineffectiveness to free achievement from this impact of the home and in the school's cultural homogeneity which perpetuates the social influences of the home and its environs.

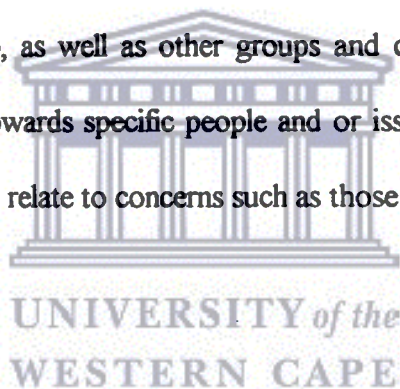
This statement clearly indicates that the environment within which children find themselves impact on their social-cognitive development and hence their attitudes toward certain conditions, factors and issues.

Aboud's (1988) research on cognitive development of children shows that attitudes are developed in stages. In the first stage individuals focus on their own community and environment and then



on others namely, things and people that are different from their own environment. Aboud's (1988) theory of social-cognitive development of attitudes is closely aligned to Piaget's cognitive development theory. She sees social-cognitive development of prejudice in terms of two overlapping processes. The first relates to the child's experience. This experiential aspect follows in a sequence of affects through perception to cognition. The second process involves the child's focus of attention which develops from self, to groups, and lastly to individuals within groups. Aboud (1988:23) further describes this attitudinal development as that which takes place "in a sequence of stages".

The first stage in the experiential process relates to factors which determine the attitudes of children toward their own group, as well as other groups and certain issues pertaining to that group. At this stage, attitudes towards specific people and or issues will be idiosyncratic, based primarily on social contacts which relate to concerns such as those of attachment, fear, reward and approval (Aboud, 1988:23).



The second stage involves the foundation of perception in which attitudes are determined by external aspects of others who are dissimilar to the self. Factors such as colour, hair texture, language, clothing, cars, houses and occupations become major points of reference. At the same time children will identify with those circumstances and people whom they take as similar to theirs (Aboud, 1988:23). The environment within which children find themselves, including the schools they attend, does seem to have an influence on their perceptions and their attitudes in life. The author agrees that the environment to a certain extent has an influence on perceptions. South African society is a classical example. The old regime impressed upon the people that 'Whites' are superior to 'Blacks' and this created certain perceptions and attitudes towards one another and

amongst both groups. 'Whites' still believe that 'Blacks' are inferior and therefore have very little confidence in most things 'Blacks' do. For example, some people will sit comfortably in an aeroplane until they see that the pilot is 'Black', then they will start getting uncomfortable and feeling unsafe. On the other hand, some 'Blacks' still suffer from an inferiority complex. This was sometimes evident in the programmes at the Business School where it was found that 'Blacks' were reluctant to come forward to suggest something or ask questions whereas the 'Whites' will ask a question whether it is relevant or not.

## **2.2 THE ROLE OF COMMUNITIES IN SHAPING CHILDREN'S ATTITUDES**

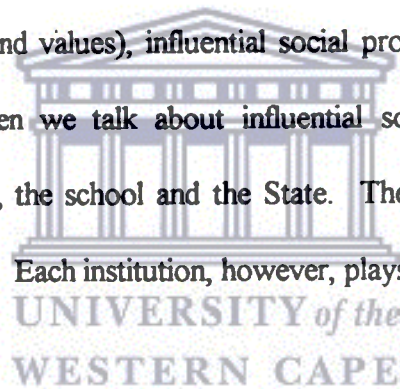
Despite the differences and what people think of one another, individuals are part of a community which in turn is part of a number of communities. For instance, there is the community of religion and culture, community of sport and the community of neighbours. Communities in essence play an important role in the shaping of attitudes. For example, if the community is keen on sport they will provide support in all forms in order for the sport to flourish and for sportspersons to excel in their respective fields. In this context one can see the importance of communities in the shaping of attitudes and perceptions of their children.

Attitudes in the lives of individuals are confirmed by their experiences as discussed above. Our attitudes are reflected in our dislikes and likes of certain things. They determine many decisions that affect the lives of people. For example, pupils may like to play soccer rather than sell goods. They will therefore be less motivated to sell goods. A liking for something in particular will have a bearing on one's attitude towards that thing.

Therefore one's attitude towards entrepreneurship will influence whether one starts a business or not.

The attitudes of individuals therefore can have consequences that are important not only for themselves, but also for society. Entrepreneurship appears to be an answer to unemployment in SA at present. Given the fact that entrepreneurship has not been popularised yet, the solution would be to stimulate the concept by developing positive attitudes towards entrepreneurship in order to make people aware of the concept.

Furthermore, it can be argued that attitudes are important for understanding individual cognitive structures (perceptions, beliefs and values), influential social processes and inter-group relations (Crawford-Nutt, 1979:4). When we talk about influential social processes and inter-group relations we refer to, the family, the school and the State. These institutions all play a part in shaping the individual's attitudes. Each institution, however, plays a different but overlapping role.



### **2.2.1 The Family**

Children's first contact with the world is within the family unit and it is here where the foundation of perceptions determining attitudes are formed.

A large part of the education of children consists in training and conditioning them to take up their place in adult society. Parental attitudes, such as those towards the religion of other cultures, may be taken over by their children and made their own. This is one way in which their influence may be exerted. Attitudes of parents and families therefore play an important role in the shaping of

children's attitudes. Parents also have their own attitudes towards schools, because they believe that the values of the school are in line with theirs or not. They believe that their expectations for the outcomes of their children could be met, therefore they select those schools for their children to attend.

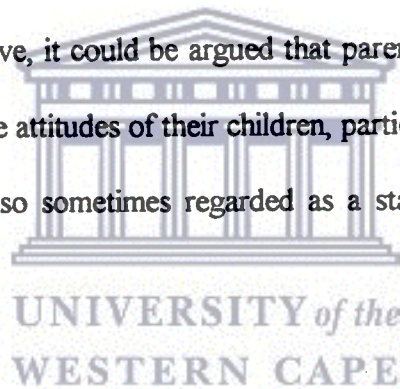
### 2.2.2 The School

Education is a central activity of any society. In fact it is a basic human right. Schools are the institutions that have been assigned with the task of facilitating the process of education. Schools have their own context which in turn is influenced by the macro environment. Research by Firestone and Rosenblum (1988) has shown that there are five major school factors that affect teacher and student commitment: relevance, affiliation, support, expectations and influence.

Students see relevance in terms of academic outcomes. Affiliation to a school could be ascribed to social standards of the community which the school serves as well as the surroundings experienced by both teachers and students, the way students are treated by teachers and the way teachers treat their students. Support and expectations can be linked to the expectations that the teacher have for the pupils. These expectations will to some extent determine the type of support the pupils will get from the teachers. For example, a bright student who is expected to achieve an 'A' pass will get the necessary support from the teacher in order to make the distinction a reality. The guidance and encouragement of the teacher is important for the pupil's performance in school because the teacher can influence the child to work hard or to play well in a sports match.

In view of the above, families have certain perceptions and therefore certain attitudes towards schools. They will therefore choose the school they feel is best for their children. For instance in the case of a family from a lower socio-economic group, the parents will choose a school nearby their house which does not have too many rules and regulations with regard to uniforms, punctuality, absenteeism, extra curricular activities and one which is affordable. Families from the middle class group will select a school with good facilities and a reputation for good results, irrespective whether the school is situated in another suburb. They are prepared to take their children there.

Schools in turn can be defined as middle class institutions and do have an impact on children's attitudes. In the light of the above, it could be argued that parents choose a school they believe will make a positive impact on the attitudes of their children, particularly the middle-class families. Attending a certain school is also sometimes regarded as a status-symbol by the middle-class families.

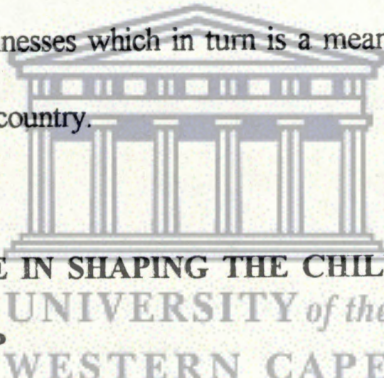


### **2.2.3 The State**

Just like the family and the school, the State clearly plays an important role in shaping attitudes of people. If we look at our history and reflect on the experiences of the past then it is not difficult to see the important role the State played in shaping attitudes and perceptions. For example, the policies and philosophy of the old regime facilitated the shaping and application of negative attitudes towards entrepreneurship amongst 'Blacks'. This was evident in the actions of the youth when they burnt most of the businesses in the townships during the 1976 and 1986 riots. They believed that business people were collaborating with the ruling powers. Furthermore, the State

propagated the belief that 'Whites' are superior to 'Blacks' by giving all the best facilities for 'Whites' and restricting 'Blacks' from a number of things. 'Blacks' were forced to live and conduct their businesses in inferior conditions and in inferior areas designated specifically for them. Therefore we have the current situation of perceptions and attitudes of prejudice amongst most people in SA.

The State now has a key responsibility to transform those perceptions and put in place policies and structures that will facilitate the development of positive attitudes towards entrepreneurship. This is already happening because the Government is aggressively promoting entrepreneurship on all levels in all societies. For the first time in the history of SA the Government has a strategy in place for the development of small businesses which in turn is a means of creating an entrepreneurial culture amongst the people of the country.



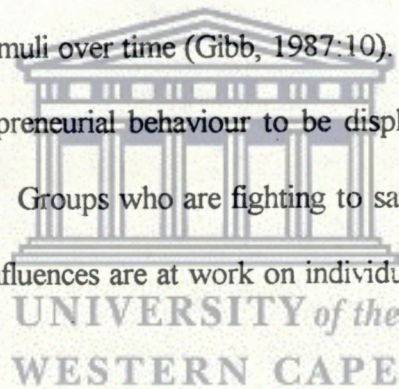
**2.3 THE FAMILY'S ROLE IN SHAPING THE CHILD'S ATTITUDE TOWARDS  
ENTREPRENEURSHIP**

The family has the first and most direct influence on children whether it is positive or negative. It has been mentioned above that the family has a great influence on the way children perceive things in life. The family is a small group in which children experience intimate and caring personal relationships with significant adults whether they are the biological parents or not. The family influence are therefore, either positive or negative. Children may be directly tutored in some habits and attitudes towards certain things for example, entrepreneurship, schooling or work. The family provides role models and helps to define options for children from an early age, which sets the

process in motion. It offers certain options and eliminates others. Children perceive 'careers' to refer to certain occupations in the market place.

In general children acquire from the home concepts, skills and attitudes not unlike those of their parents. There are some exceptions, however, since some children seem naturally more inclined to have certain skills or attitudes which are unlike that of the parents or peers (Gibb, 1987:10). The child may be driven by a variety of personal motives, including the search for an own identity, income and power. Some children may also seem naturally more entrepreneurial than others.

It is also true that some people behave more entrepreneurial than others at some stages in their lives, and respond to different stimuli over time (Gibb, 1987:10). Thus contrary to popular belief, it is perfectly possible for entrepreneurial behaviour to be displayed by those who are fighting against change rather than for it. Groups who are fighting to save jobs are a good example. At different times in life, different influences are at work on individuals affecting the development of their entrepreneurship.

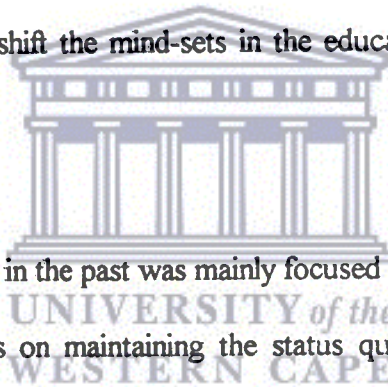


Parents for instance rarely encourage children to think of entrepreneurship as a career. Parents usually want their sons or daughters to become doctors, lawyers, teachers, or engineers. On the other hand, those parents who are running their own small businesses claim that they want their children to have a better life. It is then their wish for their children to go to university rather than to follow in their footsteps. They try to discourage the idea of entrepreneurship, because they feel it is hard work and does not really have a status in society. They have the perception that being a doctor or a lawyer is more prestigious. They do not seem to realise that doctors and lawyers in the real sense are also running their own businesses. They are also entrepreneurs in the true sense of

the word. This attitude could be due to their experiences of the past because they had problems with legislation, the location of their businesses and their social conditions. Under these circumstances there was very little room for growth and development.

#### **2.4 THE ROLE OF THE HISTORICAL EDUCATIONAL STRUCTURE IN SHAPING THE SOCIO-ECONOMIC CONDITIONS OF THE 'BLACK' COMMUNITIES**

In view of the attitudes, stereotypes, and conditions of the people, the new Government and the relevant stakeholders will have to restructure the educational system. They will have to undo the injustices of the past as well as shift the mind-sets in the education sector to a more equitable system.



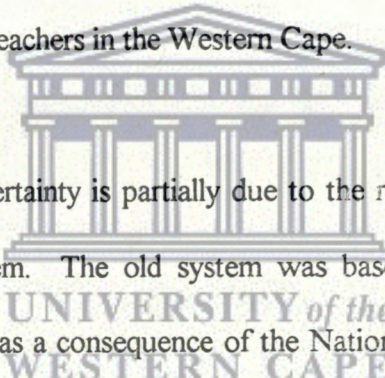
The provision of education in SA in the past was mainly focused on the need to serve the different ethnic groups with the emphasis on maintaining the status quo of the apartheid regime. The diversity of SA's population in terms of ethnicity, language and culture poses a daunting task to the educational authorities in the new democratic SA. The new education system will have to facilitate the process of unification of the communities in other words the building of the new nation. The situation is further exacerbated by the demands of the civil society and the socio-economic situation of the country.

In terms of the education system, the legacy of apartheid education is both perverse and persisting. Reconstruction would be a monumental challenge for the entire civil society, particularly in education. Both learning and unlearning must be addressed simultaneously. Expectations are high



and still rising. The existing imbalances therefore have a chance of not being redressed, but rather getting worse.

At present the National Education Department is busy rationalising the educational resources (i.e. number of teachers per province) in order to redress the imbalances of the past. Evidence has shown that the Western Cape Province was the most privileged province in terms of resource allocation, with 12 373 teachers being allocated to the province (Edusource, 1993:2-3). This equated to a teacher-pupil ratio of 18:1, which was amongst the lowest in the country. The number of teachers in the province is now in the process of being cut. The teachers affected are being offered severance packages or can be re-deployed in other regions. This is causing much tension and hostility amongst the teachers in the Western Cape.



This situation of tension and uncertainty is partially due to the rationalisation process which is a result of the old education system. The old system was based on the codification of racial discrimination which came about as a consequence of the National Party's victory in 1948. The education in SA has been generally guided by the vision to divide the different race groups and to keep them separate. In practice, however, it was organised to facilitate a pattern of economic growth in which the majority of the population provides labour but is excluded from governing.

#### **2.4.1 The Philosophy of the Christian National Education**

The Afrikaner policy of Christian National Education (CNE) has been implemented together with the policy of apartheid of the ruling National Party which came to power in 1948. According to Kallaway (1986) CNE was concerned to emphasise a Calvinist world view and an Afrikaner

nationalist political order. CNE meant that teaching of all subjects had to have a Christian character, i.e. the subject matter, handbooks, the presentation of the teacher and the class atmosphere had to be in accordance with the Christian way of life.

The philosophy of CNE, focusing on racial and cultural groups to separate education systems, was manifested in the legislation that culminated in the educational structure which was to the advantage of the 'White' minority. This educational structure was guided by the following Acts: The Bantu Education Act of 1953, the Extension of the University Act of 1959, the Coloured Persons Education Act of 1963, the Indian Act of 1965, and the National Education Act of 1967 (United Nations Education, Science and Culture Organisation, 1994:1) (UNESCO). These acts created the separate systems, dividing the previously integrated system and established multiple administrations and authorities that governed the education. By establishing these different administrations, it was clear that the government planned to carry out its policy to empower and prepare the 'White' population for skilled occupations. The 'Whites' thus had a far better life than the other communities based on the belief of 'White supremacy'.

This arrangement has thus successfully resulted in the low-wage, semi-skilled and unskilled 'Black' labour force. This system is still functioning and there is still a shortage of skills required to work in the environments facilitating governance and management. It has also resulted in the high illiteracy rates for the majority of the country's population. Economic awareness, innovation, aspiration, and creativity and hence entrepreneurial activities were constrained as a result of the policy. Limited education resulted in limited scope and empowerment which resulted in a poor skills base including technical and managerial skills.

According to the World Competitiveness Report (1996), SA ranks number 46 out of 46 countries in terms of skilled labour force and number 45 out of 46 for its educational system in terms of meeting the needs of a competitive economy. In terms of economic literacy among populations, SA ranks number 46 out of 46. These figures are alarming, however, given our history, it is not difficult to understand it (see Appendix 1). The author is of the opinion that the apartheid system played a major role in creating and enforcing the situation. SA's education backlog is therefore enormous and this has to be addressed in order for people to function fully in a democratic society where literacy plays a big role in terms of participating in policy processes (Congress of South African Trade Unions, 1992:81) (COSATU).

## 2.5 THE GOVERNANCE OF EDUCATION IN THE PAST

As a result of the discrepancies that took place in the past we have differences in the skills mix amongst the different population groups. The semi-skilled and unskilled 'Black' labour force was all part of the 'Big Plan' of the architects of apartheid. Dr Hendrik Verwoerd made it clear when he stated in a series of notorious speeches that the Government's policy was to educate 'Blacks' for menial jobs and second-class citizens only (Kane-Berman, 1983: 4-5). This policy of his Government was reinforced by the racial allocation of State expenditure which ensured the inferiority of 'Black' education in both symbolic and practical terms. Big discrepancies in the State expenditure for education is shown in Table 2 (see p.53). The breakdown for expenditure for education for the 1990 financial year was as follows:

**Table 2: Estimated Total Expenditure on Education - 1990**

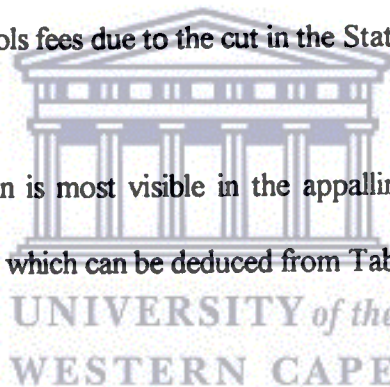
	Total Spending		White Share
	R - Million	%	%
<b>Government Spending</b>	17 600		33
<b>CURRENT EXPENDITURE</b>	16 470	100,0	35
- Pre-Primary Education	130	0,8	69
- Primary Schooling	6 480	39,3	24
- Secondary Schooling	5 140	31,2	31
- Teacher Training	560	3,4	29
- Special Education	490	3,0	64
- Technical and Vocational Education	680	4,0	65
- University Education	1 730	10,5	65
- Administration and Auxiliary and Associated Services	1 260	7,7	31
<b>CAPITAL EXPENDITURE</b>	1 130		18
<b>Private Education Spending</b>		100,0	45
<b>Fees and other household/student outlays</b>			
- Pre-Primary	100	2,0	80
- Primary	1 500	30,0	25
- Secondary	1 600	32,0	42
- Tertiary and other education	1 000	20,0	75
<b>Corporate Grants, Investment Income of Universities, Foreign Aid, and other sources</b>	800	16,0	50
<b>TOTAL</b>	<b>22 600</b>		<b>36</b>
<b>Govt.education expenditure as % of total govt. spending</b>			<b>23,6</b>
<b>Govt. education expenditure as % of gross nat. product</b>			<b>7,1</b>
<b>Total education expenditure as % of gross nat. product</b>			<b>9,0</b>

(Source: Donaldson, 1992:298)

According to the breakdown in Table 2 there was higher spending on 'White' schooling which indicates a higher quality of education at 'White' schools. The Government also spent more on 'White' higher education which could be due to the higher levels of enrolment of 'Whites' at tertiary institutions. This high enrolment at tertiary institutions could be attributed to the high quality of education at primary and secondary school levels for 'Whites' which was part of the strategy to have a highly educated and highly skilled 'White' population.

Clearly the above situation must be reorganised so as to secure good-quality schooling available to all! This will be hard to accept by some of the previously privileged minority because they will have to share their facilities and privileges with people from other cultures. In addition, they will also have to pay much higher schools fees due to the cut in the State subsidy.

The heritage of separate education is most visible in the appallingly high level of illiteracy and innumeracy among South Africans which can be deduced from Table 3 (see p.55).



The Declaration of Persepolis, adopted in 1975 at the International Conference for Literacy in Persepolis, Iran, defined literacy as:

not just the process of learning the skills of reading and writing and arithmetic, but as a contribution to the liberation of man [sic] and his full development. Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of society in which man [sic] lives and of its aims; it also stimulates initiatives and his participation in the creation of projects capable of acting upon the world, of transforming it and of defining the aims of an authentic human development. It should open the way to a mastery of techniques and human actions. Literacy is not an end in itself (Batalaille, 1976, p.274).

In terms of this declaration, it is clear that being fully literate involves more than mere knowing how to read and write. To be fully literate, people must have an adequate general basic education and political freedom (COSATU, 1992:83).

Due to the separate education policy there is at present a marked disparity between the economically active populations in SA. In 1985, only 5 percent of the 'Blacks' in the labour force had reached an educational level of standard 10 or above. A comparable figure for 'Whites' is 31 per cent as shown in Table 3. In 1997, it appeared that very little has changed since then.

**Table 3: Economically active populations \* by educational level, South Africa, 1985a ('000)**

Level of Education	Total Number	Whites	Coloureds	Asians	Blacks
Up to Std 1 (up to 3yrs)	2 420	17	204	14	2 185
Std 2 - Std 5 (4 to 7yrs)	2 784	17	395	47	2 325
Std 6 - Std 9 (8 to 11 yrs)	3 066	739	461	162	1 704
Std 10 (12 yrs)	1 013	667	58	59	229
Diploma and Degrees (12yrs plus)	885	692	56	36	101
Unspecified	42	21	2	1	18
<b>Total</b>	<b>10 210</b>	<b>2 153</b>	<b>1 176</b>	<b>319</b>	<b>6 562</b>

(Source: The Commonwealth Secretariat, 1991: 14)

<sup>a</sup> population census adjusted for undercount

\* This excludes those employed in the informal sector

• This exclude TBVC

These figures clearly highlight the old Government's deliberate strategy to provide inferior education to the 'Black' population groups despite the fact that the 'Black' population is in the overwhelming majority (83%) of the South African society. It was the deliberate plan of unequal capital spending, enforcing the statements of Dr Verwoerd mentioned above, that has caused the great backlog of secondary schools in the 'African' townships, such as Soweto to name but one. The failure to build sufficient and well equipped schools was one of the worst aspects of racial discrimination in SA's education system. This deliberate plan failed and is evident in the fact that SA has a large uneducated and illiterate population.

### **2.5.1 Who financed the building of schools in the past ?**

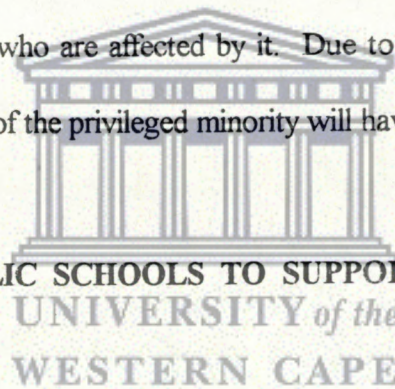
The costs for building schools for 'Whites' were financed fully by the State and the provincial education departments. In comparison the costs of schools for 'Blacks' were thrown directly upon the parents and the community which clearly indicated the 'White' Government's desire to minimise spending on 'Black' education (Kane-Berman, 1983:74). This system clearly favoured the 'Whites' in the sense that the building of their schools was paid for by the taxpayers' money and the schools for 'Blacks' were paid for by their own funds, which were unsubsidised loans at market rates (Kane-Berman, 1983:74). A situation existed in which the poorest section of the community had to pull itself up by its own bootstraps.

The old education policy which in essence was the taxpayers' money did not provide State funds to build schools for 'African' children in the urban areas. This, one could argue was a form of influx control (keeping 'Africans' out of the urban areas). The Government, however, did provide money for schools to be built in the 'Bantustans' (areas reserved for Bantu's - now referred to as

'Africans'). The aim of this policy was to 'encourage' parents in the urban areas to send their children to the 'Bantustans' for their secondary schooling.

All of the above, therefore, simply highlight the point that 'Black education' and the financing thereof was first and foremost a political issue and that real solutions were needed to address the situation in order to equalise the socio-economic conditions of all the communities in SA. Education policies are thus to be understood with reference to the needs of the productive and political systems of which they form part. Therefore the restructuring and rationalisation that are currently taking place in SA, especially the subsidy cuts of private and semi-private schools in order to re-distribute the resources to the previously disadvantaged schools. This in turn causing alarm and outcry amongst those who are affected by it. Due to the subsidy cuts new means of financing the luxurious resources of the privileged minority will have to be found.

## **2.6 PRIVATE AND PUBLIC SCHOOLS TO SUPPORT THE STATUS QUO IN SOUTH AFRICA**



In many countries, including SA, private schools co-exist with the State education system. Over the last few years enrolments at private schools in SA have increased due to the opening up of these schools. People from all cultural groups are allowed to attend these schools that were previously for 'Whites' only. These numbers are likely to increase even further in the future in SA because of the fact that the facilities at the private schools are far superior to the facilities at the public schools. They have better buildings, well-kept school grounds, excellent sports facilities and instructors, a good reputation, good academic standards, well-stocked libraries and well-qualified teachers. According to Donaldson (1992) private schools currently enrol about 100 000 pupils



and is this figure is growing. He predicts that by the year 2000 the enrolments at private secondary schools could reach 75 000 and private primary schools 75 000.

Although private schools are a small part of the education sector in SA, they have received substantial support from the previous Government as shown in Table 2 (see p.53). Furthermore, in SA the concept of private schools was seen as a means of excluding 'Blacks' and perpetuating class and exclusivity. The South African Government's attitude to private schools was expressed in two inter-related policy spheres i.e. fiscal and regulatory, specifically, the question of State policy for private schools.

Different models of schools were created to accommodate the different social classes amongst the 'Whites'. During 1991 three models defining criteria for admission to schools under the Department of Education (House of Assembly) were implemented. These schools had the option to remain 'White' or to be open. The three different models were:

- **Model A School**

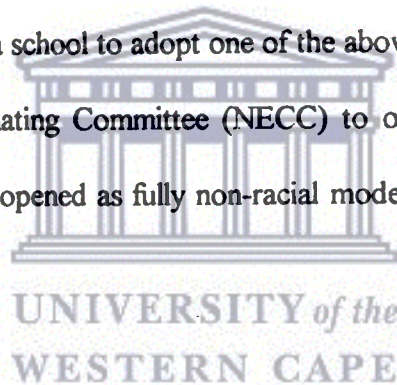
Schools in this category were fully private schools and received a State subsidy of 45% of their operating costs. These schools are attended by the upper middle and upper class pupils.

- **Model B School**

The model B schools were State schools and the admissions to these schools were determined by the school management council. The policy of these schools was that the majority of the pupils should be 'White'.

- **Model C Schools**

Schools falling in this category were State aided, which received State subsidy, covering the teachers' salaries only which amounted to about 83% of the operating costs. A two-thirds majority vote by parents was required for a school to adopt one of the above models. After a campaign by the National Education Co-ordinating Committee (NECC) to occupy under-utilised schools, a small number of 'White' schools opened as fully non-racial model D schools at the beginning of 1992.



These private and semi-private schools had social implications, especially in terms of the demands of the democratic movements in SA. In a democratic society schools are seen to provide pupils with a common set of values and knowledge to create citizens who can function democratically. Schools should contribute to equality for social, economic and political opportunities amongst persons from different racial and social class origins (Levin, 1987: 629). Schools are expected to play a fundamental role in contributing to economic growth and full employment for the nation and should not be established for a privileged minority.

## 2.7 HOW THE SCHOOL IMPACTS ON CIVIL SOCIETY

This system of private, semi-private and public schools in SA is currently being restructured. Restructuring is taking place in order to redistribute the resources proportionately, i.e. cut state subsidies for private and semi-private schools. There are numerous views on the role of modern schools. Some would argue that schools can end poverty while others contend that they maintain poverty. Educating children for citizenship has always been contentious, especially with regards to content and purpose. There is also conflict over the use of public schools to pursue economic goals.

According to Spring (1991:5) civil society is of the opinion that public goals for schooling can be either political, social or economic. Political goals use education systems to mould civil society, maintain political stability and shape political systems. Social goals endeavour to reform society, give social stability and direct social development. Economic goals include using the school systems to sort and select talent for labour markets, plan economic development and develop human resources. Furthermore, Spring (1991:9) maintains that the main argument in support of schooling is "... education increases national wealth and advances technological development". This is supported by Williams (1995:23) who says that schools contribute in two ways: socialising the future worker for the modern organisation of industry and aiding economic growth through sorting and training labour force.

There is enough evidence in SA to support the above statements. The 'White' community in SA is an example because they had quality education at all levels which in turn contributed to their economic growth and well-being. On the other hand, the political and economic goals of the old

regime resulted in ineffective and poor quality education and training for the 'Blacks'. Education, whether carried out by the family, the school, or some other agency, is important. It changes the lives of individuals. In the new SA the emphasis is on social, political and economic goals beneficial to all communities and not just for one which was the case in the past.

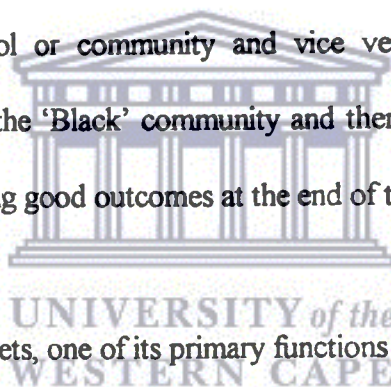
The process, however, is very complex, especially in areas of social change. Conditions have altered the needs, especially educational needs to such an extent that they have forced adults responsible for training the youth to modify their values. Their values must be of such a nature that they are suitable for contemporary circumstances and that children are socialised for change.

For example, children must now learn to mix with others from diverse cultural backgrounds and hence learn to interact and understand them as well as their cultural practices. This means that the school no longer only supports family values and patterns of behaviour. It also introduces new attitudes and ideas. When the teacher attempts to teach traditional values children are encouraged to develop into adults very much like their parents. When the teacher seeks to promote behaviour different from that of the parents, society is faced with some profound implications. Under these conditions, children will grow to be unlike their parents. They will acquire values and patterns unlike those of their own communities. One of the more obvious consequences is competition that is created between family and school.

Children are now exposed to new career options that require new thinking on the part of the families. The Muslim girls can now become air hostesses, which means that they must sometimes sleep away from home without a guardian. These girls must also serve alcohol on the plane which is contrary to the Muslim custom. At present schools are encouraging children to generate new

ideas and also to become more enterprising. These competencies will enable them to fit into this modern democratic society and also enhance their employment and career opportunities. Currently there appears to be a strong emphasis on encouraging entrepreneurship as a means of employment due to the low absorption rate by the formal business sector.

In many communities the goals of teachers and those of the families they serve, most probably coming from diverse backgrounds, are likely to be incompatible, especially in the new SA where the schools are now open to all racial groups. This may cause conflict of values and interest among the teachers and families, especially if the teacher comes from dissimilar socio-economic group (e.g. 'White' teacher and 'Black' pupils). This situation may cause the development of negative attitudes towards school or community and vice versa. 'White' teachers do not necessarily serve the interests of the 'Black' community and therefore may not be committed to teaching the children and producing good outcomes at the end of the year.



Although the school has many facets, one of its primary functions is the transferral of knowledge. This has two elements, namely, 'learning to know' and 'learning to do'. 'Learning to do' is concerned with employable skills and social skills. Although this has never happened in the schools previously, there is now strong emphasis on teaching children how to learn to know and do, in other words to become fully literate and numerate according to the Declaration of Persepolis (1975). A further function of the school and teachers is testing, in which students are evaluated and granted certificates to go onto tertiary education or some form of employment.

There are two distinct factors regarding benefits of schooling for the well-being of civil society. The quotation below illustrates this view:

It enhances collective well being and promotes government ideology. The former includes consolidating national identity, promoting a national language, self-sufficiency and self-reliance, strengthening local institutions, reducing cultural dependency on outside influences, and ensuring the physical health of citizens (Kostecki 1985: 10).

Hopefully in the new democratic SA the promotion of the Government's ideology will be for the good of all the people in the country and not only for one selected group as was practised in the past. SA is a country made up of people from many different cultures and the diversity of these cultures must be recognised and respected.

## 2.8 IMPLICATIONS FOR TEACHING A MULTI-CULTURAL CLASS

SA is a country rich in diversity. Its people and their respective cultures and traditions constitute a few of the aspects that make up a multi-cultural society. In the past the Government's ideology did not take into consideration the values and needs of the different cultural groups. Everyone had to accept the CNE ideology of the Government, whether it was acceptable to their cultures or not.

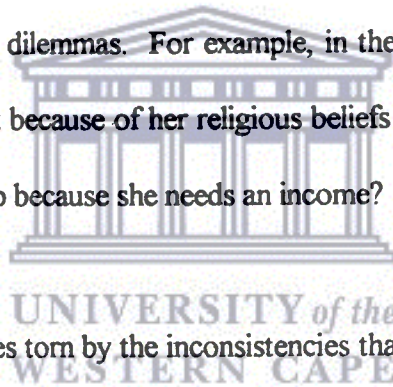
A careful examination of socio-economic and cultural differences in SA and of the extent of racial discrimination reveal the seriousness of these problems and of the complexity of any effective solution. It becomes clear that the problems of poverty and discrimination are related to a total life pattern and that any single or simple solution cannot be sufficient. This means, of course, that attempts to produce educational gain and advantages will be effective only if they are accompanied by changes in other areas of life namely, employment, housing, health and security.

The interrelationships of the different cultures were recognised by Government, and programmes such as the Reconstruction and Development Programmes (RDP) were established. The author

would like to emphasise that the old Government's economic system destroyed aspects of the cultural lives of those communities who were deemed inferior.

### 2.8.1 The Teacher's Influence

The main aim of the RDP is to create a better life for all by restructuring the old system in order to provide the basic needs in life such as education, health care, housing and to restore cultures, that were denied in the past (African National Congress, 1994) (ANC). The desire or the decision to intervene in the lives of young children or their families and the attempt to change their lifestyles, cultural patterns, or socio-economic levels are critical decisions and raise ethical problems. People are faced with dilemmas. For example, in the case of the Muslim air hostess, does she take the job or decline it because of her religious beliefs which do not allow her to serve alcohol, or does she accept the job because she needs an income?

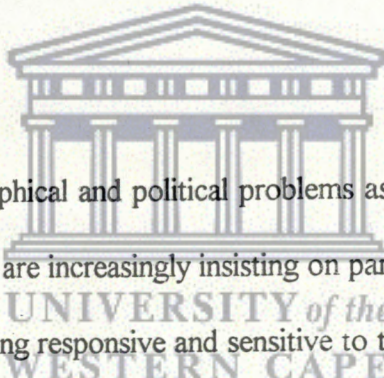


Teachers will often find themselves torn by the inconsistencies that arise between their own values and those of the child's home. For example, children from socialist family backgrounds may not be interested in entrepreneurship which is profit orientated, whilst teachers who are capitalists and driven by profit making and materialism place a high premium on an entrepreneurial culture. What do they teach the children? Entrepreneurship is about profit making and wealth creation.

How much should the teachers try to alter the cultural and social patterns that the child brings to school and why? Assuming that they could be effective in their efforts, teachers need to be aware of the impact of attempts to change the values of the child and the family. However, part of the opportunity that schools can offer is the chance for educational routes out of poverty and

disadvantage. To develop the children's potential to read and to succeed in increasing their alertness are some of the responsibilities of a teacher. Teachers, therefore, can play a critical role in sensitising the pupils towards entrepreneurship by providing them with information and literature on entrepreneurship to stimulate their interest in the field.

Teachers can help to give the children more alternatives than they would otherwise have. This would help the family to see that there are more options and possibilities available than what they may have realised. This, of course, will not happen automatically with every child but it will happen in some instances, enough to justify the teachers' efforts. Teachers of course cannot change the lives of all the children. However, they should make enough impact on the children's attitudes towards life in general.

The logo of the University of the Western Cape, featuring a classical building with columns and a pediment, with the text "UNIVERSITY of the WESTERN CAPE" overlaid.

In the real sense these are philosophical and political problems as well as educational ones. The ethnic communities in this country are increasingly insisting on participating in decisions that affect their children. Schools are becoming responsive and sensitive to these community pressures. The diverse communities in the country would like to have their cultures recognised given the fact that the old South African environment has destroyed aspects of the cultural lives of many people, including those of the teachers who were classified as inferior.

Coleman (1966) in his study investigated the problems of cultural deprivation. He concluded that the home environments of lower-class and minority children are the principal sources of inequality of academic performances. It also showed that schools and teachers can do very little to bridge the gap between the achievements of the children from the lower-class and those of children from the 'White' middle class. This may be true to a certain extent, but not completely as illustrated



further on in this Chapter. However, 'White' children in this country were and still are at an advantage over the other children. This is due to their economic, educational and social status. In a nutshell, their environment was far more 'enabling' than that of the other groups in the country.

## **2.9 SOCIAL OPPORTUNITIES THROUGH EDUCATIONAL ACHIEVEMENT**

Schooling is said to reduce the rate of unemployment in the sense that it provides people with certain skills and competencies which make them useful and more marketable to the world of employment. Kostecki (1985:12) cites three ways in which this can be done, namely, adjusting the skills of the unemployed to market needs, reducing the supply of the secondary labour force by offering alternative occupations and changing more unemployed people into students.

Regardless of one's underlying philosophy, the most critical purpose of schooling is to prepare pupils so that they may be productive or skilled members of a society. The future will require high levels of education and technical expertise, given the fact that SA is now part of the global community and competing with industrialised nations. The schools must now start to sensitise the pupils towards learning and choosing careers, including entrepreneurship to be in line with the global thinking namely, that entrepreneurs provide jobs and consequently make the economy of a country grow.

However, it must be realised that not all children can achieve the same results at schools. In any group, children differ from one another because of the individual circumstances of genetic endowment, age, gender, and the unique aspects of their personal experiences. There are other

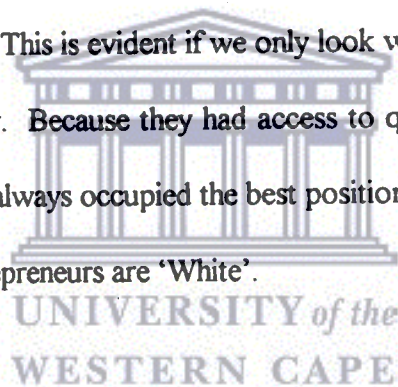
influences upon behaviour, however, that operate in less apparent though very powerful ways. These affect the children through the social, cultural and racial background from which they come.

Such influences create differences not only between individual children but between groups of children. These influences arise substantially as a consequence of the way our society treats individuals with cultural, social, and racial backgrounds that differ from those of the majority. Influences that exert pressure to conform to some kind of demand often come from another group, and they may be beyond the child's power to change, or on the other hand, can influence the child to change for the better. (Hess and Croft, 1975:139). Children from such diverse backgrounds could suffer or gain from educating experiences which could have a particular significance. These experiences could help the individuals deal with their own circumstances, for example a child from a poor socio-economic background can be influenced by a child from the middle class family to study and achieve good results in school in order to pursue a career. On the other hand, it could present opportunities where the children can get to know and understand one another's culture and as a result it could help change the attitudes and opportunity structures for society.

Based on the author's experience in working with children whose socio-cultural background has placed them at a disadvantage, the school and the teacher have major problems with these children because they are different. The teacher needs to support the children as individuals, respecting their background, political values and social heritage. At the same time the teachers need to give them skills that will make them more likely to succeed in the large society in order to develop their self-confidence and self-esteem.

Although many young people do not finish high school, they still maintain faith in education as a means of equalising opportunity. They assume that education prepares the young for higher paying and consequently more prestigious jobs in the economy. National and local Governments' planning reflects this assumption. The introduction of multicultural programmes in schools and colleges as an effort to offer more effective education should be considered. Schools are thus an important factor in offering opportunities for equalising the socio-economic status of individuals. Ways should also be found to keep children in schools.

Schools also have a crucial role to play in the personal empowerment of the pupils. Making them more confident beings and enhancing their creativity will in turn make them more innovative and hence stimulate entrepreneurship. This is evident if we only look what the condition were and still are of the 'Whites' in this country. Because they had access to quality education and resources, they have the best skills and have always occupied the best positions in almost every sector. Also, the majority of the successful entrepreneurs are 'White'.



## **2.10 SOURCES OF INEQUITY IN SOCIETY**

In addition to culture and race, poverty is another extreme indicator of inequality in a social and economic system. In this country, it is often the consequence of two conditions:-

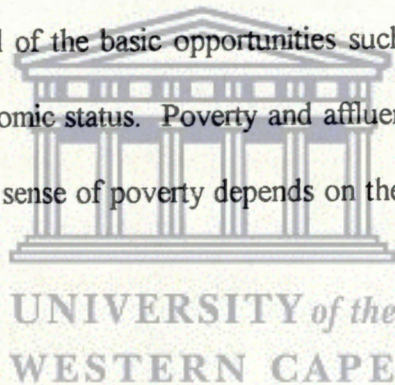
- (a) socio-economic inequalities related to industrialisation and competition; and
- (b) discrimination against groups on the basis of racial or cultural characteristics.

Poverty and other social disadvantages are rooted to a great degree in these sources of inequality of opportunities and access to resources and information (Hess and Croft, 1975:146). Both socio-

economic influences and racial-cultural prejudice vested in attitudes and perceptions limit opportunity and resources for large numbers of people, creating conditions that affect the educational and occupational achievement of both young and old.

### **2.10.1 Effects of socio-economic factors**

Despite of the wealth of the country, a large share of the population has not been able to benefit from the country's resources. A particular problem in SA has been inequality in access to jobs, services, and economic resources, as well as other opportunities to escape poverty afforded through education and skills training (South African Labour and Development Research Unit, 1995:4) (SALDRU). This denial of the basic opportunities such as education, health care and housing was based on socio-economic status. Poverty and affluence are not absolute, of course, only relative. People's subjective sense of poverty depends on their own particular biases as well as the social structures in place.



The old unjust social system is still in place in SA, but is slowly changing. However, conditions that seem inadequate in one society may be considered quite satisfactory in another. This could be ascribed to the cultural values, the ideology and beliefs of a community.

Due to the socio-economic and ethnic discrimination and denial of access to some kind of education, housing, job opportunities, income and political power, about 50% of the poor in SA have no education and/or only incomplete primary education. Only 7% completed secondary or higher education. In contrast, amongst the richest communities, 62% have at least completed

secondary education (SALDRU, 1995:20). Table 4 (see p.73) illustrates the educational attainment by quintile (% of individuals 16 years or older who have achieved each level)\*

**Table 4: Highest educational attainment by quintile (% of individuals 16 years or older who have achieved each level of education)\***

	Quintile 1 (Ultra-poor)	Quintile 2	Poorest 40% (Poor)	Quintile 3	Quintile 4	Quintile 5 (Richest)	Total
No education	23.9	17.5	21.3	12.9	7.3	5.6	14.7
Primary: incomplete	30.5	24.8	28.1	20.1	13.5	3.3	20.0
Primary: complete	11.3	11.0	11.2	10.0	7.4	1.5	8.8
Secondary: incomplete	30.1	38.4	34.6	44.6	48.6	27.3	37.5
Secondary: complete	3.7	7.3	6.0	10.4	16.7	32.5	12.6
Tertiary: incomplete	0.5	0.9	0.8	7.3	5.5	19.5	4.7
Tertiary: degree				0.2	0.6	10.3	1.8

\* The Central Statistical Services October 1994 Household Survey found very similar results

16 As measured by the highest level of schooling reached

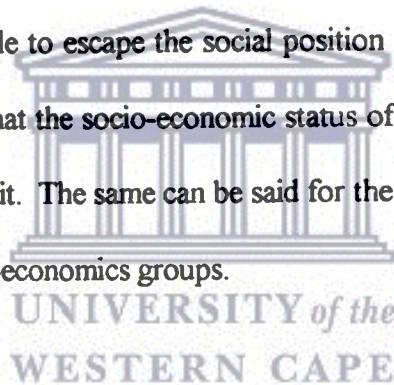
(Source: SALDRU, 1995:20)

The inequalities in the educational attainment reflected in Table 4 often determine how children are treated and how well they are respected as people. These in turn are factors which greatly influence behaviour. However, it must be remembered there will always be differences in any society. In SA the situation was further exacerbated by the unjust laws.

The results of inaccessible education for the masses further resulted in the high unemployment and low skills rate in SA. According to a SALDRU (1995:14) survey, unemployment among the poor

stands at 50%, compared to only 4% among the richest population group of only 20%. That means, only 4% of richest population group which is only 20% of the total population is unemployed. The apartheid era has left a legacy of poverty, illiteracy and inequality and a stratified SA based on race.

Stratified societies which are common in modern, complex industrialised societies of which the United States of America (USA) is but a single example, have a hierarchical system based on the socio-economic classes of the people in which privileges, wealth and power are distributed. In some societies even today, these different strata take the form of castes- that is the hereditary social categories sanctioned and rigidly enforced by custom, law or religion. In a caste system, members find it virtually impossible to escape the social position they enter at birth, for example the Hindu culture. This implies that the socio-economic status of children does have an influence on their lives and attitudes toward it. The same can be said for the people in SA who are classified according to their racial and socio-economics groups.



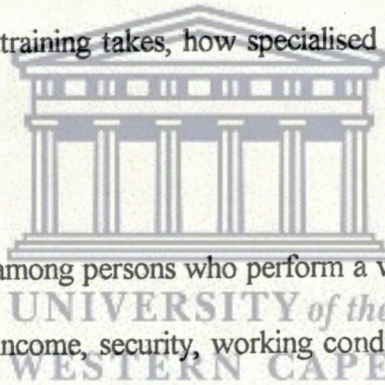
In the face of social and economic hierarchies we cling to an ideology of equality. We claim that anyone has the chance to be president if he or she has the basic qualification specified by the Constitution of the country. Is this realistic?

### **2.10.2 Why we have unequal distribution**

The unequal distribution of privileges and resources in SA just like any other country, results in part from the differentiation of roles, functions, and tasks upon which an industry or an organisation depends. Within a factory, for example, or in a school or a business corporation,

there are different types of tasks to be done. Such specialisation means that some people will be policy makers and some delegated to carry out the policies. It can thus be assumed that there will always be different jobs for different people at different levels. However, we must remember to respect one another and not to look down at one another.

Different parts of the system create different demands. The skills needed to assemble a watch are not at all the same as those needed to sell the finished product. A television repairman would hardly be trained to tune pianos; neither will waitresses be expected to prepare the food they serve (Hess and Croft, 1975:147). Most of the jobs, except for the least skilled jobs in a socio-economic hierarchy require some degree of training, the rewards and privileges accruing to the job are generally related to how long the training takes, how specialised it is and how many people are qualified to perform the same task.



Most work requires co-operation among persons who perform a wide variety of tasks. Each role has rewards in terms of prestige, income, security, working conditions, or personal satisfaction. Those who fill positions at the top levels - roles requiring the most skill and training and involving the greatest responsibility - expect and usually receive the highest return for their efforts. People at each level compete for prestige, power, and opportunity for themselves and in the process they strive for their children to acquire material wealth, education and a high standard of living. These are distributed in part on the basis of values of the group and the power the sub-group can exert to improve their share of the benefits (Hess and Croft, 1975:148). Trade unions in this country and other countries such as England, for example, have been successful in terms of exerting pressure on their companies by means of labour strikes to get pay increases.


A fundamental source of poverty and disadvantage is racial and ethnic prejudice which is the case in SA. Over the last few years opportunities to education and jobs have increasingly opened up to the historically disadvantaged groups. Selection procedures sometimes still have subtle biases or hidden biases. The use of forms or tests alien to a 'Black' frame of reference may jeopardise the chances of some applicant for equal consideration. Differences in the quality of education received by the applicant may eliminate some who would otherwise be qualified. To discover whether discrimination, based on either ethnic prejudice, exist in some communities and in this country as a whole the following questions need to be considered, namely:

1. **Can educated, regularly employed, ethnically identifiable residents in any community**
  - a. Buy or rent any available house or flat?
  - b. Become members of the same church social organisations, country clubs, and business clubs as 'Whites' or individuals from a higher socio-economic status?
  - c. Enrol their children in all schools including, ballet, horseback riding, drama etc.
  - d. Get appointments with doctors, dentists, attorneys, school principals, bankers etc. on the same basis as 'Whites' or individuals from a higher socio-economic status?
  - e. Buy property, secure a building permit, and business licences, or get a loan on an equal basis as 'Whites' or individuals from a higher socio-economic status?
  - f. Realistically hope to become president of the company or director of the organisations for which they work?
  - g. Become a corporate giant like Raymond Ackerman?

(Source: Hess and Croft, 1975:150)



In trying to realistically answer the above questions. It is evident that only those individuals of high socio-economic status and in some cases only 'Whites' can achieve it. This is so at present, because they have had access to good education and training and job opportunities. This in turn provided them with the necessary skills and resources to achieve most, if not all, of the above. By ethnically identifying subjects, people obviously stereotype and label with reference to individual merit (e.g. the 'Black' pilot). In addition, many of the members of some ethnically identifiable groups have low incomes, relatively little education and live in slums and squatter camps. However, just as a society has various strata along which rewards are distributed, so each ethnic group within that society has rewards that are distributed according to their values and norms. For example, the 'Black' community does have entrepreneurs, doctors, lawyers, economists, scientists and politicians and these people are regarded to be the middle class in their communities and respected as such.



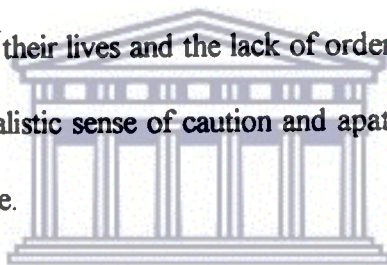
**2.11 CONSEQUENCES OF INEQUITIES AND DISADVANTAGES  
IN COMMUNITIES**

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Conditions of poverty, powerlessness, low status, lack of alternatives and the little access to experiences or information inevitably have implications for development. People's individual differences in ability to cope with adverse circumstances cannot be overlooked. Despite adversity caused by the political system in the past, some men and women managed somehow to rise above severe socio-economic and cultural handicaps. A prime example is Dr Natho Motlana, a director of a number of large business corporations who, despite the hardships and racial discrimination of the past, is one of the country's top 'Black' business personalities.

Because powerlessness is at the core of their condition, their own relationships are often oriented to power, coercion and force. Physical punishment is a common form of discipline in families. In verbal interaction, mothers govern their children largely by phrasing their comments and instructions as imperatives, while fathers may see their children's respect as expressed in their obedience to commands. Because adults have little power outside the family, they frequently blame those who are central to the problem namely, the Government.

Due to their powerless position outside the home, self-esteem is low among the disadvantaged people largely because of an accumulated sense of ineffectiveness. Their response to this frustration is often apathy or resignation. Parents do not consciously teach their children to be passive but the unpredictability of their lives and the lack of order and stability in their experience with their environment bring a realistic sense of caution and apathy and adjustment in a different environment at school, for example.



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According to Vernon (1969) working class children may have difficulty in adjusting their behaviour to what is required by their teachers, especially if they go to a school where they have to mix with many middle class children. On the other hand, they may gradually acquire middle-class values, including the emphasis on achievement which could be a good thing to break the vicious circle of under achievement among the working class children.

Vernon (1969) further maintains that social class differences does impact on the opportunities available to individuals from the working class to make the kind or number of decisions that they would if they were in a middle class environment. For example, they cannot be concerned whether a school has a good reputation or not, when there is the question whether their children will have a

school to attend or not. People who know that their children should attend a school are not likely to worry about the subjects the school has to offer or how far the school is from the house or the bus stop, but will rather be concerned with getting their children into any school that will accept the children.

The preparation by the parents, particularly the mothers influence the way the children develop their attitudes towards teachers, towards learning, towards entrepreneurship and economics and towards certain subjects. Children's attitudes towards their own roles as pupils in the classroom may affect their subsequent school achievement as well as their self-esteem in areas of scholastic performance.

## 2.12 WHY THE DIFFERENCES IN EDUCATIONAL ACHIEVEMENTS AMONG PUPILS FROM DIVERSE SOCIO-ECONOMIC BACKGROUNDS



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It is believed that children from families with unskilled and semi-skilled occupational backgrounds tend to be less successful in school than children from families with professional, managerial, and executive occupations. The author is of the opinion that children from families with professional backgrounds have better access to information and have more enabling environments than other children. These differences have been evident for many years and appear in most types of school achievements and test scores (Hess and Croft, 1975). These discrepancies in performance of children from low-income level and high-income level families appear early in the child's educational life. The traditional school has not been very successful in improving the relative achievement of many children in low-income homes.

To recognise the scope of the problems involved in dealing with inequalities of educational opportunity, it may be useful to review the differences among socio-economic groups and ethnic groups on tests.

### **2.12.1 Hess and Shipman's (1965) Socio-Economic-Status (S-E-S) Study**

In a study conducted by Hess and Shipman in Chicago (1965) it was found that mothers from different socio-economic backgrounds in a 'Black' community prepare their children in different ways for their first school experience. To obtain the mothers' definition and perceptions of school, 163 'Black' mothers from four socio-economic status groupings (see Table 5 p.78) were asked to imagine that it was the first day of school and then responded to the questions.

#### **Your child is going to school for the first time - what will you do, what will you tell him?**

The responses showed that mothers in low-income levels tended to conceive the problems that the child will have at school essentially as getting along with the teacher and dealing with the school as an institution. Accordingly, they tend to teach their children to comply, to "be good" to "mind what the teacher says" and to stay out of trouble (Hess and Croft, 1975:157). Mothers from the professional homes are more likely to talk to their children about teachers and to present them in a more favourable light.

The school situation can be described as one in which the child will learn and in general enjoy learning. Their attitudes are related also to their places in their societies and the way they and their families have been treated by their institutions. As mention earlier in this Chapter, parents from a higher socio-economic income group will find it easier to get appointments with the school

principals and teachers. They will also be more acceptable to join certain social clubs, therefore their attitudes towards these institutions will be favourable.

**Table 5: Socio-Economic-Status (S-E-S) groups for Hess and Shipman's study**

<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>
College educated, professional, executive and management occupations	Skilled blue collar occupations, not more than high school education	Unskilled or semi-skilled occupations, predominantly elementary school education	Same occupational level as C group but fathers absent from home. Families supported by public assistance

(Source: Hess and Croft, 1975:157)

As discussed earlier, each mother sees the social world from her own point of advantage or disadvantage, and her attitude and responses reflect the nature of the society in which she lives. Children who come from low income homes will rather conform to discipline at school than to teaching and learning (Hess and Croft, 1975:157). The images that mothers transmit to young children are particularly relevant to early education and the children's success at school.

The mothers' attitudes (Hess and Croft, 1975:158) indicate that the problem is not due to lack of respect for the school, lack of interest, or to the belief that it is ineffective. The mothers with a low income background regard the school as a distant, formidable institution with which they have very little interaction and over which they exercise little control. Thus the initial relationship between many children and teachers is seen in terms of authority rather than interaction; as a matter of rules

and obedience rather than inquiry and exploration. These responses arise in response to the circumstances of their own lives. Very often one finds that teachers reinforce this type of situation through their behaviours towards the children.

Gradually it has been recognised that children come to school with a wide range of skills, adaptations, and coping strategies. The problem is that many from low-income areas come with behaviours which are not readily applicable to the terms expected by the school or oriented to middle-class values and expectations (Vernon, 1969:98).

The National Education Policy Investigation (NEPI) (1992) states that some mutual accommodation is needed where the children must be helped to develop attitudes and behaviour necessary for success in a school setting. The school must adapt its programmes to respond to the particular needs, talents and experiences of children from a low-income community. The ANC also maintains that the knowledge and skills of all South Africans, particularly the most disadvantaged, must be drastically upgraded. This they agree will require a massive investment in human resources (NEPI, 1992:173). The author would like to stress that the assistance and co-operation of the families and society would be invaluable to address the country's human resources problems.

## 2.13 INFLUENCES ON THE DEVELOPMENT OF ENTREPRENEURIAL IDEAS AND AMBITIONS

It has also already been mentioned in this study that there are many different definitions of an entrepreneur. The author is of the opinion that an entrepreneur is someone who is creative and is someone who shows certain attributes and patterns of behaviour and thinking. As revealed in research (Bygrave, 1994, Bird, 1993, Gibb, 1993) some of these attributes include the following: initiative, persuasive powers, problem-solving ability, leadership, flexibility, need of achievement, moderate risk-taking and self confidence. The question to ask is, are these attributes inborn in certain favoured individuals, or can they be learnt, if the circumstances are right? The answer is a bit of both, because some individuals are naturally creative and enterprising whilst others can learn to be creative and enterprising.



As mentioned above some people are by nature more creative and enterprising than others, while it is argued that education and experience also encourage or discourage the growth of business. For example, in a small business, innate entrepreneurial attributes are stimulated and developed to be a function of the specific experience to which the individual is exposed to (Gibb, 1987:5-7). It can thus be said that there are wide differences in entrepreneurial abilities even in the small business sector of the economy, as well as the different cultural groups. This is on the grounds of exposure as well as inherent ability. However, entrepreneurial attributes are to be found in people working and living in all kinds of organisations and environments. Some of the conditions for the development of these attributes may be less favourable for some people. Motivation to develop and exercise entrepreneurial attributes, whatever the nature or location, is important for the ultimate success of an entrepreneurial activity (Gibb, 1987: 5-7).

It can thus be assumed that the environment, plus the individual's personality are important influences on entrepreneurial ideas and ambitions. Table 6 below illustrates the influences on the development of entrepreneurial ideas and ambitions during the different stages of an individual's life.

Table 6: Influences on the Development of Entrepreneurial Ideas and Ambitions

STAGE OF LIFE					
	Childhood	Adolescence	Early Adulthood	Middle Adulthood	Late Adulthood
I N F L U E N C E	Parental and wider family class and class mobility	Parental/wider family influence on vocational preference	Choice of further education/training  Own class ranking	Occupational and class mobility  Nature of work	Class attained and income/wealth achieved  Family situation
	Parental and wider family work situation	Parental and wider family influence on vocational preference	Friendship and community attachment	Own family and friendship	Communal attachments
	Parental and wider family educational choice	Choices of vocational education available	Residual family influence  Possible own family	Working relationships	Extra work opportunities
	Parental and wider family values and "life goals"	Education as provider of values and goals	Nature of work	Reward systems and job satisfaction	Job satisfaction
		Friendship and community attachments		Interactions with environment socially and at work	Pensions and early retirement facilities
				Business training and development	

(Source: Gibb, 1987:13)



Despite the fact that there are certain factors in the environment that influence the development of entrepreneurial ideas and ambitions, it must be stressed that everyone cannot be taught to be a 'Bill Gates' the world renowned computer software expert. Pupils can, however, be taught some skills about computer software. The same can be said about teaching entrepreneurship (Mahlberg, 1996: 2). We cannot make all children entrepreneurs, but there are things that can be done to make them more entrepreneurial and give them better skills for working life. The family and the school can assist in various ways to improve the skills of the children by showing interest in what the children are doing and giving them the support they need as illustrated below.

#### **2.14 HOW THE FAMILY AND THE SCHOOL CAN ASSIST TO IMPROVE EDUCATIONAL ACHIEVEMENTS AND ATTITUDES**

It is important to realise that certain abilities may exist within children despite the lack of support and a sympathetic framework within the school and the home environment. The abilities can indeed be enhanced by a number of influences and some support in the environment of the child.

In 1990 Professor Jantjes (1995) in association with Helderberg Primary School in Elsie's River conducted a study to test the impact of the parents' involvement on the school achievement of their children. Elsie's River is one of the pre-dominantly low-income communities in the Western Cape.

The study concluded with a breakthrough which proves that with specific and manageable parental activities and responsibilities the children's achievement could be improved. This could serve as guidelines to both teachers and parents. Jantjes (1995) conducted a workshop with parents and

teachers in 1990, just before the mid-year examination, to decide a plan for improving children's general low school achievement by involving parents in their children's learning process. The teachers and parents were informed about the manageable procedure for involving and encouraging parents to provide a supportive home environment. The nature of the support was simplified by illustrating involvement in educationally related activities as per the statements on the questionnaire.

Parents and teachers were stimulated by the manageable nature of the action plan for involving them as active partners in their children's schools achievement. Parents and teachers were guided to compare the children's May 1990 examination results at the start of the study, with test and examination results on two subsequent occasions namely, after the September 1990 examinations, and at the end of the November 1990 examinations (Jantjes, 1995:299). Shortly after schools reopened in January 1991, Jantjes conducted a follow-up workshop with the same teachers and parents. The final examination results of 1990 showed an improvement in the raw test average score of all classes.

Records of June 1990, September 1990 and November 1990 tests and examination scores were compared and contrasted by individual parents and class teachers in order to enable all to reflect on and understand when, where and who contributed to the positive test and examination results experienced by the children.

Individual parents were enthusiastic about the children's achievement and described how the questionnaire had guided them as parents by describing special and manageable activities by which they would support their children's learning process. Parents had not realised, prior to this

intervention, that such intention and ongoing support could make an impact on their children's learning, and that they therefore could be instrumental to help them learn. Parents were delighted that they had learned what they could do to assist their children and the school to improve school learning and achievement (Jantjes 1995:299).

The principal and teachers reported a close relationship with parents, such as more visits by parents to schools and of teachers to children's homes. Also, parents developed a greater confidence in consulting teachers and learnt to understand their children better. This clearly demonstrated how parents' attitudes and interests towards their children's school learning had altered. Their attitudes in particular had changed about themselves as mediators in their children's development (Jantjes, 1995:300).

According to Jantjes (1995), the parents also reported how they themselves had developed in the process, learnt how to teach school work and were surprised that they had such talents. They also learnt certain skills from their children which they had forgotten and in particular, some learnt how to write neatly and orderly.

In SA this whole process of education transformation and equalisation could be assisted by efforts such as the one above. Jantjes's study indicated that the processes involved changes in the social structures, in attitudes, perceptions and thinking. Ideally, these processes can result in the effective development of society as a whole. It showed that all parties involved in the experiment benefited personally. Their self-esteem, confidence and self-respect were regained. Jantjes's study showed that it is possible to develop one's talents in a favourable and supportive environment and therefore

entrepreneurial attributes can be nurtured through support from within the child's home and school environment.

## 2.15 CRITIQUE OF SOCIO-ECONOMIC-STATUS THEORIES

The cultural deprivation theory assumes that 'Black' children fail in the school because they are deficient in the cognitive, linguistic, and other skills that promote a 'White' middle class type school success (Ogbu, 1978:44). This theory states that children are culturally deprived when they come from homes and neighbourhood environments that do not provide them with enough stimulation for normal development. Therefore they have a lack of appropriate skills to function in the macro environment. According to this theory 'Black' parents do not raise their children the way that middle-class parents do (Ogbu, 1978:44). How does one explain the success of a number of children from these backgrounds? It is obvious that not all parents raise their children in the same manner therefore one can find a number of children from disadvantaged backgrounds who succeed in their school careers and others who do not.

The cultural conflict theory, on the other hand, asserts that 'Black' children fail to achieve 'White' middle class type of school success because they possess different linguist, cognitive, and other school related skills that are not recognised by the schools for instructional purposes (Ogbu, 1978:43-45). This may be so, but one should ask the question why? Is it not because of the stereotyping and prejudices of the 'other classes', who assume everything they say or do is the right way of doing?

The institutional deficiency theory maintains that the failure of 'Black' children is attributable to the fact that schools are organised to promote success among 'White' middle-class children and failure among 'Blacks'. Educational inequality theory blames 'Black' school failure on lack of sufficient remedial programmes to counteract the negative educational influences of the home and the community (Ogbu, 1978:45). All these theories are based on the perceptions and stereotyping of societies. These perceptions should be dispelled and communities should learn to understand one another's cultures and backgrounds before they make judgements. Teachers should also learn to encourage their pupils to believe in their own abilities and they should show that they believe in the abilities of their pupils.

## **2.16 TOWARDS AN EQUAL EDUCATION SYSTEM FOR AN EQUAL SOCIETY**

According to the White Paper on education, the adoption of the new Constitution is based on democracy, equal citizenship, and the protection of fundamental human rights and freedom. South Africans have created a completely new basis for state policy towards the provision of schooling in the future (Ministry of Education, 1995: 67). Unavoidably, because inequality is so deep-rooted in our educational history as discussed above, inequality is prevalent in the present provision of schooling. A new policy for school provision must be a policy for increasing access and retention of previously disadvantaged students achieving equity in public funding, eliminating illegal discrimination, creating democratic governance, rehabilitating schools and raising the quality of performance of teacher educators, teachers and pupils.

The quality guaranteed by the Constitution provides the moral and legal basis of school policy, but other constitutional guarantees and prescriptions are no less important in laying down the new

foundations of policy influencing how it may be designed and executed (Ministry of Education, 1995:67). The quality guaranteed by the Constitution can only be achieved if the people are aware of their rights and moreover agree with the Constitution; if the new curricula are appropriate and applicable; and educators of teachers, teachers and pupils are committed to achieve a better quality of life for all.

## 2.17 SUMMARY

In order to best work out how to develop an entrepreneurial culture among the children in SA the challenge for the educators is the need to understand the problem: how much apathy there is towards entrepreneurship; what is required to create positive attitudes; what are the societal factors impacting on the attitudes and why these attitudes are negative, particularly amongst the poorer or less educated communities; what do we have to do, how can Government support the education system and what is required of the school and families to develop positive attitudes towards entrepreneurship among the children.

Because the school plays an important part in developing the cognitive ability of children and teachers are the facilitators of the development process in school, the roles of teachers are critical.

In the following Chapter the both the traditional and the new roles of the teacher will be critically discussed. The effects of the traditional education as an influence on teacher performance and commitment will also be evaluated. Suggestions will be made for the development of the new teacher corps.

## CHAPTER THREE

### THE TEACHER'S ROLE

*A teacher corps of quality and substance is ....  
a necessary condition for educational transformation*  
(NEPI 1992:1).

#### 3.1 INTRODUCTION

In the previous Chapter the roles of the different communities in shaping attitudes towards attitudes and the historical educational structure as a vehicle to shaping the socio-economic conditions of communities in SA were discussed.

This Chapter provides a background to the teacher education system as it was practiced in the past. It further provides an insight into the role of the traditional teacher and particularly the role of the teacher in the new SA.

According to Ghandi, the true textbook for the pupil is the teacher. Consequently, there can be no refutation of the fact that teachers have an effect on the lives of children long after they have left school. Teachers never know where their influence stops (Bagwandeem, 1995:10). This clearly indicates the recognition of the fundamental role that teachers play in the educational process of a nation. It further indicates that the teacher's influence on the pupil extends well beyond the child's school life. Teachers who are committed and who have substance are thus a necessity for the restoration of the education system in SA.

What does it mean to have a teaching corps of 'quality and substance? Does it refer to the qualifications that a teacher has on paper? It probably refers to various concerns, one of which is the philosophical view towards education to which the teacher subscribes. There has been grave concern over the training that teachers have received in the past in SA (Macleod, 1995:63). It was fragmented, segregated, discriminatory and prescriptive in order to maintain the status quo of the government in power.

For the first time in SA's history after the 1994 elections, the new government has the mandate to plan the development of the education and training system for the benefit of the country as a whole. The challenge the government faces is to create a system that will fulfill the vision to 'open the doors to learning and culture to all'. The important task is to build a fair and equal system which will provide good quality education and training to learners young and old throughout the country. In this process educators of teachers and teachers are regarded as the vehicle to 'educating and training to make a positive impact' rather than for the sake of training numbers of people without being effective. Teachers for the future must thus be empowered with the relevant skills and competencies to facilitate the process of transformation and hence equalisation of society.

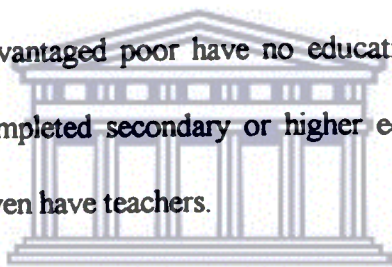
### **3.2 THE TRADITIONAL TEACHER EDUCATION SYSTEM OF SOUTH AFRICA**

Initial teacher education in SA had its roots in a system of elementary schooling. Pupils who were thought suitable to become teachers were given the responsibility for teaching under the tutelage of a teacher (Godsell, 1992: 146). Secondary education developed later and so did the whole education system for teachers. It became a separate affair with separate objectives for separate groups.



Teacher education in SA was an 'own affair' in that it was divided amongst a number of agencies responsible to various departments of education. It would be incomprehensible to understand the system of teacher education without reference to the racial and political categories developed by the previous government according to which the whole education system was organised (NEPI 1992:4).

In the South African context it is widely held that decades of inferior, racially based education as the iniquitous legacy of apartheid, have contributed to a plethora of educational problems. All these contributed to a tragic waste of invaluable human potential (Bagwandeem 1995: 11). Not only did it waste the potential of the teachers, but the nation as a whole. This is evident from the fact that about 50% of the disadvantaged poor have no education or only incomplete primary education, and only 7% have completed secondary or higher education (SALDRU 1995:20). Among the latter group we may even have teachers.



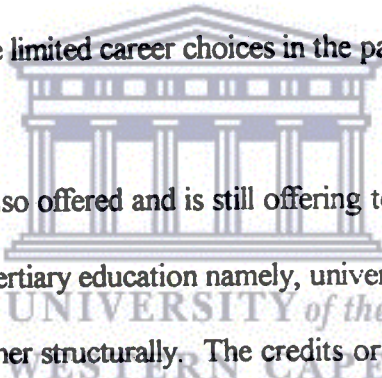
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### 3.3 TRADITIONAL TEACHER TRAINING AND PERFORMANCE

In accordance with the separate system, twenty of SA's universities offered teacher education courses. According to the NEPI there were 102 teacher education colleges chiefly focusing on primary education. They offered 14 different certificates and diplomas (NEPI 1992:13-14). These colleges were a dilemma for education planning in that it was difficult to co-ordinate the programmes. On the other hand, however, they were spread throughout the country making tertiary education accessible to rural communities and communities in small towns. The colleges to a certain extent could have responded to local needs, but on the other hand they were remote from

national, academic and professional issues. These colleges were small and inefficient and not cost effective, thus wasting money and human capital.

NEPI (1992) further states that colleges of education did not produce enough teachers of outstanding quality because they were unable to attract large numbers of students who were academically talented and committed to teaching. The low entrance criteria and the State subsidy made it very attractive to needy students who sought tertiary education and who did not qualify for technikon or university entrance. The above statement implies that some students who attended these colleges were opportunistic and exploited the subsidy system of the State. On the other hand, it could be argued that students attended these colleges due to a lack of job opportunities in the other sectors and because of the limited career choices in the past.



The 12 technikons in the country also offered and is still offering teacher education. However, the three different levels pertaining to tertiary education namely, university, technikon and college were and still are isolated from one another structurally. The credits or status from one level to another was either not possible or very difficult. The duplication and waste in human and material resources hindered the mobility element from the one system to the other. No coordinated In-Service Teacher Education (INSET) teacher education program existed in SA (NEPI 1992:15). INSET was regarded as the prime strategy for furthering the academic and professional development of teachers. It was hoped that it would accelerate the achievement of equal quality education for all children and teachers. INSET will be dealt with in more detail further on in this Chapter (see 3.5.1 on p.98).

Table 7 below is an indication of how the system worked and what it produced among the 'other than White' communities.

**Table 7: Teacher qualifications in 'African' and 'Coloured' schools: 1991**

Qualification	African	Colored
<b>Professionally qualified with</b>		
Below std 8	15 033	33
Std 8 or 9	22 948	5 672
Std 10 + 2 years' teacher training	43 598	2 542
Std 10 + diploma	87 778	17 369
Degree + diploma	12 165	5 700
Technical qualification + diploma	23	83
<b>Unqualified with</b>		
Below std 10	5 370	300
Std 10	17 002	695
Degree	1 141	265
Technical qualification	90	176



(Source: South African Institute of Race Relations 1992/93: 610 )

The above figures are the result of the inferior and differential education system of the past. Educationists have to come up with a bold and imaginative plan if further cataclysm of the horrendous proportions is to be avoided. Indeed, education will require a new orientation and a new system. Obviously one of the major solutions is to examine the philosophy of teacher education in the quest of a new ethos of survival. This philosophy must emphasize that all people have the right of access to a curriculum program of entitlement. In addition the philosophy must

underscore basic skills, emphasis on language and cultural interchange, human rights and development education (Sayer, 1993:6). At last, education and training have been recognised as basic human rights. It is the duty of the State to advance these rights so that citizens irrespective of race, class, gender, creed or age, have the opportunity to develop their capacities and potential and make their full contribution to the society.

### **3.4 THE TRADITIONAL TEACHER EDUCATION CURRICULUM**

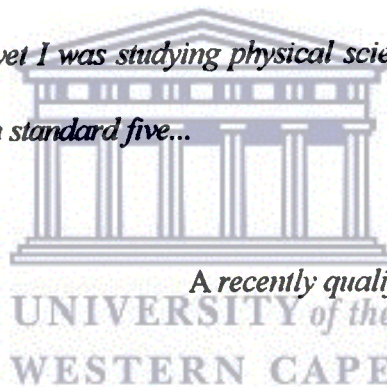
There were widespread dissatisfaction with the courses taught at the majority of teacher education institutions, especially colleges of education. There has been little attempt by the different departments to match students' learning with the educational needs of the nation. The challenges inherent in transcending the traditional education system such as developing a democracy, non-racism, and ultimately an open society and the pursuit of equality through the curriculum, were not systematically addressed in the past. The syllabi stressed content and the emphasis was on rote learning (NEPI, 1992 16-17). The content was taught and widely accepted as correct without questioning. Teachers and student-teachers were only concerned with passing the examinations.

The following are some comments which indicate the extent to which people were dissatisfied with the teacher education, especially in the 'Black' community (Godsell, 1992:165):

*...We come to the colleges hoping to get a profession... hoping that we will be in a position to change the situation in the schools... to make it better for the kids tomorrow. But we are disappointed. So much so that it becomes nothing more than the diploma on a piece of paper that we are chasing...*

*A student teacher*

*...I was three years at that college and never once did I get to see a thermometer and yet I was studying physical science. And now I am teaching science in standard five...*



*A recently qualified teacher*

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*...The training college failed us in that they did not prepare us for the very conditions of the schools in which we teach now...*

*teacher with more than 10 years experience*

The above comments clearly illustrate to us the prescriptive methods used at institutions of learning and the inadequate resources which did not prepare student teachers adequately for the real world.

The new teachers were not taught to empower themselves by developing and relying on their own

strengths. How could we expect them to learn and teach pupils to learn within the context described above?

Meerkotter and van den Berg (1994) also argue that the school curriculum was concerned with content only. They are of the opinion that curriculum is a matter of process. They also maintain that it is through the everyday regularities of schooling that people are socialised to accept the definition of reality, but it was the codes of conduct that were presented as normal or neutral, which in fact emasculated individuals rather than empowering them. Similarly, the same situation was prevalent in teacher education.

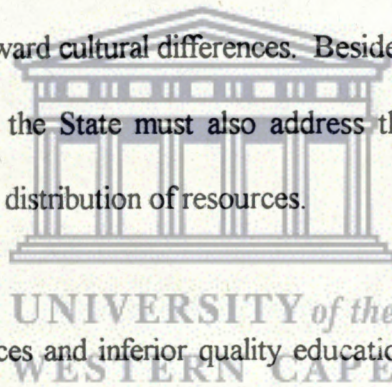
The process of schooling plays an important role in developing and preparing individuals for life and is partially in the hands of the teachers. It is therefore teachers who are responsible for the transfer of knowledge and skills, teaching student teachers which methods and materials they could use. Hence teacher education is crucial for the transformation of the education system. Teacher educators and teachers have a crucial role to play, in the sense that they are important tools for creating awareness of entrepreneurship and economics amongst the pupils. However, they must still be sensitised as well because they were also not introduced to entrepreneurship as a subject at school.

In view of the role teachers need to play in executing the new school curriculum in SA, curriculum development for teacher education in preparation for this challenge is very important. The curriculum, teaching methods and environment must be designed to such an extent that the future teachers are equipped to address the needs of the people, to restore the imbalances and to include

new and relevant subjects such as entrepreneurship. Teachers themselves must also be taught how to learn and critically apply the knowledge and skills they have learnt.

### 3.5 DEVELOPING THE FUTURE TEACHING CORPS

Teachers play a crucial role in the facilitation of schooling and can promote or inhibit the success of enabling pupils to understand the cultural diversity in the classroom. Important factors are teachers' attitudes to and understanding of the different cultures of pupils. A great deal is required of teachers in the new democratic schools in SA, especially understanding the wide cultural gaps in our society. The State should also be responsible to address the issue. However, teachers need to develop empathy and sensitivity toward cultural differences. Besides upgrading and developing the skills and knowledge of teachers, the State must also address the other inferiorities in teacher education for example, the unequal distribution of resources.



To address the education imbalances and inferior quality education, the knowledge and skills of teacher educators and school teachers will have to be upgraded and developed - hence the future teaching corps. This new corps will have to develop a critical vision towards education to serve the current needs of the country to be in line with the objectives of the new education policy.

According to the NEPI report (1992), in 1991 there were 31 483 African teachers without a matriculation certificate at primary and secondary schools in SA (including all ten homelands). These teachers constituted 16% of the total of 199 452 employed by DET and the education departments of the homelands.

Clearly, the new teacher education policy for SA must contend with a number of significant problems. In the past effective and creative teacher education was severely constrained by the underlying philosophy of teacher education which was based on the CNE. At present the implementation of the new national education policy which is based on shared interests and rights of all the people, aims at creating an equitable society capable of developing its human natural resources in the general interest (NEPI, 1992:31).

The challenge of delivering an improved teacher education system for SA is further complicated by the unfavourable economic context within which the policy has to be implemented (NEPI, 1992:31). The State expenditure on education has been drastically cut and can only be improved if the economy of the country improves. Until such time we have to find ways to address the situation.

Quality in education is dependent upon the quality of teachers, which is incumbent upon their qualifications, experience, competencies, professionalism, self-confidence and commitment. NEPI (1992) states, that after education, training follows with the emphasis on developing specific expertise and employable skills. Education provides the substrate on which knowledge and values are based. Training which develops skills is a further elaboration of the structure. Education and training according to the Ministry of Education (1995:15) are essential elements of human resource development. Rather than viewing them as parallel activities, they are seen as complimentary or integrated. This complimentary or integrated approach implies a view of learning which rejects the rigid division between academic and applied, theory and practice, knowledge and skills.



These divisions have characterised the organisation of curricula and distribution of educational opportunities in SA in the past (Ministry of Education, 1995:15). They have established and reinforced occupational and social class distinctions. In order to implement a democratic education system and curriculum we have to eliminate the artificial boundaries.

In response to structural changes in social and economic organisation and educational development integrated approaches towards education and training are crucial in curriculum development. This approach is believed to be a pre-requisite for successful human resource development and thus capable of making a big contribution to the reconstruction and development of our society and economy.

With reconstruction comes redistribution of wealth and the fact that redistributing wealth is a priority, teaching and education are central to improving the ability of the poor to be productive. This would improve their incomes and consequently satisfy their needs. The majority of the 'Black' teachers are lacking most of the above qualities due to the poor educational system and mainly due to the racial discrimination of the past regime. There is thus a crucial need for upgrading and development, hence INSET (NEPI, 1992:35-40).

### **3.5.1 Upgrading and developing teachers by means of INSET**

In SA the governance and provision of teacher education was split between many different departments and institutions. INSET, just like education was split between different departments.

INSET for 'Whites' was provided from 1970 and for the 'Blacks' it became a phenomenon after the 1976 school riots (Hofmeyr and Jaff, 1992: 169).

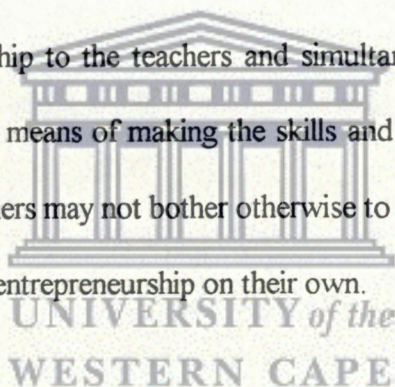
INSET as an initiative to upgrade and develop teachers has been funded by the State and the private sector and has over the past few years become the central focus of the corporate social responsibility funding of the private sector. These interventions were introduced as a result of the process of policy debates and reform for the education sector.

The private sector has set up its own programme for INSET and in 1991, initial education was set up. The Promat College of Education, established near Mamelodi in 1991, is one of the rare examples of private initial teacher education initiatives. The college had a non-racial admissions policy and served as a small-scale alternative to DET colleges (NEPI, 1992:38). Another example of a private initiative was the Mobil Foundation - Primary Science Project. Mobil was an American company, which subsequently withdrew its operations from SA due to the international disinvestment campaign against the apartheid regime.

DET's provision of INSET included ranges of activities, such as specialisation courses, further education courses leading to diplomas or degrees at universities. A further initiative was the drive towards teaching competency which included subject-directed INSET courses. They also provided management development courses. DET moved INSET to the rural areas by establishing teacher centres and advisory, inspection and technical services (Hofmeyr and Jaff, 1992:175). This initiative has undoubtedly made considerable progress in upgrading teacher qualifications and skills. However, INSET was also not without problems, because DET has focused on upgrading teacher qualifications and it did not necessarily mean that further qualifications will result in improved performance and efficiency in the classroom.

Teachers, especially 'Black' teachers are under tremendous pressure to improve their qualifications and often take easy options such as Biblical Studies and Mercantile Law for example which do not appear to be core subjects in the different learning areas. It could thus be assumed that DET concentrated on quantitative achievements (number of degrees) rather than qualitative issues which are central to the effectiveness of INSET.

Some of the strengths of the INSET projects in SA are shown in its innovative and effective delivery strategies to the disadvantaged communities. However, they show some weaknesses as well, such as their financial vulnerability, limited institutional capacity and complex relations (Hofmeyr and Jaff, 1992:180). The author is of the opinion that INSET should be considered as a vehicle to introduce entrepreneurship to the teachers and simultaneously be integrated into the curriculum. INSET will be some means of making the skills and knowledge available to them. The possibility does exist that teachers may not bother otherwise to equip themselves with the skills and knowledge necessary to teach entrepreneurship on their own.



Another concern about INSET is the method of policy making, which a top-down process with limited consultation with interest groups. In terms of the democratic education policy, it is critical that the different stakeholders make some input in terms of the type of programmes that are developed for INSET.

### **3.5.2 Policy Debates**

The policy debates regarding teacher education in SA focused on a number of issues namely, the participation of relevant parties in the policy making process, how to provide sufficient numbers of

qualified teachers in order to reduce the racial disparities in pupil-teacher and teacher-classroom ratios and to reduce the high drop-out rates. Most importantly, another area of concern was how to improve the professional qualifications and academic standards of the teachers in all the departments in order to bring them into line with one another. The Educational Renewal Strategy (ERS) published in 1991, made two major recommendations regarding teacher training. It proposed that unqualified teachers with eight or more years of experience be granted senior certificate status to enable them to embark on further studies. In this process they will then be able to upgrade their qualifications. This proposal was seen as addressing the weakness in teacher training programmes that made no provision for teachers without matriculation to improve their qualifications at training colleges (NEPI, 1992:35-40).

The policy debates regarding teacher-pupil ratios and teacher-classroom situations were valid because the situation contributed to the poor student retention rate in schools. The retention rate could easily have included teachers amongst the dropouts who may now be unqualified teachers and who need to develop and upgrade their skills and qualifications. These ratios are shown in Tables 8 and 9 below. In March 1992 the pupil teacher ratios at schools under the Department of Education and Culture in the House of Assembly (schools for 'Whites') were as shown as follows (see Table 8 on p.102).

**Table 8: Teacher-Pupils ratios in schools for 'Whites'**

PROVINCE	PUPIL/TEACHER RATIO
CAPE	18:1
NATAL	21:1
ORANGE FREE STATE	20:1
TRANSVAAL	20:1

(Source: South African Institute of Race Relations, 1992/3: 605 )

The pupil teacher ratios in the 'Non-white' secondary schools in the non-homeland areas were as follows:

**Table 9: Teacher-Pupils ratios in 'Non-White' secondary schools**

RACIAL GROUPS	PUPIL/TEACHER RATIO
African	35:1
Coloured	19:1
Indian	Not available

(Source: South African Institute of Race Relations, 1992/3: 605)

The ratios above indicate that the pupil-teacher ratio amongst 'African' pupils in secondary schools is the highest. In the non-homeland areas these ratios are low due to the high drop-out at primary school level. The situation is changing because the country has one education system where ratios are supposed to be equal. This means that it could be increased for some 'Whites' and decreased for some 'Blacks'. The teacher educators and teachers will have to be sensitised in order to cope

with these changes that are taking place. Teachers should be equipped mentally and physically for their new rôles. However, this is a long term process and the ideal situation will not be realised in the short term.

### 3.6 MULTIPLE ROLES OF THE TRADITIONAL TEACHER

According to Fullan (1991:117) the new educational challenge depends on what teachers do and think - it's as simple and as complex as that. He states further that classrooms and schools become effective when quality people are recruited to teaching and the workplace is organised to stimulate and reward accomplishments. Teachers are thus the life-blood of any education system.

The new democratic Government of SA supports the importance of the role of teachers in that it regards "teacher education as one of the central pillars of the national human resource development strategy and the growth of professional expertise and self-confidence is the key to teacher development" (Ministry of Education, 1995:29). The new policy document states further, that "policy is important, but the execution is more important". The author agrees with this and is of the opinion that teachers are an important vehicle in the execution process.

A prime example of the importance of the roles teachers play in the execution process, is the way the traditional teachers have executed the policies of the old education policy. They executed their duties without questioning the prevailing policies and philosophies of manipulation and indoctrination. They taught the values of the old regime to millions of people over the years. It will now take many years for the majority to unlearn those doctrines. Therefore the process of executing the new education policy is important to empower the teacher, the pupils and eventually the society.

The emphasis in the teaching situation is now on the learning process facilitated by the teacher and not on the conveying of the knowledge by the teacher. In SA the emphasis needs to be on both competencies and content rather than content only. The new approach is to enable the students to understand the turbulent environment within which they find themselves and to make meaningful contribution to society with their new acquired skills. Not only do we have to address the problems of the past such as inadequate housing and healthcare, we also have to give urgent attention to decreasing the backlog in terms of human resources development between the leading countries of the world, such as America, Europe and Asia (World Competitiveness Report, 1996).

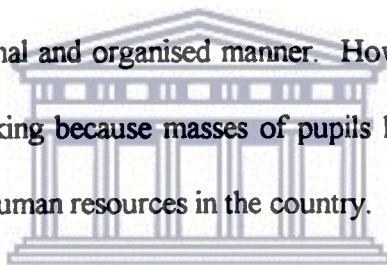
Besides teaching pupils daily, teachers have many roles to fulfil in order to make their role effective in society. According to Fullan (1991) teachers have a number of fundamental roles to perform in the process of teaching and learning. The roles described by Mc Keachie (1978) as outlined below were the traditional roles of the teachers in SA. These roles have to change because more progressive roles are required to implement the policy of the democratic government allowing for personal growth and development of teachers.

### **3.6.1 The Teacher as 'Expert'**

Firstly, teachers are connected to the pupils in the classroom. To some extent and in one way or another they stand in the classrooms as 'experts' in the field who are supposed to know the subjects they teach. Secondly, the core of their goals as teachers is to teach and learn whatever information, perspective or critical viewpoint they wish the pupils to acquire.

Although teachers are referred to as 'experts' they are really the senior learners in the classroom, because they also need to learn from the pupils in the process. Pupils need to voice their opinions in terms of their own life experiences to subject matter. In this way the subject matter is made meaningful and relevant and it is contextualised. The pupils are thus the junior learners.

The teachers' knowledge of the subject and experience are shown by their listening skills, the way they prepare their lessons, presentations and organisation of their classes and also their ability to answer questions. It is crucial that teachers as 'expert' display these characteristic skills. According to Mc Keachie (1978) the child, parent and community may lose respect and confidence in their ability if they cannot answer questions relating to the subject matter being taught and cannot present their lessons in a professional and organised manner. However, in SA accountability and responsibility of teachers were lacking because masses of pupils had to be taught by unqualified teachers due to the lack of skilled human resources in the country.



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Teachers as 'experts' can either serve as a major source of motivation or as a source of fear for children. Children may, for example ask the teachers whether they think they have the right characteristics to become entrepreneurs. The teachers may tell the children that they do not have what it takes to be entrepreneurs. This answer could make the children feel stupid, they may never ask questions again and this could discourage the pupils from developing entrepreneurial traits. On the other hand, the teachers may encourage the children to find out more about entrepreneurship and also give them insight into entrepreneurship and where to go for further information.

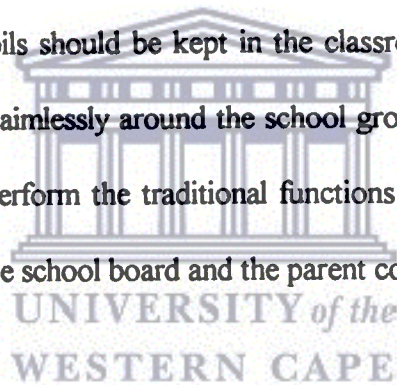


### 3.6.2 The Teacher as 'Formal Authority'

Although teachers have been seen as 'formal authority' in the traditional sense of the word. In the new dispensation this will also be required by teachers, however, teachers as 'formal authority' should not behave in an authoritarian manner, but in a more liberal and accommodating manner.

The teachers' tasks are further defined by a series of activities and functions in which they served in the capacity of 'formal authority'. Viewed from the perspective of the larger social structure within which the classroom was located teachers were also agents of control and evaluation. For example, the principal expects order in the classrooms to enable teaching and learning to take place (Mc Keachie, 1978:71). The pupils should be kept in the classroom and may not disrupt other children from learning by walking aimlessly around the school grounds during teaching sessions.

The pressures upon teachers to perform the traditional functions of the 'formal authority' come from many sources, for example the school board and the parent committees to name but a few.

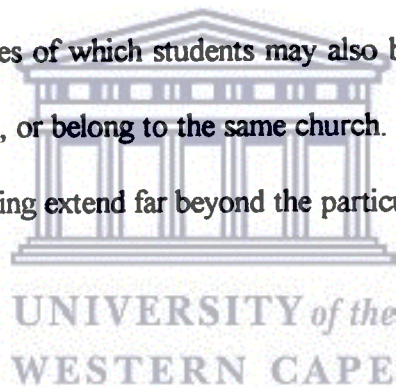


Teachers' authority is also displayed in those instances of moment-to-moment control over the classroom in the sense that they think they have the power to banish pupils from the classroom in the interest of maintaining an environment conducive to learning. The fact remains that it was and still is typically within teachers' power to define what was relevant for class discussion, who shall speak in class, and what kinds of behaviour were acceptable (Mc Keachie, 1978:71). There were several pressures which impacted on teachers to take over the various functions of 'formal authority'. By this it is meant that amongst teachers' fears in the classroom one often finds the issue of 'losing control of the class'. Pupils tended to control the school by making certain demands, such as wanting to leave early in the day or not writing class tests.

Within the context of the new education policies under the new education department schools need to operate differently. Pupils cannot be controlled, but they should rather be guided and monitored in the process of learning towards their own development. Teacher and pupils should now enter into relationships of mutual respect and understanding rather than domination and subservience. Furthermore, teachers will have to become facilitators rather than controlling bodies as was practised in the past.

### 3.6.3 The Teacher as 'Socialising Agent'

Teachers are not only in possession of certain intellectual material, they are also members of various overlapping social activities of which students may also be members. For example, they may play soccer for the same club, or belong to the same church. Furthermore, the goals towards which the pupils are typically striving extend far beyond the particular classroom and the particular subjects.



Teachers are members of the community of scholars as accredited by a particular professional body (Mc Keachie, 1978:72). They may also be members of institutions that may be highly relevant to the occupational aspirations of a given pupil, for example, entrepreneur clubs and business chambers.

Teachers in some sense resemble gatekeepers. They are the ones who fail or pass the individual pupil along to the next standard or next screening process (Mc Keachie, 1978:74). If we wish to talk seriously about the actual state of affairs in education, and not simply about how it should be we must realise that many pupils are discouraged from going on to higher education. This could

be due to the fact that certain teachers are of the opinion that to be accepted at a university one has to belong to a certain social class, behave in a certain manner and also dress in a certain manner (conservatively). They sometimes discourage children from lower socio-economic backgrounds from pursuing certain careers, simply because they believe that these children do not have the necessary skills, knowledge and commitment. The author agrees with this in that teachers are usually from middle class backgrounds and tend to doubt the ability and are prejudiced against pupils from lower socio-economic backgrounds.

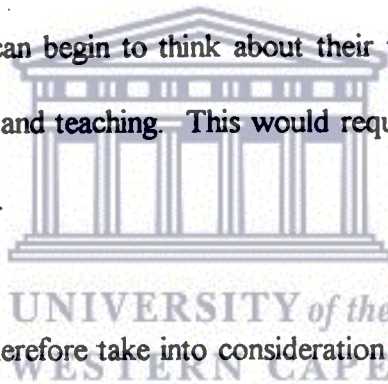
When teachers tell pupils they do not have what it takes to be an entrepreneur, they may discourage pupils from pursuing this course. In a very real sense teachers are recruiting officers whose jobs include encouraging and or discouraging and educating pupils to continue to pursue their ideas. Pupils may feel very strongly about the extent to which university is an appropriate place only for those who share the political or social values and this may contribute to the child's fear of being rejected (Mc Keachie, 1978:74). On the other hand, teachers and pupils may in various ways be bound together because they are from the same background and in this sense encourage pupils to go to university.

Teachers thus play a fundamental role in the development of the pupils' attitudes towards certain issues. The development of attitudes is thus dependent on children's experiences, both in school and their social environment. Teachers also have a critical role to play in the process of undoing the undemocratic practices of the past education system which was instrumental in imposing the values of the dominant minority on to the people of SA (Smith, 1994:172). Teachers in the new SA will have to act as socialising agents for children from different cultures. They should therefore

become familiar with the values and norms of the different cultures in order to facilitate the process of understanding and respecting one another.

#### **3.6.4 The Teacher as 'Facilitator'**

The pupils' goals may be quite different from their teachers' goals, but for one person to facilitate the learning and development of another often involves a recognition of the substantial differences between individuals in terms of what they value and what they are seeking. The old education system required teachers to transmit information to the pupils. According to Davidoff (1994:268) teachers should be made aware that the new education system requires them to reflect on their own classroom practices so that they can begin to think about their teaching in a new way namely, facilitating the process of learning and teaching. This would require them to work in an entirely new way in the classroom in future.



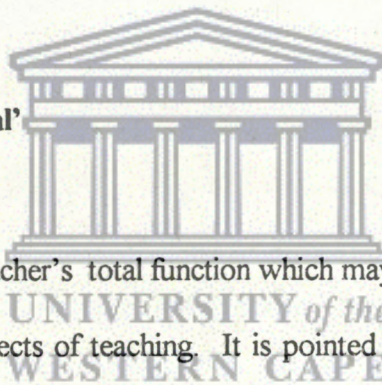
Teachers as 'facilitators' should therefore take into consideration the cultures and values of their pupils and should refrain from making their own value judgements. As mentioned earlier, teachers should learn from their pupils as well, especially in terms of the pupil's life experiences. Based on this information, teachers should 'facilitate' the teaching and learning process at school.

Teachers tend to conceive pupils barriers to learning and understanding in different ways. Some view the pupils as capable of productive intellectual effort only to the extent that the pupils can overcome their barriers to learning and understanding a subject or concept. For example, the pupils who do not know how to use the computer in the computer laboratory find it difficult without assistance to gain access to the full experiences which would make them understand how a

computer works. A teacher as 'facilitator' in the new SA should be able to understand the pupils' situations and should therefore ensure that the children get the assistance they need to be able to work the computers even if it means extra-curricular classes. Teachers should therefore learn not to ascribe the pupils' inability to work a computer or ability to understand something else purely on intellectual effort. They should realise the importance of their roles 'facilitators' in the teaching and learning process.

Teachers to this end can play a crucial role in introducing the concept of entrepreneurship as one of the more socially relevant courses. However, they themselves will have to be introduced to the concept in order to shape the pupils' attitudes towards entrepreneurship.

### 3.6.5 The Teacher as 'Ego Ideal'



Let us look at the aspect of the teacher's total function which may or may not overlap with any or all of the previously discussed aspects of teaching. It is pointed out here that teachers may play essentially heroic or charismatic roles in the classroom and in doing so, may end up serving in the capacity of 'ego ideals' for the pupils. Some teachers will accomplish this by emphasising their high status within the pupils' chosen fields, but clearly it is possible for teachers to play the roles of the experts or socialising agent without becoming in any meaningful sense part of the pupils' ideals. Perhaps the key attributes of teachers as ego ideals are their commitment or as it is sometimes referred to their 'enthusiasm'.

Some teachers who function primarily as facilitators convey, by their devotion to an underlying educational philosophy and by their capacity to be patient and helpful, certain qualities which cause

some pupils to identify strongly with them. For example, some teachers could be experts in computer programming and develop software that make some subjects easier to understand. They demonstrate their exceptional skills and passion for computers to such an extent that they arouse the interest of some of the pupils.

Viewed from the most general perspective, it would seem that one very important cue to which pupils respond when they accept their teachers as 'ego ideals' is any indication that teachers enjoy what they are doing (Mc Keachie, 1978:78). Not only do they evidently enjoy teaching, but they seem to find something in that situation which is personally liberating. They seem to have more than enough energy for the task at hand, more than enough self-confidence and the belief that their activities or the ideas involved are sufficiently worthwhile to care deeply about them.

#### **3.6.6 The Teacher as 'Person'**



This is another important aspect of the teacher-pupil relationship which the author would like to discuss involving the development of a mutually beneficial relationship. It is accepted that teachers know more about the subjects they teach than the pupils and that teachers have certain rights and duties which flow from their positions in large systems. It is also agreed that teachers can sometimes be of use to the pupil who are formulating and pursuing their own goals. Beyond all these facts remain the inescapable fact that teachers are also 'persons'.

Every social role places constraints upon the teacher, sometimes personal reward may also be sought or associated with a role. Teachers should therefore be careful not to let expectations destroy the function of the role. If teachers take too seriously the implication of various snide

remarks to the effect that teachers 'X' just want to be liked by all their pupils, they might get the impression that wanting to be liked is out of bounds if they wished at the same time to be good teachers (Mc Keachie, 1978:79). One might be tempted to conclude that being good teachers and being liked are incompatible goals, but it would seem more appropriate to conclude that there may be limits beyond which wanting to be liked will improve teachers' part.

Individuals in the classrooms may be compelled to break through the task-orientated discussions to comment upon an absurdity which has just occurred to them, for example the cricket score. It is not the idea to give the impression that communication of emotion and "outside the class" identities are irrelevant to the tasks of teaching and learning. Teachers as persons also have a number of tasks outside the classroom. They have to attend sports activities, social outings and these functions require them to be 'persons' in their own rights. An example of this is that a teacher may wear casual clothes to the school bazaar in comparison to formal dress at school, bring a son or daughter along and has to be a parent in the presence of the pupils. These factors show the other side of the emotions and communication from which pupils can form impressions of the teacher as a 'person' on the outside.

Table 10 (see p. 113) summarises some of the contrasting goals and prototypic behaviour of teachers which characterise each of the six aspects of the traditional teacher's total functions.

**Table 10: Contrasting goals and prototypic behaviour of a traditional teacher**

<b>Teacher's role</b>	<b>Major Goals</b>	<b>Characteristic skills</b>	<b>Major sources of student motivation (fears)</b>
<b>EXPERT</b>	To transmit information, the concepts and perspectives of the subjects (courses)	Listening, scholarly preparation, class organisation and presentation of material, answering questions	Curiosity, need for achievement (fear of appearing stupid)
<b>FORMAL AUTHORITY</b>	To set goals and procedures for reaching goals	Defining structure and standards of excellence, evaluating performance	Dependency, getting a good grade (fear of flunking)
<b>SOCIALISING AGENT</b>	To clarifying goals and career paths beyond school; to prepare studies for these	Clarifying rewards and demands of the course, the field and academia	Need to clarify one's interest and calling desire to be "in" (fear of being rejected by field)
<b>FACILITATOR</b>	To promote creativity and growth in pupils' own terms; to help overcome obstacles to learning	Bringing students out; sharpening their awareness of their interests and skills, to use in insight and problem-solving to help student reach goals, avoid blockages	Self- and clarification to grow in desired direction (fear of being a puppet)
<b>PERSON</b>	To convey the full range of human needs and skills relevant to and sustained by one's intellectual activity; to be validated as a human; to validate the study	Being self-revealing in ways to which clarify one's totality beyond the cash at hand; being trustworthy and warm enough to encourage pupils to be open as well	The desire to be known as more than a pupil; the desire to have one's life cohere (the fear of being ignored or treated as a product)
<b>EGO IDEAL</b>	To convey the excitement and value of intellectual inquiry in a given field of study	Demonstrating the ultimate worth-whileness of, or personal commitment to one's material/ educational goals	The desire to be turned on; the desire for a model, a personification of one's ideal (fear of being bored/immoral)

(Source: Mc Keachie, 1978: 81-82)



For teachers to function effectively in the new democratic society they have to adjust the notions of the traditional roles as described above. However, some of these roles are also appropriate in the new approach to teaching and learning for example, being the socialising agent, facilitator and being a person. These three roles are critical in that teachers are expected to facilitate the process of socialisation and at the same time remain individuals with their own values and beliefs whilst still understanding and respecting their pupils' values and beliefs. They should concern themselves with providing relevant education by means of relevant methods as well as bearing in mind the close link that exists between education and the economic performance of the people of SA. In other words they should adapt to the needs of the macro environment. In order to do that they should adopt new roles.

### **3.7 MULTIPLE ROLES OF THE TEACHER IN THE DEMOCRATIC SOCIETY**

As illustrated above, teaching is a complex and sensitive activity involving a wide spectrum of skills, perceptions and knowledge. Furthermore, teaching is a highly communicative and dynamic process. If the teacher is to gain credibility and relevance, acquire intellectual strength and maintain esteem and political power necessary in the new SA they need to act as change agents. Being change agents in turn requires them to perform certain roles other than the traditional roles and they should also question themselves and ask, "why are we doing this and what are we hoping to achieve"?

### 3.7.1 The Teacher as 'Reflective Practitioner'

It has been mentioned above that teachers in the new democratic society should be change agents.

In order to be change agents, teachers themselves have to develop a greater level of self-awareness about the nature and impact of their performance. An awareness that can create opportunities not only for their own development but also for the development of individuals they are entrusted with.

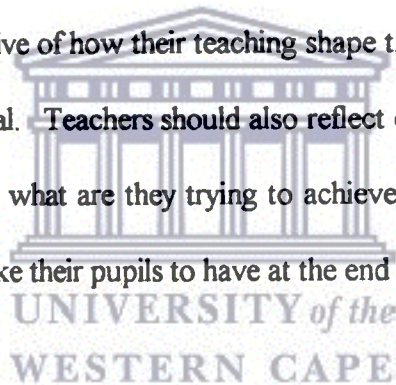
As 'reflective practitioners' teachers must create this awareness and must not only reflect on their performance but also on the performance of their pupils. Furthermore, Osterman and Kottkamp (1994) states that 'reflective practitioners' are individuals who are aware of the challenges, demands and trying situations they are constantly faced with and who are determined to gain insight into these challenges in order to change it.

Not only teachers but all members of the society must reflect in earnestness what they are doing as change agents in democratic SA. Both teachers and pupils should be taught to develop the skills of critical self-reflection and to be able to observe with sharpened perception so that it becomes part of their lives instinctively (Davidoff, 1994:264). We therefore need to find ways to do it.

According to Manie and Meerkotter (1994) teachers as 'reflective practitioners' should aim to change education not only in content, but they should also focus on innovative learning processes, educational relations, authority structures and even classroom layouts. The changing of education must encompass all aspects of the social relations of education and it must be socially relevant. They should be creative with their classroom layouts and it should be appropriate for the subjects they are teaching. For instance they should simulate a market place when they teach

entrepreneurship so that students can experience what is being taught. In fact being a 'reflective practitioner' requires teachers to be entrepreneurial in their methods.

It must be accepted that education as a social institution cannot bring about change on its own. Neither can teachers be change agents without the support of the school environment and the co-operation of the pupils. However, teachers as change agents should question and challenge the continuation of the old curricula and allow pupils to question it as well. If they do not involve their pupils in the process of critiquing the curricula with regards to what is being taught, how it is being taught, why it is being taught, and by whom it is being taught, then the students may not develop those skills which are vital for democracy. Not only must the teacher allow students to question critically but they should be reflective of how their teaching shape the attitudes of children towards educational issues and life in general. Teachers should also reflect on what went wrong in the past and how to correct those wrongs, what are they trying to achieve with their new roles and what skills and knowledge they would like their pupils to have at the end of the process.

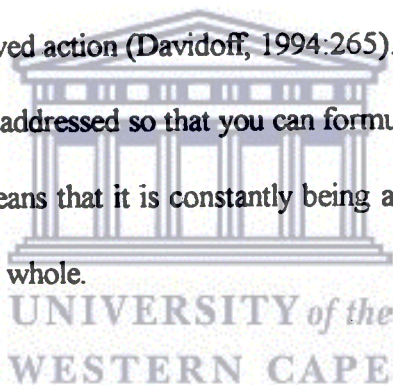


### **3.7.2 The Teacher as 'Researcher'**

We mentioned a number of things that teachers need to do in order to be effective change agents in the new SA. How often do we think why we have change the education system? If we do think about changing the system, do we have a way of observing changes or understanding the changes in such a way that we can transform our practices or become real change agents? We can ask further questions namely; what is a change agent? Where does research fit into all of this? What type of research?

To answer the questions on research as raised above when thinking of the teacher as 'researcher', it would be practical to suggest action research. Action research "is a way of taking a systematic, close, critical look at oneself, the way in which one teaches, with a view to changing it so that the classroom experience becomes more meaningful for those involved" (Davidoff, 1994:266). It can provide ideas for improvement. Action research can thus provide a link for the action of the teacher with reflection on that action. The importance of action research is that it is done by the same person and it is a way of experimenting with ideas.

The action researcher can also help with the development of new appropriate curricula in the sense that it provides "a way of planning an action, doing an action, observing an action, reflecting an action, and then planning an improved action (Davidoff, 1994:265). This type of research will give insight into what issues need to be addressed so that you can formulate a plan of action. Above all it is an ongoing process, which means that it is constantly being adapted and adjusted to suit the needs of the pupils and society as a whole.

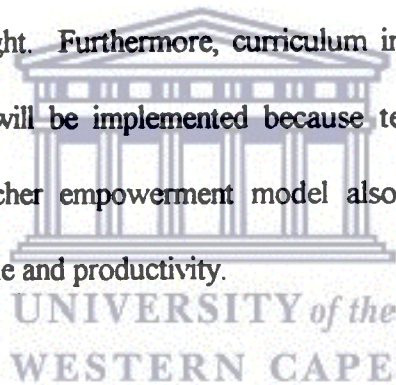


### **3.7.3 The Teacher as 'Curriculum Developer'**

In order to put the plan into action, the teachers actually have to do what is planned. But are they allowed to do what they are planning? This is the critical question. Only selected teachers were asked for their input when curricula were planned. Although it has been recognised that teachers are crucial for the implementation of curricula, they have been given limited opportunity to participate in the planning process.

Teachers are regarded as a critical factor in the process of empowering the youth for life in a given socio-political context. On the other hand the youth, is also an important factor in the empowering process of the teachers. Teachers actually gain most of their knowledge and skills from their interaction with the pupils. If they are smart enough they will adapt and adjust their teaching methods and subject content according to the needs and responses of the pupils.

In terms of this adaptation and adjustment, they have a crucial role to play in the development of curricula. It can be stated that teacher empowerment is consistent with the pragmatic argument which favours decentralisation of decision-making power and as it is accepted that teachers are 'experts' in classroom matters they therefore should be able to reach consensus on what should be taught and how it should be taught. Furthermore, curriculum innovation within a context that allows for teacher participation will be implemented because teachers have ownership of the policies they develop. The teacher empowerment model also assumes that participation in decisions enhances teachers' morale and productivity.



The probability is low that teachers will implement an external curriculum policy and share in its objectives if it is inconsistent with ongoing classroom practice. By implication they should participate in decision-making at some level or other, they should experience a sense of ownership in the policy and then they will be committed to implementation. If they are not involved, they may not be committed as they should be. In the past teachers were not involved in curriculum development and they still are not fully involved. One can ask the question whether teachers will be committed to the new curricula that is being developed for the new democratic society because of their limited involvement, consultation and negotiation in terms of the content, evaluation procedures, teaching methods and aims of the syllabi.

### 3.7.4 The Teacher as 'Transformer' of the education system in South Africa

It is well known that SA is a society in which human rights and freedom have been denied. It has also been a society in which schooling has played a major role in the perpetuation and consolidation of the political exclusion and economic exploitation and at the same time economic denial of the masses (Meerkotter and van den Berg, 1994:4). This has been mentioned throughout this text on a number of occasions.

Due to the unjust system of the past, the quality of education has been extremely poor. The improvement of the quality of education services is essential for the restoration of basic human rights. In many schools and colleges, serving the majority of the population, there has been a precipitous decline in the quality of educational performance which must be reversed. Quality, however, is required across the board. It is linked to the capacity of the teacher, the appropriateness of the curriculum and the way standards are set and assessed. All these factors will depend on the commitment and quality of the teachers in the system.

The culture of learning and teaching was destroyed in the process of the 1976 riots when students demonstrated their anger for the unjust education system. They burnt their textbooks and classrooms and boycotted classes for a long period of time. Although these demonstrations appeared to be destructive they were in essence the start of a new era in the history of SA. This marked the start of the transformation process. The culture of democratic education and teaching should now be restored in order to develop a culture of responsibility and accountability. The development of a common purpose or mission among students, teachers, principals and governing bodies, with clear mutually agreed and understood responsibilities, and line of co-operation and

accountability is therefore a priority according to the new education policy (Ministry of Education, 1995:22). With this in mind, it is clear that teachers will now have to be accountable for their actions. They will also have to co-operate with other relevant stakeholders in the sector in order to implement the new policy. In doing so, they will be part of the transformation process, hence restoring the system.

The old system must be replaced by a new system which includes the curriculum, teaching methods and textbooks at all levels of education. The system should encourage independent and critical thought, the capacity to question, discover, investigate, enquire and reason. In other words the traditional style of rote learning must be abolished.

According to the White Paper on Education, education is a central activity of our society. It is of vital interest to every family and to the health and prosperity of our national economy. The Government's policy for education and training is therefore a matter of importance second to none (Ministry of Education, 1995:5). SA has never had a truly national system of education, therefore it has to change because it cannot be business as usual in all the educational institutions. The RDP of the government compels everyone in education to accept the challenge of creating a system which cultivates and liberates the talents of all our people irrespective of background.

The new education system should take care that no differentiation should be made in terms of gender, race or creed. Differentiation favouring specific cultural groups must also be avoided in order to prevent a repeat of the discriminatory system of the past.

### 3.8 THE IMPORTANCE OF FULFILLING THESE ROLES

In a democratically governed society, the education system taken as a whole, embodies and promotes the collective moral perspectives of all its citizens. These collective moral perspectives are the code of values by which the society wishes to live and consents to be judged. From one point of view, most South Africans have had too little experience in defining their collective values and this could be ascribed to the old discriminatory system that was in place which did not allow people to fully practice their values.

“Our entire history can be read as a saga of contending moralities, which in our era has culminated in a historic agreement based on the recognition of the inalienable worth, dignity and equality of each person under the law, mutual tolerance, and respect for diversity”

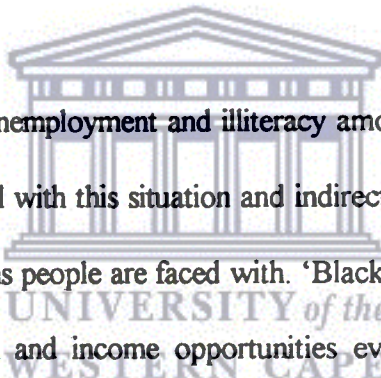
(Ministry of Education, 1995:17).

From the above statement it is indicated that for the first time in the history of SA all individuals will be given the opportunity to education that will treat them with respect and human dignity as well as respecting the diversity of our nation. The Government is committed to the transformation of the education policy, but cannot do it alone. In order for this transformation in education to take effect, agents are needed, especially teachers. It can once again be reiterated that teachers have a fundamental role to play in the development of the human resources of the country. However, it must be remembered that teachers are also victims of the racially based, fragmented education system of the past and they also have to adjust to the changes in the system. This may not be easy and quick, but slow and painful.



### 3.9 TEACHER EDUCATION TO ADDRESS HUMAN RESOURCES NEEDS

Human resources development is central to meeting the challenges of restoring economic growth and improving income distribution in the South African economy and hence the quality of life for all. Education and training contribute to skills and productivity and therefore underpin long-term economic growth. Education and training facilitate social and occupational mobility of individuals and households, promoting industrial growth, urbanisation and coherent rural development (NEPI, 1992:133). Education and training are also valuable social and economic entitlements in themselves contributing directly to individual and community welfare. These factors have been mentioned in the previous Chapter.



Currently SA is linked with high unemployment and illiteracy amongst other social problems. In order to work out how best to deal with this situation and indirectly challenging the Government, we need to understand the problems people are faced with. 'Blacks' still suffer from an inordinate paucity of employment, education and income opportunities even after almost three years of democracy. Of the 4,2 million people unemployed which is 30% of the economically active population, the majority are 'Blacks' (SALDRU, 1995:20).

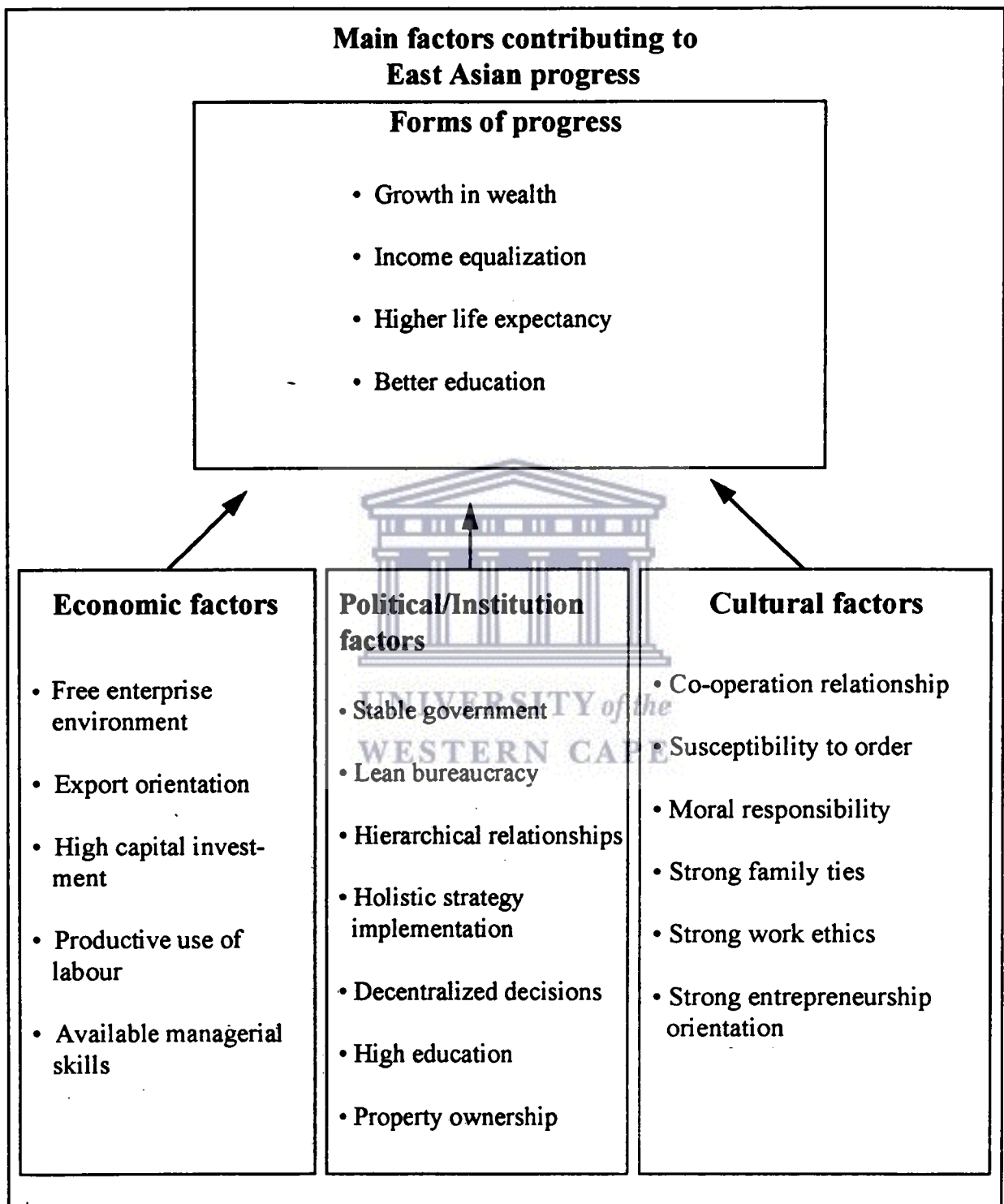
It should be noted that the links between manpower and skill needs of society and the evolution of education are close. It would be politically naive to assert that the rationalisation of teacher education was not largely motivated in practice by economic considerations in the past. For example, lack of education and skills are some of the most hampering constraints limiting the development of enterprises. Internationally, education has been identified as one of the key factors in entrepreneurial successes (Riley, 1993:62).

In SA the provision of skills necessary to grow the economy will have to be tackled within the context of the overall restructuring of the South African education system. Creating an entrepreneurial culture through the educational system requires a paradigm shift. Individuals must be educated to be creative and self-reliant starting at primary level. In addition to these factors the economic, political and cultural support structures in the environment must be supportive. In SA the emphasis is on developing entrepreneurs as it is believed that they can contribute to the growth of the Small, Medium and Micro enterprises (SMMEs). This in turn is crucial for job creation, hence economic growth. Like Asia (see Diagram 1), SA has to create an environment that will provide better education and healthcare for all the people. It should also develop an economic system that will foster wealth creation amongst all people of the country which in turn will contribute the economic growth of the country.

The framework used in Asia to develop the entrepreneurial culture is illustrated in Diagram 1 (see p.124).



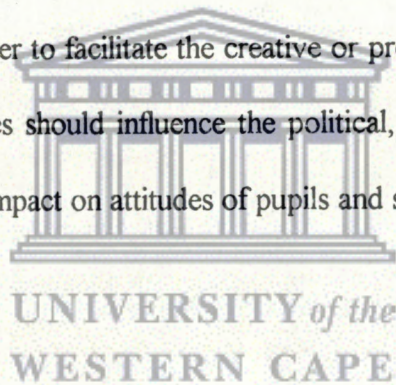
**Diagram 1: Asian Model: Environmental factors contributing to EconomicGrowth**



(Source: Vosloo, 1994:101)

In order to achieve the above, teacher education must also be adapted in order to facilitate the paradigm shift. Better and quality teacher education is part of the progress plan. Teacher educators and teachers should move away from the authoritarian processes. The authoritarian school was an extension of the authoritarian society. Students were not allowed to develop their full potential and were prevented from learning meaningfully and taking part in the learning processes creatively (Smith 1994: 167). This was due to the control of the curriculum, syllabi and textbooks by the previous regime in order to advance a selected minority group at the expense of the majority of the people in the country.

Different styles of teaching as discussed earlier in this document, such as the experiential methods, will have to be implemented in order to facilitate the creative or progressive teaching and learning styles. Schools and teachers' roles should influence the political, economic and cultural factors which in turn will have a positive impact on attitudes of pupils and society on entrepreneurship and economics.



Furthermore, teacher education for the new SA must satisfy a humanistic mandate. As Hughs (1990:6) states the philosophy of teacher education must be informed by fundamental human values which is the basis of individual's existence. We need to work towards a new consensus about the future South African society. The underlying philosophy must therefore, be grounded on human values. In the final analyses it will also provide an ideal education system in which children are helped to reach their full potential.

The new philosophy based on human values can contribute to the removal of inherent prejudicial treatment present in the current educational system of SA. It will uplift education from a more

controversial plane to a feasible philosophy. This philosophy will in turn engender and develop a value system and self-concept resulting in improving quality of life of all South Africans, irrespective of race, colour, creed or gender.

Teacher education for SA embraces the concept that the role of education is directed towards achieving the goal that the potential of every child is fully developed. This is not only for the sake of the individual but also for the ultimate good of the country. The teacher education programme will impact on the general standard of living and the way each citizen meets his/her responsibilities.

These will be directly dependent upon the success achieved by organised education to realise the potential of all inhabitants of a country (Human Sciences Research Council, 1981:5) (HSRC).

Teacher education must be seen not only as a consumer of wealth but also in the quest of a new ethic of survival. Finally, teacher education must assist with the reconstruction of the society, with schools serving as a formal experience of a just society. To move towards a more just society in SA teacher education must be committed to the development of critically orientated and socially compassionate and reflective educators and schools. In other words the education system should foster the development of individuals that can contribute to the construction of a democratic and economically productive society.

Teacher education in SA must provide credibility, intellectual strength and maintain the esteem and political power of education. This can be achieved by promoting the concept of professionalism through an acceptable code of ethics.

### 3.10 TOWARDS A NEW PHILOSOPHY OF TEACHER EDUCATION

A course of education will only be as good as the quality and calibre of the teacher educators and teachers contributing to it. That contribution in turn will be influenced by the organisation and the cultures of the school and the society in which the school is contextualised.

It must be stressed again that the existence of a teacher education system and a school system should reflect the will of the political system for a just and democratic society to perpetuate itself. In the past the education system reflected the will of the political system which was based on inequality and discrimination resulting in inferior and racially based education for decades.

Even at the individual level teachers may question whether they are mainly concerned with transmitting a heritage of values and knowledge or are they assisting to generate a future society that improves upon the present one. It is obvious that schools operate first and foremost in the interests of the established or the emerging society. In the case of SA the schools will now operate first and foremost in the interest of the emerging society, that is to redress their imbalances of the past with a view to empower the nation economically. Consequently we are at a unique stage of the history as the country shifts from apartheid to a democratic and open society (Bagwandeen, 1995:12). The Asian Model shows that a number of inter-related factors impact on better education which in turn lead to a better life in general for all. Therefore the school system in SA should operate within the context of the country as well as addressing the needs of the people in order to get the economy growing as shown in the Asian Model (see p. 124).

However, the diverse population structures in SA and related racial educational and political policies have made the study of education and consequently the provision of teacher education a most complex phenomenon in this country. The problem is compounded by the various typologies and epistemological systems prevalent in SA as a direct outcome of the intuitive distillations of the apartheid ideology. This implies that the teacher education philosophy must underpin deliberate planning without excluding the capacity of teacher education to change spontaneously through internal growth and through interaction with the social environment (Lynch and Plunkett 1973: 185).

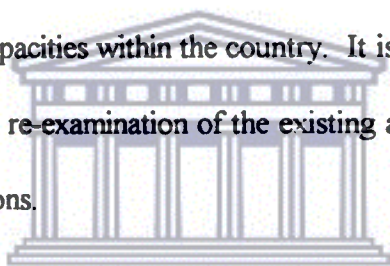
The unique context problem that may arise due to the diversity in cultures in SA when forging a new philosophy for teacher education must transcend national or local differences. As stated above, teacher education in SA was organised according ethnic groups and was accompanied by a clumsy bureaucracy with a different department and a different set of rules for each group (NEPI 1992:50). It can be argued that the philosophy which needs to emerge should go beyond the formal education of teachers and must promote a sense of identity and awareness of one self and others (Dow, 1979:1).

According to Osterman and Kottkamp (1994) awareness is essential for behavioural change and this requires professional behaviour. Schon (1983) states that professional knowledge and behaviour are rooted in professional experience. This refers to practitioners who usually know more than they can say. They display a kind of knowing-in-practice, most which is latent. They often are unable to identify the components of their work that lead to successful outcomes.

Similarly, teachers who want to improve their performance as well as the performance of others are often unclear about how their own behaviours prevent them from being more successful.

Therefore, if the purpose of a reflective practice is to enhance awareness of one's own thought and actions, as a means of professional growth it is necessary to ensure that teachers are work in an enabling environment; an environment that will enhance their professional growth so that they can deliver professional service and inculcate a reflective stance towards their work. One cannot expect teachers to perform professionally if they are not able, willing and allowed to be professional.

Reflective practice, embracing professionalism will also involve a balance of aspects such as equity and democracy and the available capacities within the country. It is argued that a new philosophy of teacher education must lead to a re-examination of the existing aims and objectives and policies of all teacher education considerations.



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Given the fragmentation of the educational scenario and diversity of the population in SA it is necessary that the philosophy of teacher education must be coherent and in the process allow for unity within the diversity. The theories of social orientation for a common South Africanism will obviously undergrid this overall philosophy (Lynch and Plunkett 1973:185). This implies that all aspects of life and cultures must be integrated into one whole philosophy for SA so that all societies can understand, know, respect and be aware of one another's situation and needs.

Further, the shift of ideological commitment within the current educational systems must gravitate towards an increasingly integrating philosophy. Furthermore, as Lynch and Plunkett (1973:171) point out, the philosophy must take cognisance of the prevailing or countervailing tendencies in the



emerging fabric of society in SA. Thus, the teacher education philosophy must consider, inter alia, reactions to the endemic ethnocentrism, which characterise the broader South African community.

The philosophy for teacher education must embody these aspects that would prepare both the teacher and the pupil for the new democratic society (Hughs, 1990:5). It must empower the individuals to understand one another's cultures and background, it must teach them to become self-reliant and not dependent as was the case in the past. It must motivate pupils and teachers to be achievement orientated and to set goals in order to prosper in life. Consequently, teacher education must be directed towards the attainment of pragmatic and utilitarian ends.

### **3.10.1 The Teacher's role in shaping, developing and critically applying entrepreneurship**



It has been mentioned above, that if teachers are to function effectively in the new democratic society they have to adapt their notions of the traditional roles and subjects. They should concern themselves with providing relevant education by means of relevant methods as well as bearing in mind the close link that exists between education and the economic performance of the people of SA. In the light of this, it can be assumed that teachers have a crucial role to play in shaping, developing and critically applying entrepreneurship.

There is no doubt that the development of positive attitudes towards entrepreneurship is of paramount importance for the development of a viable economy and self-sustaining society.

If we look at the roles of teacher as reflective practitioner, researcher and curriculum developer as change agent, who else but the teacher to play this role of shaping, developing and critically

applying entrepreneurial skills. In order for teachers to perform these roles they need to be trained in this area. Once again, it must be emphasised that it can only be those individuals who are committed to the process of change and reconstruction. Alternative ways should be sought to implement and effect changes. The author suggests an alternative model (see Table 11 below).

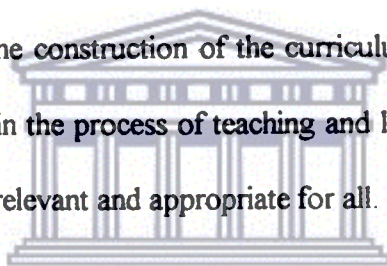
**Table 11: Alternative approach for teachers as change agents**

STAGE	TRADITIONAL	ALTERNATIVE
Identification of needs for curricula development	Prescribed curriculum and forms of knowledge	Community based or pupil needs (new subjects i.e. entrepreneurship)
Formulation of curricula	Behavioural objectives	General education principles
Approach	Transmission teaching	Facilitation of learning process
Production (development) of curricula	Centrally produced curriculum (top-down)	Locally developed (participatory)
Classroom research	Quantitative analysis	Action research in classroom
Implementation/Action of curricula	Fidelity	Mutual adaptation
Evaluation/Reflection	Quantitative, empirical and objective	Qualitative, illuminatory and subjective

Table 11 above suggests the formulation of curricula for an alternative approach for teachers' as change agents in democratic SA. It shows how the functions of 'reflection' and 'research' can compliment the function of 'curriculum development' and vice versa. This once again, proves that appropriate and effective curricula cannot be developed and driven from central level only. It requires the participation of all relevant stakeholders to make the curricula relevant for transforming the education system.

### 3.11 SUMMARY

It is evident that the role of the teacher is crucial in the development of human resources in this country. The selection criteria for students to enter teacher training programmes should focus on relevant criteria, particularly relating to certain required competencies for teachers to teach the new curriculum in the new democratic society. The aim for reforming teaching education should thus be to improve the quality of teaching as well as the reconstruction of the institutions. The author is of the opinion that the Government should identify partners and together they should ensure that there are enough schools which are adequately equipped with a supply of materials. Furthermore, in view of the fact that SA consists of a multi-cultural society, it is crucial that careful consideration should be given to the construction of the curriculum. The needs of the different cultural values of the communities in the process of teaching and learning should be considered in order to make education inclusive, relevant and appropriate for all.



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The role of the teachers in the new democratic society has been highlighted as a critical factor in shaping and developing the attitudes of children in general and in particular towards entrepreneurship. The teacher therefore plays an important role in teaching entrepreneurship and at the same time creating an entrepreneurial culture and developing economic awareness among the pupils.

The next Chapter will provide an overview of the development of the economic system in SA and the effects it had on the country. Chapter 4 will also focus on economics as a school subject and the way it was taught. It looks at the relationship between economics and entrepreneurship and why they should be included subjects in the school curriculum.

# CHAPTER FOUR

## ECONOMIC AWARENESS AND ENTREPRENEURSHIP

### IN THE CURRICULUM

#### 4.1 INTRODUCTION

Reflecting on the development of the economic system in SA and the effects it had on the country as a whole this Chapter focuses on economics as a school subject, the way it was taught and why it was taught in South African secondary schools. It looks at the new economic strategy for SA and the relationship between economics and entrepreneurship and why they should be included in the school curriculum.



Given the importance of economics we need an economic system we can live with. This is meant in two related ways. Firstly, we need an economics that literally can keep us all alive which can physically maintain us. Secondly, we also need an economics which is fair, that we can be proud to identify with and proclaim as ours. This was the essence of visionary speech of President Nelson Mandela the leader of SA as illustrated in his opening address in Parliament:

...The potential for economic growth and development is better than in many decades. But let us be brutally frank. Despite the welcome rate of growth, very few jobs have been created. In fact, against the backdrop of new entrants into the job market, there has been a shrinkage in opportunities.

If we do not act together in the public and private sectors to develop and implement such a strategic vision, the danger is that even the modest growth we have attained will peter out in a matter of a few years, as

increasing unemployment and accelerating poverty bear down on our society. We need a national vision to lift us out of this quagmire.

President Mandela, at the opening of Parliament on 9 February 1996.

President Mandela as the leader of this country, is fully aware of the need for a vision to have an economic strategy that will provide 'growth for all'. He has a strategy on paper that proposes economic growth and a better life for all. International experience (e.g. Malaysia) has also shown that a society needs an economic system with an uplifting and constructive vision, an economics allowing all individuals to live fully and have equal access to everything. This implies that an economic system which is growth orientated, that can provide the basic goods in life could benefit all members of society. In any society people strive for basic needs such as education, a comprehensive health service, housing, security and most importantly, a fair political system so that they can live a decent life. Having a basic needs in life and a fair political system are essential for a stable and productive society that can contribute to the growth of the economy.

In order to get these basic goods in life, we must to some extent all act as our own economists, in our private lives and as citizens or both. Individuals and their communities will be better served if they are well informed and can think clearly and objectively about economic questions. This clearly indicates to us the importance of economic understanding in order to function effectively in society.

Most importantly, to survive in a complex society, individuals have to deal in their day-to-day lives with a multitude of economic problems affecting their own personal lives, for example, they have to know how to spend their incomes and what to do with their savings. A knowledge of economics is helpful in this respect. It is important that individuals understand the consequences

of their economic actions. “Research on the economic future of SA has shown the lack of economic preparedness, and economic consciousness of the people of SA” (Spies, 1990). This situation can partially be attributed to the economic policies and education curricula of the apartheid regime as illustrated further on in this Chapter.

A knowledge of economics is thus important if we are to meet our responsibilities as members of civil society and as participants in a complex enterprise economy. Our inherent desire to satisfy our basic needs and enhance our material well-being, gives rise to the situation where our total needs outweighs our incomes and resources. This is how many of us are faced with financial problems. Having a knowledge of economics can help us to separate the necessities from the ‘nice-to-haves’, so that our total expenses do not exceed our incomes and also so that we can become economically responsible.



#### 4.2 WHAT IS ECONOMICS?

How often do we not take for granted, maybe rightly so, that the goods and services we want will be readily available in the quantities we desire and without any unnecessary delay. But have we ever stopped to think about the kind of decisions that have to be made in order to ensure that these goods and services are available at the time and place we require them. The first consideration in any economic system would be the nature of the goods and services required by the consumers. Market research determines what goods and in what quantities are required by us and other consumers, businesses, government and foreign purchasers (Roux 1993: 3).

Roux (1993) further states, that once the producers (entrepreneurs) have decided what goods and services they should be producing, they have to determine how they are going to produce these goods most efficiently. The final decision then involves the ultimate destination of the produced goods or services. Should they be produced for us, the consumers, or for the business firms, the government, industry or the export market? We are now able to define economics and there are numerous definitions, but it has been found that most of them embrace the following: Economics is the study of the way mankind employs scarce resources to satisfy its many needs. The process, however, demands certain considerations. What goods and services should be produced, how they should be produced and for whom should they be produced? (Roux, 1993:3).

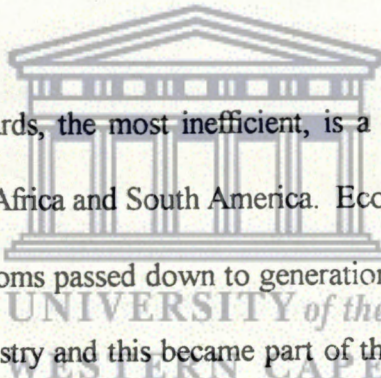
There is also one further point that should be stressed and that is, namely that economics is the study of human behaviour. In essence economics is a behavioural science despite of it containing components of the natural sciences and therefore falls within the same category as political science and sociology. Economists base their analyses and forecasts on the behaviour of society who make numerous economic decisions every day, such as what to eat where to live and how to spend their holidays to name but a few examples (Roux, 1993:3-4).

#### **4.2.1 The different Economic Systems**

Economics has been described as the study of human behaviour. We are thus by nature social animals who live and operate in close proximity with other human beings. Although the history of SA disputed the fact that all people are equal and kept the different communities apart, people generally prefer to live in harmony with their neighbours.

The futility of making economic decisions independently of others has been proven in SA. For example, it has been proven that the decision to leave the majority of the population out of the economic decision-making process in SA caused economic chaos and deprivation for the whole country. To avoid the haphazard way of making vital economic decisions, individuals join forces and co-operate with one another to produce the right systems, goods and services in sufficient quantities. In this way economic systems develop and the nature in which these systems may vary according to the nation's heritage and political disposition. According to Roux (1993) there are three basic economic systems:

#### **4.2.1.1 The Traditional System**



The oldest and by modern standards, the most inefficient, is a traditional system, which is still followed by various tribes in both Africa and South America. Economic decisions are made on the basis of habit and tradition of customs passed down to generations over centuries. For example, in Senegal fishing is the main industry and this became part of the culture and serves as the basis for making economic decisions. This system has very little economic growth as it is practised currently. At present the fishing industry in Senegal is suffering because it cannot compete with the modern technology of the Western communities. The modern methods of catching and preserving the fish are far superior than the methods used by the Senegalese fishermen. The Senegalese do not have the technology to freeze the fish and as a result large amounts of fish rot and have to be destroyed. Due to this wastage of fish large amounts of money is lost to the economy. The traditional economic system was the predominant system before the Industrial Revolution, but is still functioning in a number of smaller African States (Roux, 1993:4).



#### 4.2.1.2 The Socialist System

According to Roux (1993) there is the socialist system where decisions are made on behalf of the broader population by a small group of people (the State) who act, they believe, in the best interest of the people and often ignoring the basic economic needs of the masses. Economic growth is possible in this system where prosperity and meaningful economic wealth are simply happy coincidences. Individual economic choices are limited and labour is often mobilised by force. Eastern Europe is an example of this system. It has been proven that it did not work for the masses, since they became disillusioned with the system and revolted. The crash of the Berlin wall is proof of this.

#### 4.2.1.3 The Capitalist System

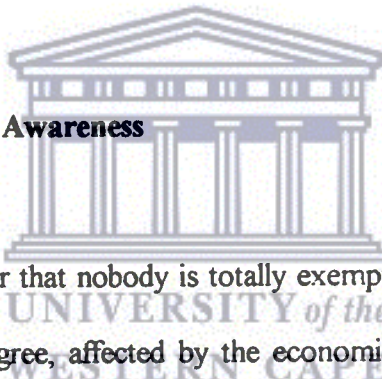
Capitalism or 'free market economy' as is it commonly referred to, is based on the idea that households and businesses are entitled to improve their own welfare or profit (legally). In contrast to socialism, for example, the Government's role in this kind of system should ideally be limited to defending the country against foreign aggressors and maintaining law and order.

In the real world nothing is quite so simple. To a greater or lesser degree, the government's role in the economy tends to go further than simply playing policeman to the people (Roux, 1993:4). The reason for this is often because the 'market' is unable or unwilling to produce all the goods desired in the economy. In reality the economic systems in Japan, the United Kingdom (UK) and the USA are examples of 'mixed economies' where all relevant stakeholders participate to some extent in the decision-making of the economic policy of the country. The dominant philosophy in

these countries is one of freedom of economic choices and decisions, but Governments play a major role in these decisions.

The South African political economy has been variously defined as a form of racial capitalism (on the grounds of its exploitation of a racially defined peasantry and working class) and as ethnic socialism (on the grounds of state protectionism and welfare expenditure on the privileged sector) (Hofmeyr and Buckland, 1992:31-32). There is general consensus however, that the economy is one of a 'mixed economy' and there has been acceptance by most stakeholders that the economy will continue to be 'mixed'. This appears to be due to the fact that socialist economies are all starting to crumble.

#### 4.2.2 Why we need Economic Awareness

The logo of the University of the Western Cape, featuring a classical building with columns and a pediment, with the text "UNIVERSITY of the WESTERN CAPE" below it.

In the light of the above it is clear that nobody is totally exempted from economic involvement. We are all inevitably to some degree, affected by the economic realities and official economic policy decisions. Evidence has shown that the majority of South Africans lack economic awareness to make decisions. Despite their lack of economic awareness, people are part and parcel of the transformation process in SA. They will have to empower themselves in some form or other in order to ensure their own well-being, as well as that of society as a whole in the transformation process. According to De Vries and Smith (1994:1) "various scenarios towards transformation in SA indicate the inter-relatedness of an increasingly economic stable future and that of a continued political stable transition". The challenge to SA is thus to achieve a stable, growing, post-apartheid economy.

It is known throughout the world that a successful formula for achieving economic growth, and alleviating poverty, is to create stability and an enterprising culture. This spirit of enterprise, based on creative energies of entrepreneurs, is now to an increasing extent recognised as the dynamo for growing economies (Lombard and Vosloo, 1994: 5). Given the lack of economic literacy and awareness of the majority of South Africans, a positive attitude towards entrepreneurship and economic stability can only be achieved if communities in our multicultural society can respect the diversity of its people in terms of their race, gender, language, culture, religion, and economic situations. "Valuing these unique differences is all about understanding, respecting and accepting these differences" (De Vries and Smith 1994:1).

Creating an economic awareness will enable pupils to understand that all people have needs, that people work in different kinds of workplaces and do different jobs. They will come to understand the costs and benefits in situations relevant to themselves and their lifestyles, know that buying, selling and giving are ways of exchanging goods and providing services in exchange for an income. They will also be aware of the fact that they are consumers and that they will be linked to people who produce goods. They may also become providers and supply the consumers. Economic awareness will also enhance their understanding of the nature of work and their socio-economic situation. In understanding these issues children will come to appreciate their own differences in relation to their peers and hopefully this will teach them to respect one another which will most probably motivate them to aim for a better quality of life. They maybe motivated to pursue careers that can provide them with a good income, higher than their parents in order to have a better standard of living.

When communities are aware of the issues mentioned above, they should alter their perceptions and attitudes towards people that are different. They must also learn to change their attitudes towards entrepreneurs and realise that these individuals are supplying needs and at the same time trying to generate an income for themselves. In general they do not seem to realise the contributions entrepreneurs make to our society or our standard of living. It is common for South Africans when thinking of an entrepreneur to think of those who are selling “goodies” on the pavements.

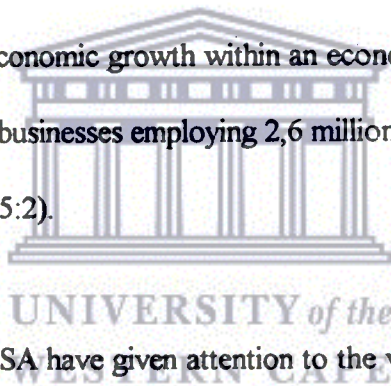
These role models did to some extent, however, discourage the youth from entrepreneurship in the past. The youth did not realise why the traders were selling their goods from the pavements, rather than selling from a shop. These traders were and are still operating from the pavements due to a number of factors such as a lack of premises and a lack of access to markets for their products. However, the need for their products do exist. If only the youth could realise why these people are doing it, they may change their attitudes. In fact, if the youth are creative enough they may see an opportunity to start their own business, but in a better and smarter way. To be able to start a small business they need to have the appropriate encouragement, environment and support structures.

#### **4.3 THE RELATIONSHIP BETWEEN ECONOMIC AWARENESS AND ENTREPRENEURSHIP**

It is evident that the economic and education policies of the previous regime contributed to the lack of economic understanding and apathy towards entrepreneurship amongst the youth in SA. The author is of the opinion that the pupils’ lack of economic awareness is due to the fact that the

majority of the people were disenfranchised and not integrated into the mainstream economy of the country. The majority of the people also did not have adequate education to inform them properly about economic issues. The apathy towards entrepreneurship amongst the youth is also due to the historical factors of the country. In the past 'Black' entrepreneurs were regarded as collaborators of the State because in most instances they were the people who occupied the premises that were owned by the State. Therefore SA now has to promote the concepts of economic awareness and entrepreneurship in order to develop the country's economy.

The fundamental health of a complex enterprise economy relies upon entrepreneurial activity. Entrepreneurship is thus a critical source of employment creation, innovation, ongoing efficiency improvements, value adding and economic growth within an economy. The small business sector within SA accounts for 91% of all businesses employing 2,6 million persons of our total workforce of 15,2 million people (Visser, 1995:2).



Government and policy makers in SA have given attention to the vital contribution made by small businesses in promoting employment growth and creating wealth in the country. Although there is recognition of the valuable contribution of small businesses to creating jobs, the same recognition is not reflected in the policies of many service providers in this sector. The banks for example, are still not ready to provide finance to the operators of small businesses without collateral which was difficult to accumulate under the old regime.

In addition to the above, the community's attitudes to small enterprises are, on the whole, ambivalent because of their perceptions of small businesses. Those ambivalent attitudes to small

business need to be countered by the positive and potentially vital role that entrepreneurship plays within small, micro, medium and large enterprises in creating jobs and improving living standards.

Furthermore, the same recognition is yet to be fully reflected in our education policies and curriculum. The old school curricula, syllabi and communities did not support or nurture an entrepreneurial culture as reflected throughout this thesis. The educational system, thus must respond to the requirements of the marketplace and society necessitating a focus on the development of a more extensive curriculum in entrepreneurial education at all levels from primary schools through to universities.

If one believes that entrepreneurs are not born, then entrepreneurship needs to be taught (Sexton and Bowman-Upton, 1987). This can be achieved through a lifetime of experiences and learning underpinned by an education system providing a vehicle for promoting entrepreneurial awareness and activity. Education for our future needs should focus on creating an enterprising youth and should start educating the youth from primary school level. Kelmar and Fernald (1995) rightfully argue that few pupils recognise the high likelihood that at some time during their lives they may either own and manage a small business or be directly or indirectly involved with one through employment. This probability is on the increase in this country due to the downsizing of large corporations and the shedding of a large number of employees. The downsizing of organisations is due to the need for the organisations to be managed more efficiently and to be more flexible in the face of an increasing competitive and dynamic global business environment, given the fact that SA is now part of the global family.

One of the first and perhaps, one of the greatest challenges confronting educationists and trainers is the recognition of the critical importance of entrepreneurship education at all levels and convincing education policy makers, the institutions in which they teach, other teachers with whom they work and the community at large that entrepreneurship should be viewed as a career just like a doctor or a lawyer. Career paths need to be designed with the development of entire programmes in entrepreneurship studies and small business management and not just the occasional course containing some elements and concepts of small business management and entrepreneurship.

Furthermore, if the economy is to expand its production of more enterprising youth, it is imperative that all pupils within the school system should be provided with at least a basic education in free enterprise and made aware of entrepreneurship and small business ownership as a potential and attractive career choice. The importance of developing an “enterprise culture” in SA cannot be over-emphasised. Over the last few years, the economic growth of the country has depended to some extent on the growth of small businesses.

#### **4.4 THE APARTHEID ECONOMIC DEVELOPMENT POLICY**

The lack of economic understanding amongst the majority of South Africans can be ascribed to the apartheid policies that were practised in the past. People were favoured economically in terms of the unique differences based on factors such as race, culture, economics. In short, the ‘Whites’ were favoured above the other racial groups in SA. This situation brought about a disrespect and a lack of understanding amongst the different racial groups, in the sense that some people believed and still believe that they are superior to others. This situation was reinforced by the apartheid

policy, from Verwoerdian apartheid to the Tricameral Constitution and the Homeland Governments, which was designed to perpetuate the dominant position of 'Whites'.

The fact that 'Black' South Africans far outnumber 'Whites' was instrumental in developing and sustaining the Government Policy of removing South African citizenship from 'Africans' through the homeland Policy (McCarthy, 1990:43). Over time this dream has somewhat materialised into political substance with four homelands accepting de jure, but internationally unrecognised political independence. From a conventional economist's point of view, these political manoeuvres appeared irrational because they sought to carve separate political entities from an economically integrated region.

Due to these apartheid policies and its consequences, it is widely recognised that the Gross Domestic Product (GDP) of SA has progressively lost its growth since the middle of the 1970s and hence a declining economy resulting in growing unemployment. Moreover, the number of people who failed to find work in the system grew far more rapidly than the whole population. Income distribution suffered severely as a result. The reasons for this decline in economic performances were not difficult to identify (McCarthy, 1990:43).

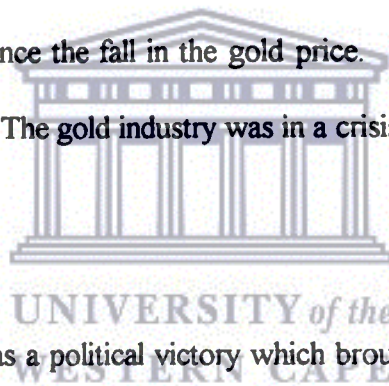
To some extent the decline was due to the mismanagement of the economy and as a result of the nature of the Government policies in the political, social and economic fields. It was also partly due to the international trade sanctions and boycotts imposed on SA as a result of the apartheid policies of the Government. Some of the stagnation may also have arisen from elements in the behaviour of South Africans themselves, including the shortcomings in their 'entrepreneurial endeavours' to the barriers they faced.



#### 4.4.1 How the apartheid Economic System was established

The apartheid economic system was established by the discovery of diamonds and gold in the second half of the nineteenth century which gave SA economic hope. It was the location and inaccessibility of these resources which heralded the beginning of economic development (Abedian and Standish, 1992:1). The nature of the gold deposits required heavy equipment and this led to the establishment of a number of processes, such as rail systems, electricity and other related systems to mine the minerals.

While gold still remains the single most important product in the South African economy, there have been a number of changes since the fall in the gold price. The long boom in gold mining reached an end in the early 1980s. The gold industry was in a crisis due to the falling price of gold (Abedian and Standish, 1992:1).



For the manufacturing sector it was a political victory which brought about a replacement of the laissez-faire economic philosophy of the South African Government. This brought about the promotion of manufacturing, but is still not enough. According to Abedian and Standish (1992), the Government got involved in the manufacturing sector as well establishing a number of industrial enterprises such as Iscor and Armscor. The Government has had an all-pervasive influence on manufacturing and on the economy generally through a multiplicity of legislation and regulation. The author is of the opinion that these factors were and still are barriers for entrepreneurs to start their own manufacturing plants and hence the growth of the economic welfare of the society.

#### 4.5 THE NEED FOR ECONOMIC GROWTH

The case for economic growth in SA is easily stated. This need for strong economic growth is evident in the population growth rate which is 2,7 per cent for the country as a whole, at 3,9 percent in the urban areas, at 3,8 per cent in the economically active age group of the population and at 4,4 per cent in the age group requiring primary and secondary education (Lombard and Vosloo, 1994: 4-6). The growth rate of the economy can provide income to finance the sociocultural, the infrastructural and other services required for human development and poverty alleviation of the majority of South Africans. According to Lombard and Vosloo (1994) sustained human development is possible only if there is sustainable level of economic development, and in terms of the normal principles of public finance and acceptable level of taxable income.

The socio-economic problems of SA are so severe that it would be impossible to overcome these problems by means of a pure economic recovery in the monetary sense. The old institutional economic systems are still intact and these must be transformed. The economic system must be changed so that all people can have equal access to opportunities they never had before, for instance the schooling system in this country. As the walls separating people in economic affairs crumble in tandem with the collapse of the old political dispensation, the Government and the people of SA will have to face the issue of economic growth from a completely new point of view.

They will have to address economic growth together with social reconstruction. The process of social reconstruction is part of the Government's new Macro Economic Strategy which is further discussed in this Chapter (see 4.5.1).

A total paradigm shift is required, not only for understanding the process of economic growth but also with regard to the nature of economic policy in the political economy of the new SA. It is therefore important to know what the issues are which will stimulate economic growth and how best all communities can participate and benefit from this growth. This new paradigm shift is necessary for the socio-economic growth and stability of all people in the country as articulated in the new Macro Economic Strategy for SA (Department of Finance, 1996). If the paradigm shift does not take place, the masses will not be economically empowered which is vital for the upgrading of human standards in SA. Above all, development cannot taken place without economic growth and vice versa.

In order to facilitate the process of a paradigm shift towards a social reconstruction the school curriculum plays a critical role. The curriculum as a social reconstructionist orientation can develop levels of critical consciousness so that pupils become aware of the kinds of social ills that exist in society and become motivated to learn how to alleviate them (Eisner, 1985:76). To illustrate an example, pupils can be made aware of levels of unemployment and poverty in the country. Entrepreneurship is a means of alleviating these problems and as a consequence positive attitudes towards entrepreneurship will hopefully be developed.

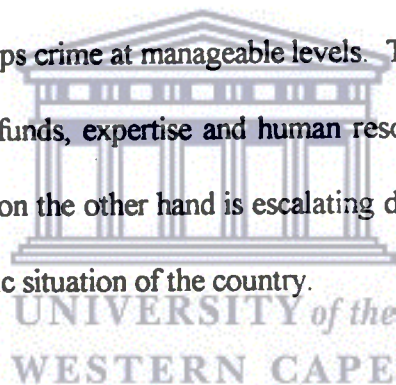
#### **4.5.1 The new Macro Economic Strategy for South Africa - Growth for All**

The democratic Government of SA has embarked on a great national project: to eradicate poverty whilst remaining true to the ideals of freedom and democracy. The Government wants to become the first African country to play a leading role in the global economic society and it wants to be the

economic engine that pulls Africa into a prosperous and exciting future (Department of Finance, 1996:3).

The growth strategy to be implemented by Government supporting every step on the path to growth consists of five pillars as illustrated in Diagram 2 (see p.152). Each of these pillars is essential to boost the savings, investment in plant and people and efficiency that lead to growth. According to the South African Foundation (1996:7-8) the five pillars which supports the Macro Economic Strategy are as follows:

- A solid legal framework that is effective with secure property rights and a police force and criminal justice system that keeps crime at manageable levels. To date this has been difficult to implement due to the lack of funds, expertise and human resources to address the problems associated with crime. Crime on the other hand is escalating due to the unemployment which is associated with the economic situation of the country.
- A sound Macro Economic Policy that entails low inflation, control over the money supply, low fiscal deficits and positive real interest rates. A well-managed currency about finance costs, along with lower real interest rates, stimulate domestic rates and make investment more attractive. It has been difficult to convince foreigners to invest in this country due to the problems associated with labour e.g. low skills, unproductivity and the high demands of trade unions.

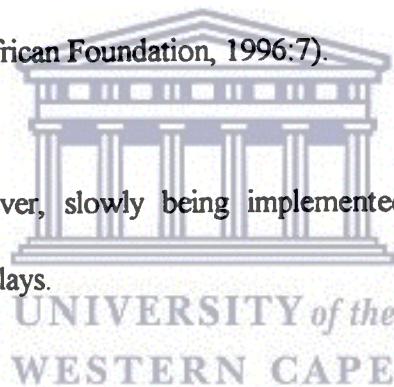


- An efficient Government that will encourage lower but more efficient Government spending and taxes, with an emphasis on investing in people through education and health. The Government is the primary agent in developing human capital of the people, no matter how modest their circumstances. The new Government has been recognised as being an inexperienced one who has inherited a huge amounts of problems and debts from the previous regime. This has been a daunting and challenging task for the new Government who seems not to be able to surmount the problems associated with the healthcare and education systems in the country. Most of the teaching hospitals are facing closure due to a lack of resources and staff.
- Competitive markets that will encourage market competition and private ownership, as well as more flexible labour markets. Competition is essential to encourage the efficient use of resources and entrepreneurial activities. In the absence of a more flexible labour market, massive unemployment will continue. South Africa appears to be a country that lacks the drive to compete probably due to their isolation and also the monopolies of the large companies. It will take some time to stimulate competition and innovation amongst the entrepreneurs .
- An outward orientation that will create an enabling environment for exports and competition from abroad, including lower trade barriers, a focus on export markets, particularly non-traditional markets, and an appropriately-valued currency. These will increase fixed investment because goods will be competitively priced, and push our firms and workers to the global frontier of efficiency. This is slowly taking place due to the reformation of the trade

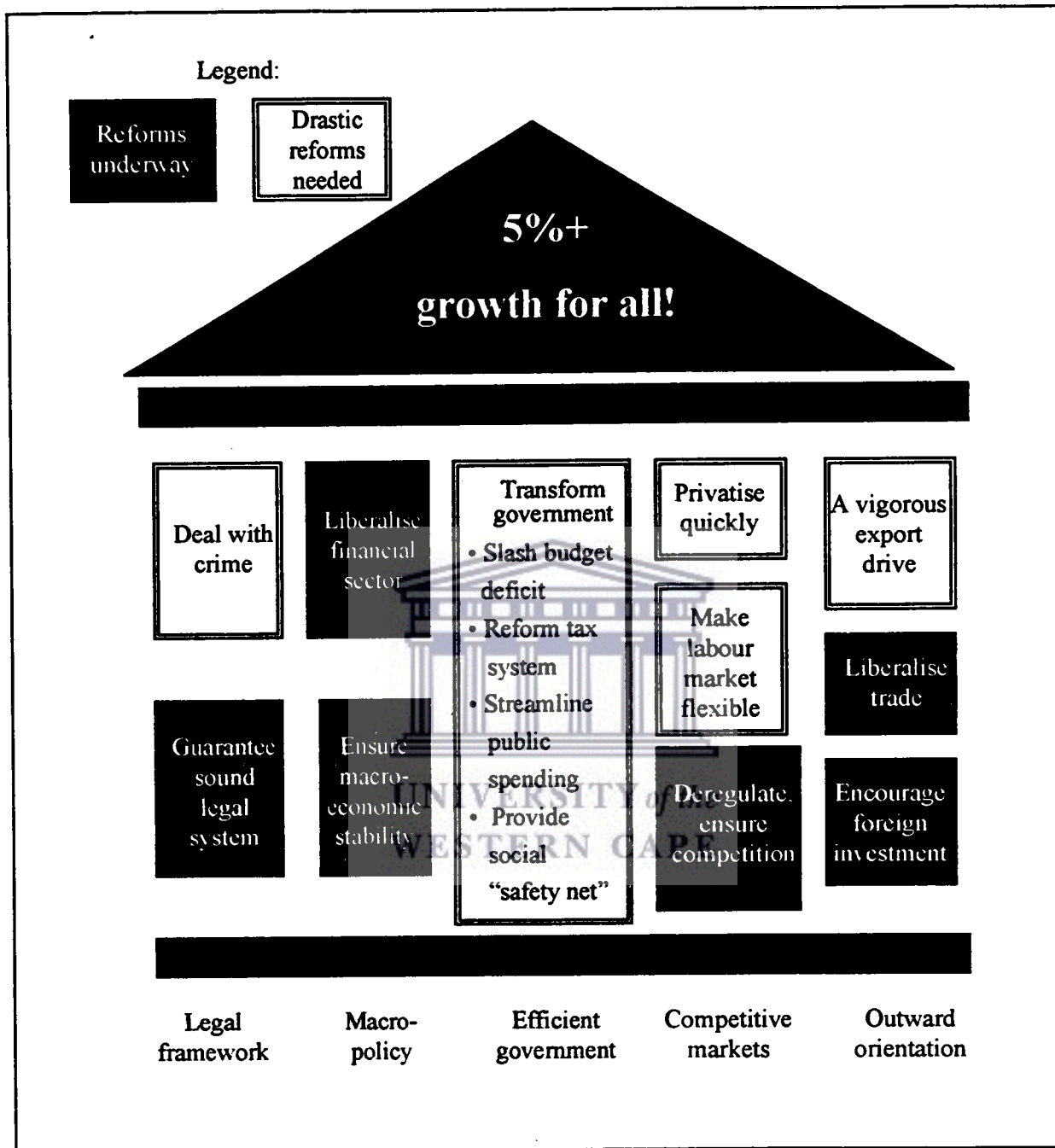
policies and incentive schemes introduced by the new Government. On the other the SA businesses are unhappy about the foreign products coming into the country at cheaper prices. Their argument is that these businesses are beginning to suffer as a result of the competition.

These pillars aim to provide an effective legal system with secure property rights and a police force and criminal justice system that keeps crime at manageable levels. The pillars also aim to seek ways to lower and maintain low inflation rates, to have control over the money supply, low fiscal deficits and positive real interest rates. In order to make these two pillars a reality the Government realises that they should operate more efficiently. The spending and taxes should be cut and the Government should emphasise developing human resources through education and upgrading human social conditions (South African Foundation, 1996:7).

The above framework is, however, slowly being implemented there are still a number of bottlenecks that are causing the delays.



**Diagram 2: Pillars of market-friendly economic reform: The building-blocks of rapid growth**



(Source: South African Foundation, 1996:8)

The pillars further maintain that the Government is the primary agent in building up the human capital of the people, no matter how modest their circumstances. If the basic human needs of a society are addressed stability will follow. These factors are necessary for social reconstruction in order to grow the economy.

In order to have stability, economic growth is critical and vice versa. To stimulate economic growth competitive markets are necessary. The new strategy will encourage competitive market and private ownership, as well as more flexible labour markets. Competition is essential to encourage entrepreneurship, innovation and the efficient use of resources and to create jobs.

Finally, according to the South African Foundation (1996) the strategy envisages an environment appropriate for exports and competition from abroad, including lower trade barriers, a focus on export markets (particularly non-traditional exports) and an appropriately valued currency. These will increase fixed investment because goods will be competitively priced and will push our firms and workers to the international frontier of efficiency.

These five pillars fit together, otherwise the edifice will not stand. Each pillar consists of a number of policies. Some of their components are already being implemented by Government and are shown in the shaded blocks in Diagram 2. The other components - indicated by white blocks - need urgent and serious attention. In some of these (e.g. fiscal rectitude) the Government has already made progress which will not succeed if it is not driven further (Department of Finance, 1996:8). It is therefore up to the stakeholders to support the State to continue with the implementation of these components, particularly the fiscal rectitude. The stakeholders should pay their taxes due as an example.



From this strategy it is clear that the Government is determined to create an environment which will be conducive to growth for all of its people. The emphasis is on growth, stability, health, education, competition, liberal trade (entrepreneurship) and hence a fair system within which all its people can prosper. Furthermore, the strategy is entirely consistent with the current international economic consensus. Its proposals highlight the priority on raising investment levels essential to the attainment of higher growth and more rapid job creation. It encourages competition, which means that the Government or a few selected companies will no longer dominate the economy of the country. There will be place for all to participate in the economy of SA. It is also clear that the Government needs partners to implement the policies.

However, to date, implementation has been slow and people on the ground have been getting impatient with the delivery mechanisms. The people without homes are waiting for their promised houses, land reform is very slow and unemployment is rising. Schools are in crisis, teachers are boycotting over their resources and conditions of employment. Hospitals are closing down. The majority of the labour force is waiting to be trained and also for better job opportunities. Conditions are slowly changing, if at all, for the masses they are waiting for their basic needs to be addressed. It has become evident that the Government cannot deliver all these needs at once and on its own, they have admitted it.

#### **4.6 ECONOMICS AS A SCHOOL SUBJECT TO UNDERPIN THE OLD POLITICAL SYSTEM**

The economic policy of the traditional ruling party was partially the reason for the decline in the economic growth of SA because it was grossly unjust. It favoured one racial group, namely the

'Whites', above all the other racial groups in the country. For example, it implemented a policy of job reservation; skilled jobs for 'Whites' only and manual labour for 'Blacks'. The author is of the opinion that this policy was underpinned by the school curricula that was developed during the 'apartheid regime'.

Giliomee, et al., (1989) maintained that the economics curriculum for schools in SA was developed in the context of the Afrikaner CNE Policy. This policy has been implemented together with the policy of apartheid of the ruling National Party which came to power in 1948.

The statements below illustrates this intent:

Any hope of an end to racism in the provision of education was dashed when the National Party came to power in 1948 on the basis of a pledge to defend the 'White' privilege. Thereafter the country moved into a new era of apartheid education... Christian National Education meant that the segregationist policies of the past were to be extended to embrace the philosophy of Afrikaner nationalism... , Christian National Education was concerned to emphasise a Calvinist world view and an Afrikaner nationalist political order (Kallaway, 1986:8).

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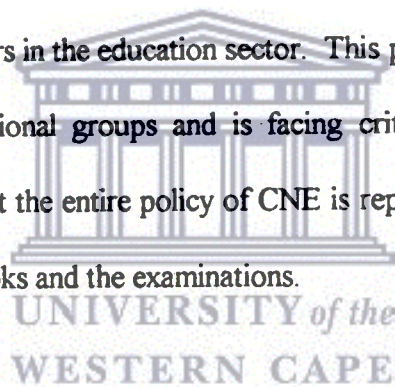
The above quote indicates the old Government's intention to support and maintain the privileges of the Afrikaner minority in SA by means of their CNE policy. Giliomee et al, (1989:51-21) concurs with the above in their statement on the issue of the segregationist policy as follows:

By the time the Nationalists came to power in 1948, Christian Nationalism, as a framework for education policy, was in place. As a Federasie van Afrikaanse Kultuurverenigings (FAK) pamphlet of 1948 expressed it, the Christian principle of this policy meant that education had to be based on the Bible, while the nationalist principle demanded that for all the ethnic groups the school should inculcate love of 'their own' and, in particular, a love of their country, language, history and culture.

Soon after coming to power the Nationalists began to restructure education according to the principles of Christian Nationalism (see Appendix 3 for outline of CNE policy).

The education policy as described above only catered for 'White Afrikaner' and did not consider the other cultural groups at all. For example, Jewish, Hindi, Muslim or any other traditional African cultures had to accept the teaching that were offered to them, whether it was contrary to their values or not. They could not even question the teachings, as it was against the laws of the country. This applied to both teachers and pupils.

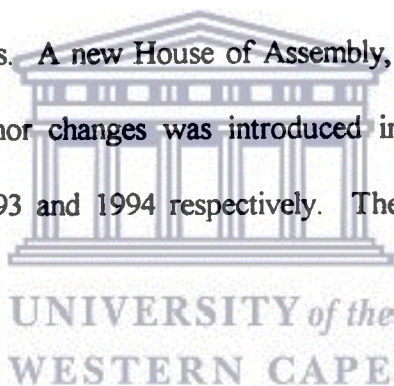
The education policy has since undergone scrutiny by a selected few individuals and still did not include all the relevant stakeholders in the education sector. This policy is still undergoing scrutiny by the new political and educational groups and is facing criticism from teachers and other educationists. Until such time that the entire policy of CNE is replaced it remains the cornerstone of education, the syllabus, textbooks and the examinations.



The economics which was taught coincided with the viewpoint of the ruling Afrikaner elite and it was not accidental as mentioned above. It was carefully planned to fit in with the economic philosophy of the old regime. The interpretation of the syllabus is one which was based on a mixture of aspects of capitalism and economic aspects of the apartheid policy. For example, homeland policy was integrated with decentralisation and justified on those economic grounds whilst the role of the 'Black' peoples in the historical development of the economy was ignored and the perspective was almost entirely eurocentric.

The core syllabus for education was formed on the basis of the economic policy of SA. The same could be said for the economics syllabus for the senior secondary schools. Economics as a school subject was only for senior secondary standards (8-10). Economics was and is still not offered in the junior secondary phase. Students who wished to take up economics as a subject in senior secondary phase had to drop one subject. Teachers had to explain to pupils in standard seven that they had to give up an existing subject such geography for example, about which they had some knowledge and experience to take up economics as a new subject in standards eight, nine and ten (Long, 1992:4).

The present syllabus was introduced in standard eight in 1983 and progressively in standards nine and ten in the following two years. A new House of Assembly, Department of Education and Culture (DEC) syllabus with minor changes was introduced in standard eight in 1992 and standards nine and ten during 1993 and 1994 respectively. The syllabi were divided into the following sections:



- a. The field of study of the subject economics;
- b. General objectives in the teaching of economics;
- c. Particular objectives of economics;
- d. The scope and nature of the subject matter;
- e. Approach;
- f. Examination; and
- g. An outline of syllabus content.

The description which follows under the headings of sections of the syllabus is an outline of the present curriculum with some reference to changes in the 1992 House of Assembly syllabus.

#### **4.7 THE FIELD OF STUDY OF ECONOMICS IN THE TRADITIONAL SOUTH AFRICAN SECONDARY SCHOOLS**

Economics, as was described in the syllabus, meant 'to keep house' and this is related to the national economy in which the choice is made between various scarce resources in order to satisfy the wants of the people of the country. Economics was viewed in the syllabus as applying specifically to the theoretical aspects of the national economy, mainly the macro-economic actualities. The socio-cultural aspects of economics and the effects of the universal laws governing all economic activities were theorised. Economics was taught as something that leads to the formulation and manipulation of abstract concepts which are linked in a logical system (Long, 1992:1). It was thus not taught as a human science emphasising the importance of the role of individuals in the formulation and functioning of the economy of a country.

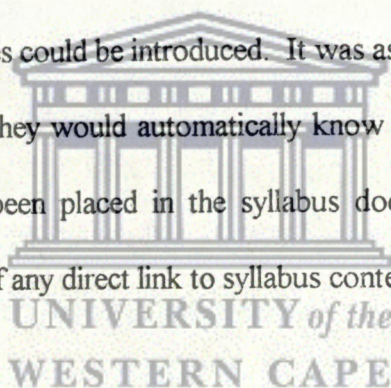
#### **4.8 GENERAL OBJECTIVES OF THE TRADITIONAL ECONOMICS SYLLABUS**

The DEC syllabi for economics introduced in 1992 contained the following general objectives which was still based on the CNE principles. These objectives stated the teaching had to have a Christian character, i.e. the subject matter, handbooks, the presentation of the teacher and the class atmosphere had to be in accordance with the Christian way of life. The teaching had to reflect a

national (South African) character and instil patriotism. The teaching had to promote an appreciation of the economic system (see Appendix 4).

These aims were intended as the general foundation of the syllabus and have their origin in the policy of CNE. The main thrust of the objectives was that teaching had to have a Christian foundation as well as developing pride in the national achievements of the economy which is presumed to be based on capitalism.

There were no suggestions from the curriculum developers as to how the Christian character of economics teaching was to be achieved. Neither did the outline of the syllabus content give any indication of where Christian values could be introduced. It was assumed that all teachers hold the same values and beliefs and that they would automatically know how to apply the principles. It seemed that the objectives had been placed in the syllabus document because it was part of accepted policy and not because of any direct link to syllabus content.



Van den Berg, et al., (1983) wrote in a similar manner about senior secondary history as was taught in South African schools.

...the aims remain very general and in fact are better understood as justifications for the teaching and learning of history. There is, thus, no attempt to indicate how a specific aim is to be achieved by any specific part of the syllabus (1983: 8-9).

It could thus be assumed that the teacher who held the particular values desired by the CNE implemented much of the above stated objectives as a matter of course, but others did not make

any conscious effort to achieve them either in daily teaching or in assessment procedures adopted.

The objectives also propagated the apartheid economic system irrespective of whether the teachers and pupils agreed with it or not. In a way it was a means of indoctrination and forcing people to accept the economic system of the country.

#### **4.9 PARTICULAR OBJECTIVES OF THE TRADITIONAL ECONOMICS**

##### **SYLLABUS**

The particular objectives of the DEC syllabi for economics introduced in 1992 were partly integrated with the general objectives but addressed the more specific aims of economics teaching. These objectives were to provide insight into the national economy of SA and to promote an understanding of the basic economic problems of the country. It should encourage people to seek solutions to the economics problems. It should promote an understanding that will lead to the acquisition of a good basic knowledge and understanding of the economic principles attached to local, national and international economic problems to enable the pupil as a future producer, consumer and citizen to take economically based decisions.

Furthermore the syllabi should enable pupils to be analytical in their approaches in respect of economic problems and personal matters. The syllabi should also make the pupils aware of the interrelationship and interdependence of the different sectors of the economic realities as a whole. For example, it is important for the pupils to know about the relationship and interdependence between entrepreneurship and economics. For full details of the objectives (see Appendix 4).

These objectives should be seen together with the section on the scope and nature of the subject matter as well as the approach which needs to be adopted towards the teaching of economics. The objectives in general call for understanding of the deep structure of economic content and not merely the memorisation of surface material. The intention is that pupils will be able to understand, identify with and be able to apply economic theory to the real world. This will be evident in their ability to understand and interpret current events and data. This implies the use of a wide source of reference material and not merely the particular approved textbook chosen by the school. But the way in which it was taught caused the pupils not to understand the structure of the economic system, as well as the definition of economics as a human science.

Understanding the deep structure of economics is not enough to instil an economic awareness in pupils. The objectives of teaching economics are to make pupils aware of the critical importance of economics in the daily lives of all and the relevance thereof for the good of all mankind.

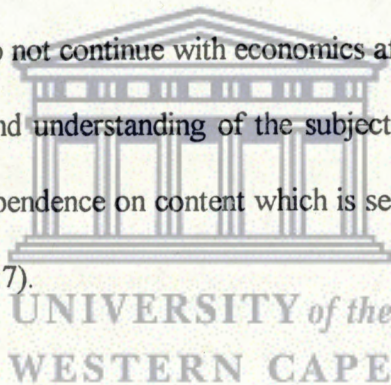
The objectives as outlined above will have to be revised. They are not relevant for underpinning the transformation of the South African economy. They do not focus on developing competencies that will enable pupils to play a vital role in the process of developing the human potential in order to contribute to the growth of the economy. These objectives also do not focus on creating an entrepreneurial culture given the fact that the interrelationship between entrepreneurship and the economics is so strong and vital for the stimulation of economic growth. They do not emphasise understanding societies and their behaviours and how and who should supply their wants and needs. After all the essence of economics is the supply of demands of which understanding human behaviour is the basis. The objectives also do not focus on the understanding of the interrelationship between economics and politics, although it underpins a political system.



#### 4.10 THE SCOPE AND NATURE OF THE TRADITIONAL SUBJECT MATTER

This section gives insight into the existing syllabus that was introduced in schools using the old DEC, 1992 Syllabus (see Appendix 4 for outline of the syllabus).

The scope of the subject needs to be outlined within a broad framework to ensure that the students acquire insight and knowledge of the subject and that they will be able to apply their knowledge to every day situations. The way the subject was taught and learnt was to memorise content and facts in order to secure a pass and not to gain insight and understand the subject. This was based on the grounds that most pupils do not continue with economics after school and the also to some extent the teachers' knowledge and understanding of the subject. One of the problems of this situation is that it can lead to a dependence on content which is seen as facts to be memorised for examination purposes (Long 1992:7).



There is some contradiction between what was expected here and what was stated in the particular objectives and how the teaching and learning took place. For instance, the particular objectives indicated the need for insight, understanding, and the ability to relate to the economic problems of a society and possible solutions to these problems. This requires more than memorisation of surface knowledge.

The nature of the subject is regarded as being both analytic-theoretic and descriptive. The pupils' lacked insight and knowledge of the subject and only know the theories and some facts and do not

know how to apply these theories. In addition the teacher also had to differentiate between higher and standard grades according to the following criteria:

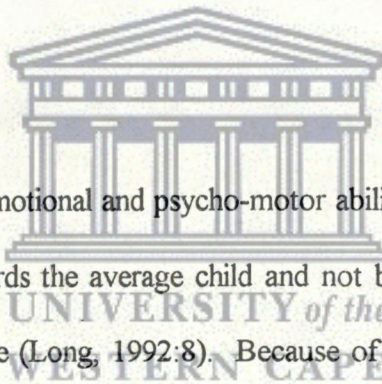
- a. Presentation ... must link up with the stage of development, maturity, and ability of the pupil.
- b. The relation between the descriptive and analytic-theoretic subject matter.
- c. The relation between and correlation with other economic sciences in particular and the other social sciences in general.
- d. To link the world and experience of the child to utilise fully the valuable potential contribution of the childhood experiences - in this way learning becomes an adventure for the child, either through actual or imaginary experiences, e.g. a difference in the degree of difficulty of examples, models, case studies and graphic presentations.
- e. Problem-solution assignments must be adapted to the maturity and ability of the pupil:
  - higher grade - more theoretically based
  - standard grade - more practically based
- f. A study in broad outline is in respect of both grades more or less the same, but an intensive study in respect of certain aspects, especially theory, is required in the higher grade.

g. Evaluation:

Higher grade: A healthy balance between insight and direct essay type questions.

Objectives short questions ( a maximum of 20% may be set) (Long, 1992:8).

The scope and nature of the subject matter as outlined in the syllabi were difficult to implement due to the technical way in which teaching and learning occurred as well as attitudes towards content, e.g. the product-based approach. This approach makes it difficult to turn much of classroom activity into an “adventure for the child” as prescribed in the syllabus. Teaching and learning take place according the teaching and learning the teacher received. The pupils are also not used to experiential learning exercises and are therefore sometimes shy or reluctant to participate in certain activities.



In classes where the intellectual, emotional and psycho-motor abilities of the pupils are mixed, the teacher may direct activities towards the average child and not be able to properly differentiate between higher and standard grade (Long, 1992:8). Because of the lack of resources at school and the teachers' technical training much of what is included, under the scope and nature of the subject matter in the syllabus, cannot be satisfactorily achieved. Changes in assessment methods, the nature of class composition, changes in attitudes towards classroom economics, and other factors are therefore necessary to implement the scope and nature of the subject matter.

Although the syllabus mentioned the criteria for the scope and nature of the subject matter it did provide guidelines for implementing it. The approach also states that experiencing what is being taught is a suitable means for linking the child to the world. However, because of the mechanical way of teaching, it did not happen. The scope and nature are facts only on paper, it could be

argued that it is difficult for the teachers to implement these guidelines in the current situation at schools which is a result of the historical factors.

#### **4.11 THE TRADITIONAL APPROACH**

The architects of the current syllabus state that the subject must not be approached as a purely abstract subject. It is academically unsound, they argue, to merely memorise the definitions and laws. Economics is regarded as being relevant to everyday life and therefore topical which makes it possible to link the theory with the practicalities of life.

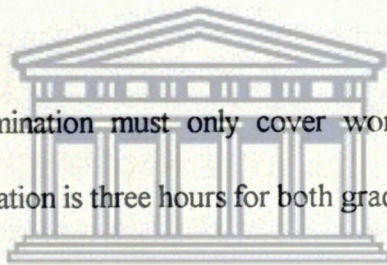
This experiential approach in principle is correct, however, it is not easy to practice in schools. One can ask the question why not? If we look at the situation in the schools, we find that for the teacher's background, skills, knowledge, resources and the classroom situation make it difficult to apply this approach in full. The teachers are also not used to this method of teaching due to their own learning methods and will have to learn to be comfortable and competent in applying the experiential method. They also do not have the necessary resources to simulate a market or manufacturing scene in order to illustrate how an enterprise or manufacturing takes place.

It is known that people learn best by doing. It is thus recommended that the subject should be introduced to children linking the subject to their world. The subject should be introduced with basic concepts and then applied to the particular circumstances. For example, they should be taught the principles of selling and then actually be given an assignment to sell something applying the principles to judge for themselves how it works. The approach of the subject is to move from the general to the particular. The subject should also make the pupils aware of the environment

within which they are living, the problems faced by the country and how the economy of the country impacts on the daily lives of everybody. This in essence is the ideal way that the subject should be taught. However, it is not being practised in this way. At the moment teachers are still encouraging memorisation of facts and this does not work in support of the scope of economics as outlined in the syllabus. One could argue that this is due to the fact that both teachers and pupils are concerned with passing the exams and are teaching in the same ways that they were taught. The solution for this would be to provide INSET so that teachers can develop a new philosophy towards teaching and in the process acquire appropriate methods of teaching and learning.

#### 4.12 THE TRADITIONAL SCHOOL EXAMINATION SYSTEM

The syllabus states that the examination must only cover work of the current year. The recommended length of the examination is three hours for both grades.



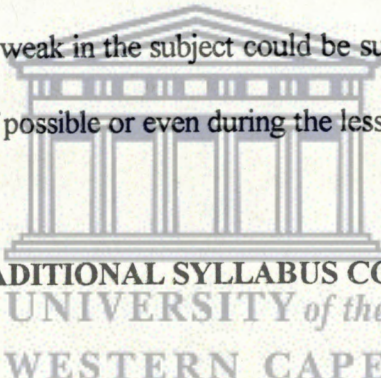
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Differentiation is applied on the basis that standard grade papers include questions of a mainly direct nature. Higher grade papers are expected to include a healthy balance between questions testing the candidate's insight and direct essay type questions.

The author is of the opinion that examinations are to some extent superficial in testing one's ability and knowledge because pupils' simply study old examination questions and merely memorise the answers without having insight and understanding the subject. This has almost become a way of life at school. Examinations also appear to have a powerful impact on what happens in the classrooms. Instead of consulting the syllabus document, many teachers and pupils consult past examination papers during the year to determine what should be taught and studied.

The author also does not agree with having separate standard grade and higher grade examination papers. This system tends to offer an easy way of passing the subject. To pass the standard grade exam requires only a 33.3% mark and it also does not require in-depth understanding of the subject. It further creates a division in the classroom in that those taking the higher grade examinations are given extra attention by the teachers. Furthermore, this situation lends itself to developing complexes of superiority and inferiority amongst students taking the different grades of examinations.

The author is of the opinion that there should be one method of examining students, students should be encouraged to work hard and additional support should be provided when necessary. For example, those pupils who are weak in the subject could be supported by the stronger ones in study group sessions after school if possible or even during the lesson in school.

The logo of the University of the Western Cape, featuring a classical building facade with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

#### **4.13 OUTLINE OF THE TRADITIONAL SYLLABUS CONTENT**

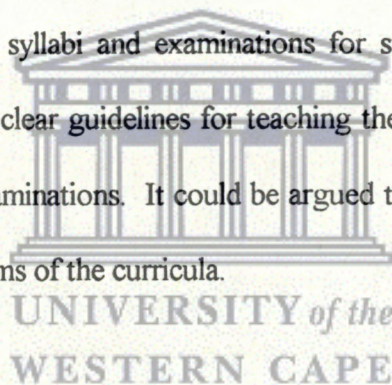
The contents of the syllabus have an influence on the attitudes towards preparation for examinations as discussed above. The curriculum design and its objectives in turn determine the syllabus content.

A curriculum is taken to be all those activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social and physical development of its pupils (Morrison and Ridley, 1989:42) It includes not only the formal programme of lessons, but also the 'informal' programme of so-called extra-curricular activities as well as those features which produce the school's ethos. Furthermore, curricula are value based. They are founded on

the principle of protection and neglect of selected values. The question then should be asked whose values are protected in the curricula? Educational ideologies will contain values, beliefs and assumptions about pupils, learning, teaching, knowledge and the curricula.

In South African schools the syllabus and content focus on the intellectual differences of the pupils in a rather superficial manner, simply by providing two grades for setting exams. The system also does not motivate pupils to be achievement orientated, meaning that it does not encourage pupils to be ambitious in life or in other words 'excel' in everything they do. It rather encourage them to secure a pass mark.

Although there are two separate syllabi and examinations for standard and higher grades, the education system did not provide clear guidelines for teaching the two separate syllabi. It merely provided guidelines for setting examinations. It could be argued that they merely tried to provide a superficial solution to the problems of the curricula.



The differentiation between standard and higher grade was not explicitly spelled out in the syllabus. In the general remarks no indication is given how to teach the different levels. Little justification is given for the differentiation. Differences are mainly based on the depth and degree of insight and logical reasoning required in writing of the examinations. The standard ten year introduced higher grade pupils to a number of economic theories. Table 12 (see p. 169) represents an outline of the main sections of the syllabi for standards eight to ten.

**Table 12: The traditional standard eight to ten economics syllabus**

Syllabus Section	Descriptive Economics	Economic History	Monetary Economics	Micro-Economics	Macro Economics
<b>STANDARD EIGHT</b>					
Introduction and Basic Concepts	X			X	X
Economic Systems and Stages of Development		X			
Development of the SA Economics		X			
Monetary Economics			X		
<b>STANDARD NINE</b>					
Demand and consumption				X	
Markets and Price Formation				X	
Production of Economic Goods and Services				X	
Monetary Economics			X		
<b>STANDARD TEN</b>					
Subject and Scope of Economics	X				X
Remuneration of the Factors of Production					X
The State					X
National Income					X
Present Economic Structure of SA	X				
International Economics				X	X

(Source: Long, 1992:14)



The titles on the left side of the table (std 8 to 10 syllabus) represent the major section titles of the syllabus whilst those across the top indicate the different aspects and fields of the subjects of economics. These divisions do not cover all aspects of the subject but serve to identify the major ones which are dealt with in the syllabus.

It is not a simple task to analyse economics on such a basis as some sections cover a number of fields. For instance, the division of Micro- and Macro-economics is in itself open to criticism. Lipsey (1975:455) writes: "There is no clear-cut dividing line between macro- and micro economics... . The division... is not a matter of right and wrong but rather a matter of convenience".

In standard eight the introductory section could appropriately be regarded under the heading 'introduction to economics' but this section by its nature covers a wide number of areas. The main thrust of this standard is really that of economic history which is also mainly descriptive. The emphasis is more on content and the learning of facts (Long, 1992:15).

In standard nine the emphasis of the syllabus is on Micro-economics. The major portion concerns the allocation of resources and the formation of price and not the flow of income. The market is therefore the main thrust of this syllabus (Long, 1992:15).

In standard ten the syllabus is largely that of macro-economics and to a lesser extent descriptive economics although the 'subject and scope of economics' could be seen as 'introduction to economics', and 'the State' could be regarded as mainly 'public finance'. Much of the syllabus is content bound and descriptive in nature and deals mainly with surface information (Long,

1992:15). The concept of entrepreneurship was not even mentioned, neither the inter-relationship between economics and entrepreneurship.

The main approach of the syllabus is that of positive economics, where economics is regarded as a science and, therefore, governed by a number of laws. Statements about issues (in terms of the models and theories presented) are regarded as fact and not contested on the basis of moral or other judgements. In terms of the syllabus this allows for capitalist and apartheid thinking to be presented as the truth and other alternatives being ignored.

In the case of teaching the capitalist system, the syllabus was drawn on the conservative market-based economics teaching which is common in the economics education of the west. Texts by authors such as Lipsey (1975), Heilbroner (1972) and others are common reference works for teachers as these were used in their own training. Teachers were taught that what was happening in the country at the time was normal and factual. The authors of textbooks also propagated the Nationalist Party's policies and values. These 'fictitious' facts were used to indoctrinate student teachers. Long (1992) supports the above and states that:

The apartheid-based economic thinking of the nationalist ruling elite was regarded as fact. For example, the homeland policy was regarded as economically normal and part of a healthy decentralisation programme. This in fact was proven to be a myth, in that the homelands policy failed and was abolished and the homelands are now once again integrated into the South African political system. The syllabus is euro-centric and virtually ignored the fact that SA is part of Africa. The pupil is taught not to question this thinking and was led to accept it unless the teacher made an effort to counter this approach (Long 1992:15).

As a result of the economics syllabus some of the pupils saw apartheid economics as normal and identified with conservative capitalist thinking. Their brief encounter with economics led them to

interpret economic events in the light of capitalism. Their knowledge of alternative systems, such as socialism, was inadequate and mainly negative as its inclusion in the syllabus content was negligible. The pupils therefore still do not have the privilege of studying different economic theories unless a teacher with different values introduced it to them. Teachers were themselves not exposed to the different theories, due to their own education. Economics was always a dreaded subject in that it was always believed to be difficult and was not taught as a human science subject. It was therefore avoided by many at tertiary level as well. This partially explains the lack of economic awareness amongst individuals in SA.

#### **4.13.1 The traditional concept of curriculum in South Africa**

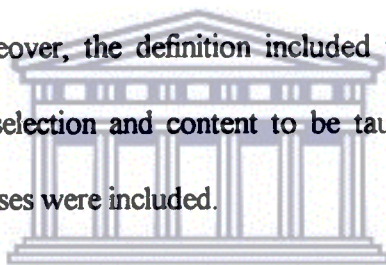
Just like entrepreneurship, curriculum has many definitions and has been conceptualised on a number of levels. In a narrow sense, the definition is confined to the content material for learning. In a broader sense, its conceptual understanding includes a range of complexities operative on the learning environment, such as the values and cultures that people have internalised. Some definitions of the curriculum as practised by the old South African education system are as outlined below:

The concept curriculum development in the case of SA was an integral component of the symbiotic relationship between knowledge and control of those who were in power (Bam, 1993:80).

Kelly (1985:26) maintains that the curriculum encompasses all the learning that goes on in the school and all dimensions of the educational process. It is viewed as the entire programme of the work in school, the essential means of education.

Barrow (1980:3) is of the opinion that curriculum should be understood to be 'the presented content for study', in other words curriculum is concerned only with the subject content and not the process.

According to NEPI (1992) the South African school curriculum was central to the education process. It could broadly be defined as teaching and learning activities and experiences which were provided by schools. Moreover, the definition included the aims and objectives of the education system as well as the selection and content to be taught, how it was arranged into subjects and what skills and processes were included.



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The definitions outlined above describe the curriculum as it was practised by the old education system in SA. The curriculum was a blueprint and product-based and was not open for questioning, in other words it was driven from the top and implemented without input from the bottom.

The new curriculum for democratic SA has to replace the old unjust curriculum in order to eradicate the injustices, inferior quality education and the control of the curriculum by dominant minority which has disempowered the masses in the country. The new curriculum should address these injustices bearing in mind the needs of the different societies and the country. Some definitions of the curriculum relevant for the new SA are outlined below:

The curriculum is seen by Stenhouse (1975:4) “as an attempt to convey the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice”.

According to Apple (1979) curriculum is not only about content, it should be about intention and about process. He further maintains that curriculum is an “educative environment in which students dwell”. Curriculum should be experienced by pupils and teachers in the teaching and learning setting.

The definitions of Stenhouse (1975) and Apple (1979) are process-based and are what SA wants for its people. The curricula for democratic SA need to be process-based and should be concerned with the needs of the people. People have different personalities and the curriculum should allow for flexibility and should not be a technical approach which is prescriptive and rigid. The curriculum approach should ensure that the individual is holistically developed, address the needs of the community, understands what was taught and apply the knowledge and skills that are applicable to any situation, including in the workplace. The new curriculum should be a guide and a process which is open to continuous adaptation and evaluation of all processes involved in implementing the curricula. The new curriculum should also be open to critical questioning and input from all the stakeholders. Above all, the curriculum should develop individuals in such a manner that they can become aware of their own needs and the needs of society as a whole. It should motivate them to learn how to address their own needs that the needs of society.

Furthermore, Eisner (1985:62-66) suggests 5 orientations to the curriculum of which 3 could be useful for the South African curriculum. These orientations state that the curriculum should

develop the cognitive processes of the pupils. It should help the children to learn how to learn and provide them with opportunities to use and strengthen the variety of intellectual faculties they have. The curriculum should emphasise personal relevance and maintains that it is the school's responsibility to develop programmes that emphasise the primacy of personal meaning. It should encourage interaction between pupils and teachers and should allow them to participate in the development of the curriculum.

In addition a social reconstruction and adaptation as an orientation to the curriculum is also emphasised by Eisner (1985:66). He states that curriculum should be designed to serve the interest of the communities. The mission should be to locate the social needs, or at least be sensitive to those needs, and to provide the kinds of programmes that are relevant for meeting the needs. For example, in SA some of the needs are to alleviate poverty and to provide jobs. Because it is recognised that entrepreneurship is a vehicle to address both needs, the school is regarded as an agency through which more entrepreneurs can be provided. The new curriculum should therefore make provision to teach entrepreneurship. According to Eisner (1985) this is a general example of the forces of social adaptation and reconstruction to shape the priorities of the new curricula for SA.

#### **4.13.2 Shortcomings in the aims of the traditional South African curriculum**

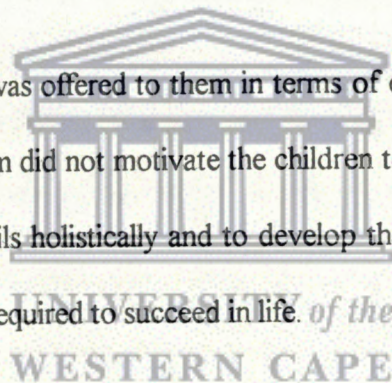
When we think about a curriculum it is often thought about as a programme with contents that must be passed on to the pupils. However, curriculum should be considered to be more than just content. It is about the intention and the processes as indicated earlier in this thesis (see p.183). It should further be asked for example, what are the purposes of the curriculum, what methods are to

be used to convey the content to the pupils and how should they be assessed. To be able to do this the inter-related nature of the aims, content, organisation and evaluation should be taken into consideration.

According to van den Berg (1994:31) the curriculum in operation in the school was placed there by a system that gave the decision-making powers to representatives of the dominant groups within society. He continues that:

the content that is required to be taught and learnt, the resources available for the task, the textbook and examination requirements to exercise control over that process, all these and more have been in the hands of the dominant minority.

The majority had to accept what was offered to them in terms of education without questioning. As mentioned above the curriculum did not motivate the children to be achievement orientated. It did not intend to develop the pupils holistically and to develop their competencies, skills, values, knowledge and positive attitudes required to succeed in life.



The major problem in the educational system in SA was and still is the rote learning method. Pupils are expected to regurgitate facts during examinations without clear argumentation and critical understanding of the subject. The methods also discourage pupils from questioning and discussing and it propagated an authoritarian style of teaching. By applying this method the pupils do not understand the materials, cannot develop essential thinking skills during teaching and learning and cannot link what they are being taught in school with everyday life. After all, a curriculum should develop the intellect of children and help them to learn how to learn more effectively in order to function effectively in society (Eisner, 1985:61-85).

In view of the shortcoming in the aims of the traditional curriculum the majority of South African pupils who enter the job market do not have the appropriate skills nor the knowledge required for work of further training. This situation is further exacerbated by the fact that many teachers are also victims of rote learning and therefore it perpetuates a vicious circle of under-development. They lack teaching, learning and critical understanding, application and evaluation of knowledge and skills. The curriculum also did not allow them to reflect on their teachings and the outcomes thereof, therefore they could never adjust and adapt the curriculum in order for it to be appropriate and effective. The school curricula and teaching and learning methods were of such a nature that most teachers could not develop the skills and knowledge of the pupils that were required for skilled jobs.

The situation as described above is often the scenario of colonial powers that acquired colonies as captive markets for their own industrial products to use their abundant unskilled and semi-skilled manpower and natural resources (Rautenbach, 1992:358). This was the strategy adopted by the South African apartheid regime to keep the majority of the people captive for their labour system.

In order for the new SA to address this situation of unskilled and semi-skilled labourers, the government will have to develop appropriate and creative new curricula.

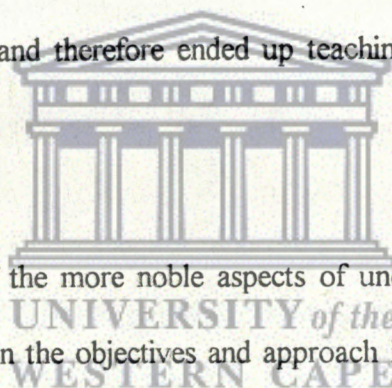
#### **4.14 THE TRADITIONAL TEXT BOOKS**

The role of textbooks is powerful. The architects of the syllabi shared the same political views towards education as those who wrote the textbooks. It could be argued that they were one and the same. Many of the comments and criticisms of the core syllabus are also applicable to the prescribed textbooks. Since 1974 there has been traditionally only one approved textbook which



is the series for standards eight, nine and ten by Swanepoel et al (1983, 1984 and 1985). It was only since 1984 that a second book, by Levin and Wait, have been introduced. Most of the schools made use of the Swanepoel et al., series for a number of reasons of which financial cost and the role of Matric Certificate Examination were of great importance. Table 13 (see p.179) indicates the importance given to the sections of the core syllabus by the two approved textbooks used for teaching economics in secondary schools (see Appendix 5 for the outline of the textbook contents).

Pupils and teachers often assume that the textbook is the correct interpretation of the syllabus. For example, many teachers believed that the Matric Certificate Examination is set directly out of this book by Swanepoel et al (1985) and therefore ended up teaching from this book only (Long, 1992: 18).



The end result was that many of the more noble aspects of understanding and application of economic principles as explained in the objectives and approach in the syllabus document were almost entirely ignored. The textbooks by Swanepoel et al (1983, 1984 and 1985) are written in such a way that large sections consists of facts, which encourages rote learning. Teachers were thus not following the syllabus and were rather consulting the questions at the end of chapters in the textbooks and past examination papers. The questions at the end of the chapters do not generally involve problem-solving, but the recalling of facts. The teachers were thus in favour of the philosophy of the authors, which was in line with the prescribed syllabus and did not care much about teaching the realities of the social context. In other words teachers, in most cases either supported the status quo, consciously or unconsciously, or did not know enough about the subject themselves.

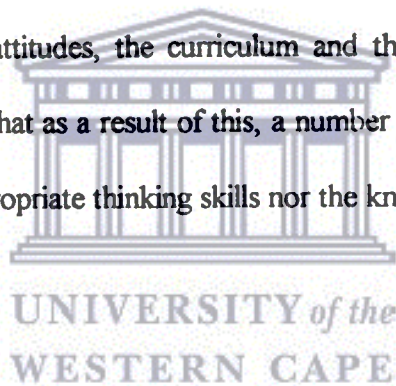
**Table 13: Comparison of the two textbooks for the standard eight to ten syllabus**

<b>SYLLABUS SECTION</b>	<b>SWANEPOEL ET AL</b>	<b>LEVIN AND WAIT</b>
<b>STANDARD EIGHT</b>		
Introduction and Basic Concepts	34%	29%
Economic Systems and Stages of Development	20%	21%
Development of the SA Economics	23%	19%
Monetary Economics	23%	31%
<b>STANDARD NINE</b>		
Demand and consumption	20%	17%
Markets and Price Formation	19%	22%
Production of Economic Good and Services	36%	46%
Monetary Economics	25%	15%
<b>STANDARD TEN</b>		
Subject and Scope of Economics	8%	7%
Remuneration of the Factors of Production	12%	15%
The State	16%	24%
National Income	11%	12%
Present Economic Structure of SA	19%	11%
International Economics	22%	24%
Economic Topics	12%	7%

(Source: Long, 1992:19)

Pupils' success in examinations thus became the major objective in order to satisfy pressure for good results emanating from pupils, parents, the school and others. Pupils were and are still obsessed with passing their examinations. Pupils often ended up memorising the textbook and merely regurgitating it without critical understanding. The major problem with this approach is that the learning of these so-called facts was then misunderstood as understanding economics as intended by the syllabus. The rote learning method ensured that the pupils hardly understood the material let alone the development of thinking skills.

Subjects like science and mathematics are unpopular because it is difficult to pass examinations in these subjects relying on the memorisation of facts only. This situation could be ascribed to the teaching methods, the teachers' attitudes, the curriculum and the evaluation methods used in schools. It has also been evident that as a result of this, a number of matriculants who have tried to find work neither have the appropriate thinking skills nor the knowledge and skills required for work or further training.



As a result of the above situation the status quo of the apartheid regime was maintained - to keep 'Blacks' out of the economics of the country and remaining somewhat ignorant about entrepreneurship. It could also be stated that many teachers are in fact, victims themselves of rote learning. This perpetuates a vicious circle of under-development, where education absorbs scarce physical and human resources while pulling both human development and the economy into a quagmire from which it becomes very difficult to extricate itself.

#### **4.15 THE NEW APPROACH TO CURRICULUM DESIGN FOR ECONOMICS AS A SUBJECT TO UNDERPIN THE NEW MACRO ECONOMIC STRATEGY**

As mentioned above the traditional curriculum for economics as a subject to be taught in schools is not appropriate for the new democratic society of SA. It has also been mentioned that the curriculum was developed with a top-down approach and did not involve the participation of stakeholders at implementation and receiving levels (teachers and pupils). It now appears that all these are to be changed.

##### **4.15.1 Designing the new approach**

During 1996 the National Education Department started a process to design a new curriculum for all South African schools. The education departments in the nine provinces each started their own process. The Western Cape Education Department (WCED) sent letters to all educators, trainers, learners, parents and everyone else concerned to participate in the curriculum development (WCED, 1996:1).

The WCED (1996) newsletter advertised a 'New Approach to Lifelong Learning and Development' and urgently invited people to participate in the design of the new approach to learning in SA. According to the newsletter the steps that will lead to the implementation of the new curriculum are:

- A. **DESIGN** - the main curriculum elements that need to be designed are:
  - 1. Outcomes and Unit standards

Essential (basic) outcomes will guide all teachings, training and learning. Specific outcomes apply to specialised “subjects” within the broad areas of learning. A learner will have to acquire a specified number of unit standards, based on specific outcomes, to achieve a qualification.

2. Guidelines - These will guide the writing of programmes
3. Learning programmes at national, provincial and local levels
4. Teaching, training and learning materials

## **B. TEACHER AND TRAINER LEARNING AND DEVELOPMENT**

1. Participation - teachers and trainers will be involved in the design phases mentioned above. Thus teacher and trainer development will be integrated within the process of learning development.
2. Training - despite the ideal of an integrated approach to curriculum design and teacher and trainer development, many teachers and trainers may still need specific in-service training. Also, PRESET will be adapted to the new framework for lifelong learning and development.

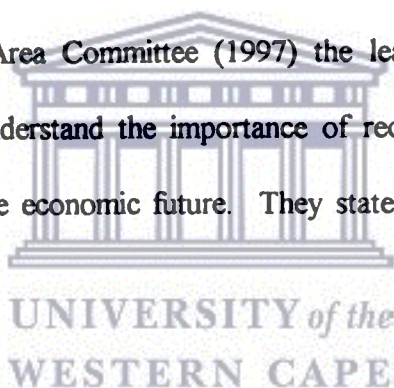
The steps outlined above appears to be focused on the relevant criteria for developing a new approach to learning and development. Critical inputs need to be given as the process develops

given the fact that people are invited to participate in the design of the final document. Yet one finds that people are still complaining that they have not been informed of the new processes taking place.

#### **4.15.2 The rationale for economics as a subject in the new curriculum**

It has been mentioned that Economics should be taught so that people can become aware of the critical role it plays in their lives and vice versa. A new approach for teaching Economics based on the learning areas outcomes has been drafted in January 1997.

According to the Learning Area Committee (1997) the learning area is fundamental in preparing all people of SA to understand the importance of reconstruction, development and economic growth for a sustainable economic future. They state that through this learning, all learners will be:



- equipped with the knowledge and comprehension of economic skills and competencies that will enable them to play a vital role in the process of transforming SA's economic, social, political, technological, physical and demographic environments; and
- introduced to an understanding of the wealth creation process by equipping them with the necessary background and knowledge in the different terrains of the economy, such as basic economics, management and finance (Learning Area Committee, 1997:102).

The acquired knowledge, skills and attitudes will enable the learners to make a contribution towards the improvement of the living conditions of all, human development, equality, conditions of employment and fair labour practices and opportunities for all to realise their full potential. The rationale for the learning area is clearly in line with the objectives of the Macro Economic Policy of the new Government which in turn underpins 'Growth for All'.

#### **4.16 THE IMPORTANCE OF AN ECONOMIC AWARENESS DISCOURSE IN THE CURRICULUM**

It has been mentioned above that economic awareness is crucial for the individual's effective participation in society and contribution to the country's economic growth. Teaching and schooling in SA is intended to promote and restructure the social, economic and political system of the past. Curriculum change is taking place, but is slow to take effect. Schools in SA tended to promote the views of the dominant order (apartheid) as illustrated in the core syllabus of the schools. This resulted in authoritarian and transmission teaching.

On the other hand schools were and still are the terrains of struggle for change. This process provides the impetus for the facilitation of a new educational system reflecting a multicultural society (De Vries and Smith, 1994:3). How can one be sure of promoting multiculturalism by means of developing an economic awareness and entrepreneurial skills discourse?

The aim of economic education is to improve our understanding of the world in which we live. Without this understanding we are frequently confused and unable to identify, analyse and interpret successfully the economic aspects inherent in so much about us. The goal reflects our conviction that comprehension of the economic realities of one's world enhances self-confidence and self-esteem. Accordingly both intellectual and emotional

barriers are lowered for the making of rational individual decisions, in the light of one's values, in both personal and social matters. Economics also provides frameworks and tools for rational individual discrimination among social alternatives, in the light of one's values. Hopefully, better social decisions will result.

(Horton, R.V. and Weidenaar, D.J. quoted by Henderson, 1989:37).

The statement above clearly indicates what the aims of economic education should be. With this in mind economics as a subject at school could be the foundation for 'nation building' and a better understanding between communities.

In view of the above reasons for economic awareness and economic preparedness within a multicultural society, a curriculum which will develop these skills and equip children to face economic challenges is necessary. De Vries and Smith (1994:4) further states that "preparation for intelligent and informed decisions towards the economic problems and the building of an economically literate nation necessitates a multicultural approach". This is partly due to our ignorance of economics and entrepreneurship that we find ourselves in our current situation namely, high unemployment, a low skilled nation and high illiteracy.

#### 4.17 SUMMARY

Entrepreneurship and economic awareness are regarded as critical factors for the development of SA's economy. The traditional economic syllabus was designed and controlled by the dominant minority of the old SA and therefore kept the majority out of the mainstream economic activities of the country. The challenge is to change this to ensure that the objectives of economics as a school subject should be in line with the objectives of the Macro Economic Policy of a democratic SA.



Furthermore the relationship between entrepreneurship and economics awareness must be recognised by the curriculum planners and developers. These subjects should be the core of the economics syllabus in order to facilitate the creation of economic awareness and an entrepreneurial culture amongst school children. The challenge is to transform the traditional economics curriculum and syllabus content and processes accordingly and to be in line with the new approach to lifelong learning and development of the education system.

In the next Chapter an overview of the investigation of the attitudes of pupils towards entrepreneurship is given and the results are presented and discussed and recommendations are also made.

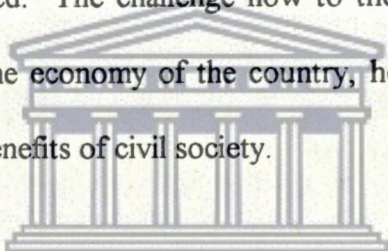


## CHAPTER FIVE

### INVESTIGATING AND DEVELOPING POSITIVE ATTITUDES

#### 5.1 INTRODUCTION

In the previous Chapter the effects and consequences of the apartheid regime on the lives of the people of SA and the economy as a whole have been illustrated. It was highlighted how the economic school syllabus was designed and controlled by the dominant minority for the benefit of their people. The interdependencies of factors such as education, economics and politics have also been highlighted. The challenge now to the new government and all the people of SA is to restructure the economy of the country, hence the governance of all its sectors in order to equalise the benefits of civil society.

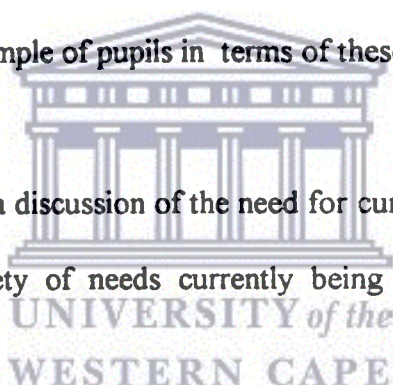


In SA as in many countries, the role of entrepreneurship in the development of the countries' economies is slowly being well-understood. Entrepreneurship was historically seen as a business issue; governments and other institutions have tended to regard the development of entrepreneurship as an unimportant issue and has left it to those institutions and individuals who were interested in this particular field. Those interested parties in turn have tended to turn to Europe and the USA for curriculum design and development programmes to be implemented in SA.

It is only recently that attempts have been made not only to look at the needs of our society but also to expand entrepreneurial education beyond the traditional confines of business. This is necessary to develop positive attitudes towards entrepreneurship as was revealed in the results of this investigation. It has also been realised at all levels in Government and other sectors that entrepreneurship education should be part of the new school curriculum in SA. In this Chapter an attempt is made to assess the following:

- (i) what shifts are required in the provision and form of entrepreneurial development programmes and activities in the South African schools; and
- (ii) the attitudes of a small sample of pupils in terms of these criteria.

This exploratory study precedes a discussion of the need for curriculum innovation, and other activities which address a variety of needs currently being addressed by the Education Department.



## **5.2 SHIFTS IN ENTREPRENEURIAL DEVELOPMENT**

In this thesis the author argues that the responsibilities of the school, the teacher, the family and the State are closely related to the development of a society. Developing a society takes place in various forms and methods and are all interlinked. One such form is education and training. At present SA's priority area for education and training is developing entrepreneurial skills as a means of job creation. Some essential components of the design of

entrepreneurial development programmes ensuring that this responsibility is met are given below:

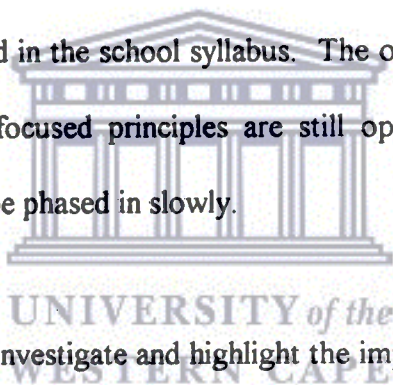
1. What we teach and how we teach should be relevant and appropriate to the needs, not only of the individual, but also to those of the society. We should start with the purpose of the efforts of the Education Department to address the needs of all individuals which include the teacher, the pupil, the community and the country as a whole. Their needs and requirements would determine, to a large extent, the kinds of products (curricula) needed, which in turn would determine the methods and materials and skills required to teach entrepreneurship with a view to develop an entrepreneurial culture amongst pupils.
2. However, we should not merely respond to past and present societal requirements but as specialists, prepare teacher educators, teachers and pupils for future changes in societal conditions and equip them with skills to change past and present practices and habits. We should recognise and act upon our responsibility to actively shape the future of a society and not be mere slaves to vested interests and demands of the State. This issue is particularly pertinent in relation to the skills required to manage and implement the new school curricula in post-apartheid SA.

The educators of teachers and teachers in a dynamically changing environment are always caught between habits and cultural traits of the past deeply embedded institutional structures, and unpopular but much required changes needed to ensure that the institution becomes and

remains relevant to society (Human, Human, and Allie, 1994:40) . Thus, we have to prepare our teachers and pupils for both the present and the future.

Experience across the globe indicates a close relationship between quality education and the elite. This linkage is especially visible in authoritarian regimes which was experienced in SA over the last few decades. It is however, not absent in democratic societies. We must therefore be cautious in the new democratic society not to reinforce the practices of the past.

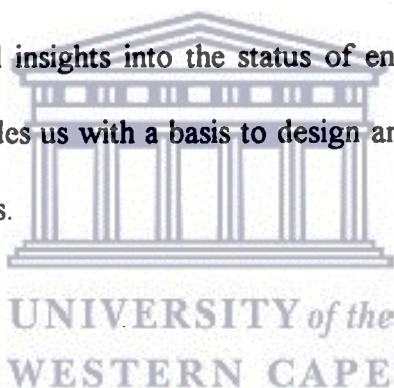
The demand for contextually appropriate syllabus content requires us to teach in an appropriate, creative and critical way which will impact on the way we expect our pupils to learn. At present the entrepreneurship and economic awareness philosophies are still being considered to be officially included in the school syllabus. The old dominant model based on teacher driven and examination focused principles are still operative in schools and it is envisaged that a new model will be phased in slowly.



The purpose of this study was to investigate and highlight the importance of entrepreneurship and economic awareness in the syllabus as factors influencing the attitudes or lack thereof amongst school children towards entrepreneurship. The factors impacting on attitudes such as the socio-economic environment and the old education system were also investigated. The study also investigated the new education policy and curriculum reform. It also assessed the attitudes towards entrepreneurship amongst pupils and teachers and what their perceptions were.

### 5.3 THE INVESTIGATION PROCESS

In this investigation information was gathered from pupils and teachers who attended the Young Entrepreneurs' Programme at the Graduate School of Business, University of Stellenbosch in Bellville during April and June 1995. During these programmes some essential criteria in entrepreneurial development and the perceptions of a small sample of pupils and teachers were assessed in terms of these criteria. Very little information exists on the nature of entrepreneurial development efforts among pupils in SA. The author felt that even a small and simple study may be useful. It must be said at the outset that this investigation is an initial attempt and the findings should be treated with caution. At best, this investigation offers some general insights into the status of entrepreneurial development in South African schools and provides us with a basis to design and execute a larger and more in-depth investigation and analysis.



#### 5.3.1 The Research Design

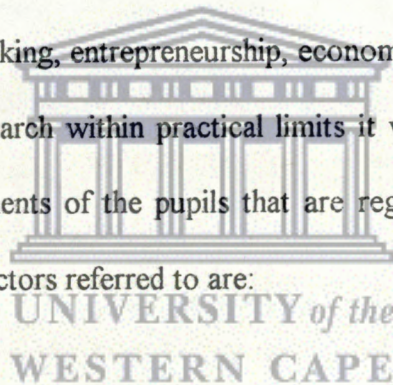
An appropriate data gathering instrument had to be developed in order to conduct the investigation. According to Viladas (1982: 201) there are a number of different methods for gathering data. Among these are personal and telephonic interviews, questionnaires, focus group discussions. Some of the other instruments for collecting data are unstructured interviews and observation.

For the purposes of this study the research was carried out in four stages, starting with a literature review, two rounds of focus group discussions, questionnaires, telephonic and personal interviews.

The results were analysed on a personal computer, using the Lotus 123 software.

#### **5.3.1.1 The review of the literature**

The review of the literature was carried out to establish key variables believed to comprise and impact on attitudes towards entrepreneurship in SA. The review took account of the literature on education, policy-making, entrepreneurship, economics and human sciences. For the purposes of keeping the research within practical limits it was decided to focus on the environmental and personal elements of the pupils that are regarded as influential on their attitudes and perceptions. The factors referred to are:



- The pupil's environment (family, school, religion).
- The old education system (e.g. governance, philosophies, separate systems).
- The historical school curricula for both teachers and pupils.
- The old policies of SA.
- The importance of creating an entrepreneurial culture.

These factors served to form the basis for the discussion groups, the questionnaire as well as the telephonic interviews.

### 5.3.1.2 The first round of discussions

At the end of January 1995, the Centre for Entrepreneurship, Graduate School of Business, University of Stellenbosch sent out letters of invitations (see Appendix 7) to all schools in the Western Cape, inviting school children between the ages of 13-15 years old to attend the Programme for Young Entrepreneurs' during the school holidays in April 1995. The programme was free of charge for the teachers because they had to assist with the facilitation of the group work and also provide transport for their pupils. The pupils had to pay a fee of R50-00 which was subsidised by the sponsors of the programme. This fee included lunches, refreshments, transport costs for site visits and course material and was targeted at pupils who are already operating small business projects. One could argue that this disadvantaged the disadvantaged even further, however, it was not the intention of the organisers. At the time they were still experimenting with the programme, therefore they targeted those who were already operating small business projects. Teachers were included in this invitation, as it is believed that they are an important link in the establishment of an entrepreneurial culture amongst pupils at school.

Only thirty-eight pupils and four teachers attended this 4 day programme. Eighty-five percent of the pupils who attended the programme were 'White' and the rest were 'Coloured'. There were no pupils and teachers from 'African' schools. The reasons why the programme did not attract 'Africans' or many 'Coloureds' could perhaps be ascribed to the location of the campus, the image of the University and the programme fee.



For ethical reasons the researcher informed the teachers and the pupils about the research project and negotiated with them to participate in this exploratory study. The author participated on this programme by presenting some of the lectures, facilitating group work and accompanying the groups on site visits. The programme was designed to encourage interaction and participation with a strong emphasis on group work. The pupils and teachers thus had to interact and participate in discussions in the class and group sessions. The teachers were requested to lead the group work.

During the sessions the author observed the differences among the children from the different schools with regard to their understanding and knowledge of entrepreneurship. The 'White' children were more familiar with the concept of entrepreneurship than the 'Coloured' children. Most of the 'Coloured' children knew very little about entrepreneurship and related issues. This was evident in their interaction in class and group work. It became apparent in discussions that the reason for this was, the 'White' parents had knowledge and experience in business and were also providing the necessary encouragement and back-up support for their children to run their own small enterprises, for example, these mothers provided transport and some equipment. In the case of the 'Coloured' children, the parents' knowledge and experience about business are not as sophisticated. The encouragement and support back-up for the 'Coloured' children are not the same because most 'Coloured' mothers do not have their own cars to provide transport when needed.

When the author spoke to the teachers, to find out why they attended, it became apparent that some of them were interested in starting their own little businesses to supplement their income. They also informed the author that they tried to encourage their colleagues to attend the

programme, but it was not easy because they were not prepared to give up their free time. The teachers and children indicated that they would be willing to participate in the final study of this project should their school be included in the sample.

### **5.3.1.3 The second round of discussions**

At the end of May 1995, the second invitation was sent out to all schools in the Western Cape. This time the programme was targeted at pupils from the age of 17 years. Due to the poor response to the first invitation, the content of the second letter was slightly changed. It omitted pupils who were already operating certain projects, which meant that it was aimed at all pupils who were interested. Because of the slow response we decided to investigate what the problems were. We approached some teachers at schools with the view to ascertain the lack of interest. We then discovered that firstly, the fee of R50-00 per pupil was too high for the 'Black' children and secondly, the transport and venue location added to the problems. We then decided to half the course fee for those who were interested and could not afford to pay the full fee. We also offered to provide assistance with the transport and encouraged more teachers to attend.

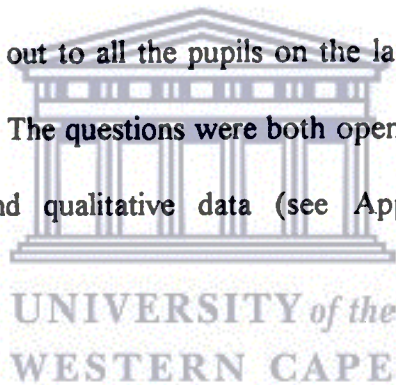
The response then became overwhelming. The intended limit of 60 pupils and 6 teachers were exceeded. We had 74 pupils and 11 teachers and had to turn down some pupils and teachers. The racial breakdown was also more representative of the South African demographics. We had seventy percent 'Coloured' pupils and thirty percent 'White' pupils. There were still no children and teachers from the 'African' schools although we approached an organisation in Langa who is working with school children in the area. The same programme structure and procedure as the first one was followed and the results were not much different from the previous programme in

terms of interaction and knowledge (see Appendix 8 for a copy of the second letter of invitation and course programme for details).

#### **5.3.1.4 The Questionnaire**

The questionnaire was developed based on the information gathered from the literature survey and the discussion groups and dealt with aspects such as biographical information, school location, hobbies, post-school plans, family background, views on employment and self-employment, views on entrepreneurship as a concept and as a school subject.

The questionnaires were handed out to all the pupils on the last day of the programme and collected at the end of the day. The questions were both open-ended and close-ended, thus providing both quantitative and qualitative data (see Appendix 9 for copy of the questionnaire).



The information gathered was regarded usable; the results however, were interpreted with caution and the author was unable to make any statistical inferences from the data.

#### **5.3.1.5 The Telephonic and Personal interviews**

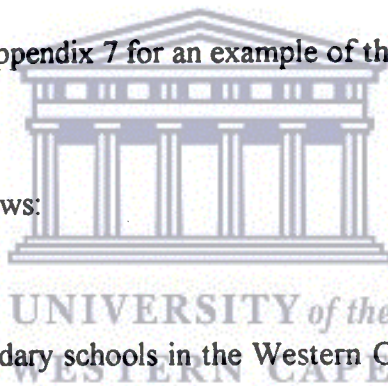
To assess the validity of the findings of the survey, short telephonic and personal interviews were held with a small number of teachers. The interviews were held to gauge their opinion, views and inputs on the outcomes. The interviews were in the form of structured questions based on the results of the survey.

The interviewees were first approached to ask whether they would be willing to be interviewed. The author explained the aims of the study and the purpose for the interview. They were all very willing and enthusiastic to participate in the study. It should be noted that their comments were insightful and very valuable.

#### **5.4 THE SAMPLE**

The sample included pupils from secondary schools who responded to invitations sent to their schools to attend the Young Entrepreneurs' Programme for pupils held from 29 November to 2 December 1995, at the Centre for Entrepreneurship, at the Graduate School of Business, University of Stellenbosch (see Appendix 7 for an example of the invitation).

The sample was compiled as follows:



Invitations were sent to all secondary schools in the Western Cape to attend the programme mentioned above.

Fifty-seven pupils attended the programme and questionnaires were given to all pupils, but only 45 (77%) responded. It is not known with certainty whether or not this represented the pupil population in the Western Cape, but it nevertheless appeared to be an effective way of drawing a fairly representative sample of pupils from the Western Cape. The unit of selection was the pupils who attended the programme.

The sample included 45 pupils from 15 schools in the Western Cape. The sample reflects a variety of schools from different socio-economic areas: Bonteheuwel, Mitchell's Plain, Bellville, Salt River, Khayelitsha, Langa, Somerset West, Paarl, Knysna, Elsies River, Ysterplaat and Maitland, and included pupils from all racial groups and both sexes. A conscious attempt to classify pupils according to race was avoided because SA is a democratic country, free of racism. The author focused on residential areas and school locations to gain some idea of the pupils' backgrounds. Although not fully representative of the demographics of the country, the sample of the pupils who attended the programme was almost representative of the population of the province of which the 'Coloureds' are in the majority and the 'Africans' in the minority as shown below:

**Table 14: A profile of the Western Cape population - 1996**

RACE	TOTAL
Coloured	2 230 000
African	890 000
White	935 000

(Source: WESGRO, 1996:19)

## 5.5 THE FINDINGS

A conscious attempt was made to include all the schools in the Western Cape and to recruit a diversity of pupils. The number of pupils and the diversity of the pupils, however, do not

reflect the success of the Business School's recruitment efforts in terms of recruiting pupils from all racial groups.

**Table 15: Profile of the pupils**

ITEMS	NUMBER = 45	PERCENTAGE
<b>Gender:</b>		
Male	15	33.3
Female	30	66.6
<b>Home Language:</b>		
Afrikaans	31	68.0
English	9	20.0
Xhosa	4	08.8
Bilingual	1	02.2
<b>Age:</b>	41	91.2
17-20	4	08.8
20 plus		



Although the tuition medium of the programme was English, the sample reflects a dominance of Afrikaans-speaking pupils. It also reflects a dominance of female pupils. One can only deduct from the findings that the image and culture of the University which is known and promoted as an Afrikaans institution is an important factor in attracting pupils to the programme. Being able to afford to pay the fee of R50-00 could also be another factor that makes it impossible for more people from the lower socio economic groups to attend the programmes.

### 5.5.1 The impact of the socio-economic environment on developing an entrepreneurial culture

In this document it was argued that the socio-economic environment, particularly the home of the child, does have an influence on the child's attitude to many things in life, including entrepreneurship. It is also argued that the schools and the teachers also play a role in developing certain attitudes. The study surveyed the location of the schools, school curricula, the parents' occupations, the type of businesses owned and operated by the parents and also other relatives as well as the types of businesses run. These indicators were felt to be important to assess the connection between the socio-economic status of the pupils and their perceptions and attitudes toward entrepreneurship.

Findings in terms of the general indicators of the pupils social backgrounds, schools' location and curricula of schools are illustrated in Table 16 below:

Table 16: Locations (areas) of the schools

LOCATION	NUMBER = 45	PERCENTAGE
Knysna	1	02.2
Bellville	14	31.1
Ysterplaat	1	02.2
Mitchells Plain	1	02.2
Elsies River	5	11.1
Grabouw	7	15.5
Paarl	3	06.6
Salt River	5	11.1
Maitland	1	02.2
Somerset West	1	02.2
Bonteheuwel	6	13.4

A majority of the pupils who attended the programme were from the Bellville area followed by Grabouw, Bonteheuwel, Elsie's River and Salt River and Paarl. The rest each had only one pupil each on the programme. Once again it appeared that the image of the University as an Afrikaans institution as well as the location of the campus could be claimed to be the factors attracting pupils to the programme. Bonteheuwel, Bellville and Grabouw are all predominantly Afrikaans speaking communities and close to the venue where the programme was presented. The author is of the opinion that being Afrikaans speaking has nothing to do with having an entrepreneurial culture, or the lack of it. It is a matter of convenience in terms of location and feeling comfortable with the prevailing culture of the institution.

**Table 17: Parents' occupations**

OCCUPATION	FATHER'S OCCUPATION		MOTHER'S OCCUPATION	
	NUMBER = 45	%	NUMBER	= 45
Professional	9	20.0	4	08.8
Skilled worker	52	55.5	5	11.1
Semi-skilled	4	08.8	2	04.4
Self-employed	3	06.6	0	00.0
Unemployed	1	02.2	0	00.0
Pensioner	1	02.2	0	00.0
Disabled	1	02.2	0	00.0
Deceased	1	02.2	0	00.0
Housewife	0	00.0	19	42.2
No response	0	0.00	10	22.2



The highest percentage of parents were in skilled employment, followed by professionals. Only a few fathers were self-employed. The vast majority of mothers were housewives. It is not known whether the mothers are housewives by choice or due to unemployment. It could be assumed that these pupils' parents could afford to send them to the programme and also provide some means of transport for them to come to the Graduate School of Business, University of Stellenbosch in Bellville where the programme was presented.

**Table 18: Type of businesses operated by parents and other relatives**

RELATIVES IN BUSINESS	NUMBER N = 45	PERCENTAGE
<b>Type of businesses parent's Operate:</b>		
Retail	5	11
Service	5	11
None	19	43
No response	16	35
<b>Type of businesses relatives operate:</b>		
Retail	13	29
Service	4	09
Manufacturing	1	02
Construction	1	02
None	26	58


The findings above show that amongst those parents and relatives who were running businesses, the majority appeared to be in the retail sector, followed by the service sector and the manufacturing and construction sectors which appeared to be a very small percentage. This is a reflection of the small business sector in the country. As discussed earlier in this

document, the Government is trying to encourage manufacturing and innovation. The findings also showed that the majority of the pupils who attended this programme had no relatives in business. The author assumed that those children with relatives or parents who were running businesses did not attend the programme because they might have regarded it as unnecessary because they already acquired insight into entrepreneurship.

### 5.5.2 Pupils' activities and post school plans

Pupils were asked what their hobbies were, what their post schools plans were, and whether they would like to start a business someday.

**Table 19: Pupils' hobbies**



HOBBIES	NUMBER = 45	PERCENTAGE
Sports and outdoor activities	15	33
Reading	9	19
Arts, crafts and writing	7	15
Music (listening and playing instruments)	5	11
Computers	4	09
Collecting items	4	09
Baking	1	02

Sports and outdoor activities were on top of the list of hobbies, followed by reading, arts and crafts, music, computers, collecting things and baking. It is interesting to note that only one respondent liked baking given the fact that two thirds of the respondents were female. It would appear that sports are very popular in this country. The author believes that pupils

love sports because SA is a sports crazy nation. It is a comforting option. These days there are also lots of glamour attached to sports idols and it is also a lucrative career. A further positive factor is the kind of promotion sport is getting in this country. Furthermore, very many schools have a rich tradition of sports. This type of promotion should be considered to promote entrepreneurship.

**Table 20: Number of pupils running small businesses**

RESPONSE	NUMBER=45	PERCENTAGE
Yes	9	20
No	36	90

Twenty percent of the respondents were already running their own enterprises and this was a positive indication. Although only twenty per cent of the pupils were running their own businesses, the vast majority indicated that they would someday like to start their own businesses. The study did not probe why they were running small businesses, however a number of assumptions could be made. According to O'Neill and van den Berg (1991) apart from the pupils' background, the culture of the environment, the education system, there are a vast number of factors that tend to motivate the starting of a business decision. Some of the most important factors tend to be:

- the need for achievement;
- the need for personal independence;
- potential financial rewards; and
- interest in the field.

It could then be assumed that the need for achievement and personal independence could be factors amongst the pupils who were already running a business and were economically aware of their own situation. A further assumption could be that these pupils had a higher need for independence. On the other hand, it could be assumed that those who were not running businesses were depending on parents for financial rewards and support to start a business. Some parents may not be in a position to support their children financially to start their own businesses.

However, one must not overlook the historical factors of the country which might have contributed to the apathy towards entrepreneurship amongst a large proportion of the society as well as the low need for achievement.



**Table 21: The types of businesses being run**

TYPE OF BUSINESS	NUMBER = 45	PERCENTAGE
Selling cards and stationery	4	09
Baking	1	02
Making Jewellery	1	02
Collecting items and Selling	1	02
Washing cars	1	02
Arranging mountain bike races	1	02
None	36	81

Of the twenty percent that were already running their own businesses, it appeared that their businesses were related to their hobbies. Some of the hobbies involved creativity in the sense that pupils were making fashion items (jewellery) and communication items (greeting cards

and stationery). In order to sell these items they had to appeal to the needs and moods of the customers. One can thus assume that these pupils had a high motivation and some sort of support from their environment in order to develop these products.

Motivation is regarded as one of the main attributes of an entrepreneur as indicated earlier in this thesis. Ways must thus be found to stimulate creativity, innovation and a high need for achievement among school children in addition creating an entrepreneurial culture which will stimulate innovation and manufacturing.

**Table 22: The pupils' post school plans**

POST SCHOOL PLANS	NUMBER = 45	PERCENTAGE
Planning further education	30	67
Want to start a business	4	09
Want to work	8	16
Uncertain	1	02
No Response	2	04

As far as the post-school plans were concerned, the majority of the pupils wanted to continue their education followed by a small percentage who wanted to find employment straight after leaving school, followed by those who wanted to start working followed by those who wanted to start their own businesses. It is interesting to see that the majority of pupils still wanted to go into higher education, despite the fact that job opportunities in the formal sector are very poor. There was only one person who was uncertain and two who did not respond to this question.

**Table 23: Pupils who want to start their own businesses someday**

RESPONSE	NUMBER = 45	PERCENTAGE
Yes	33	73
Uncertain	3	07
No response	9	20

The majority of the pupils said that they would like to start a business someday. This could possibly be ascribed to the current awareness being built around entrepreneurship in the country. The lack of jobs available for school-leavers and the realisation that entrepreneurship is an alternative could also be reasons for wanting to start a business. Another factor could also be the role model that was used during the programme. A young and very successful entrepreneur was used as a guest speaker on the programme. He appeared to have been very inspirational because of his enthusiasm and he shared his experiences with them. He told them about his failures and successes. Most importantly, the pupils met a young person who operated a multi-million rand business and this impressed them.

**Table 24: Is entrepreneurship offered as a school subject?**

RESPONSE	NUMBER = 45	PERCENTAGE
Yes	11	24
No	27	60
Extra murally	2	04
No response	5	12

Sixty percent of the pupils said that entrepreneurship was not being offered as a subject at their schools compared to twenty four per cent who said that it was offered at their school. Only four percent said that it was offered as an extra mural subject. Despite the fact that the need for entrepreneurship education is strongly emphasised and propagated there appears to be an apathy amongst the schools and governing bodies to introduce it as a school subject. However, as mentioned earlier in this thesis, the success of efforts to stimulate entrepreneurship will to some extent depend largely on the attitudes of the educators amongst others.

**Table 25: Should it be offered as a school subject?**

RESPONSE	NUMBER	PERCENTAGE
Yes	33	73
No	1	02
No response	11	25

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Seventy-three percent of the pupils felt that it should be offered as a school subject. Some of the comments in the open-ended section were:

*“It would encourage young people to pursue entrepreneurship”.*

*“It would inform children that they could create their own businesses and jobs for others”.*

*“It would also encourage pupils to start their own little businesses whilst they are still at school”.*

*“Because job opportunities are scarce, they need to start their own businesses”.*

*“It is a way to prepare people for the business world”.*

The overall feeling was that it would be beneficial to all in terms of the current economic status in the country and also to give them insight into how a business is being run and managed, thus preparing them for the future. The comments also reflected a keen realisation of the need for a spirit of entrepreneurship to be fostered. However, it must be stated here that entrepreneurship is not only about starting a business, but it is also about developing certain personal attributes in order to be entrepreneurial. Some of these attributes are creativity and perseverance.



**Table 26: Schools involved in special entrepreneurship programmes**

RESPONSE	NUMBER	PERCENTAGE
Yes	18	38
No	21	47
Occasionally	6	14

Forty-seven percent of the respondents said that their schools were not involved in entrepreneurial programmes. Thirty-eight percent said that their schools were involved in entrepreneurial programmes and fourteen percent said that their schools were occasionally involved. Students commented that they found it useful in the sense that it helped them with a career choice and also an alternative to finding a job. It also provided them with the



experience to run and manage a business. It is somewhat encouraging to see that more than fifty percent of the schools were already involved in some form of entrepreneurial activities.

**Table 27: Person encouraging pupils to attend the Young Entrepreneurs' Programme**

ENCOURAGED BY	NUMBER	PERCENTAGE
Parents	11	24
Teacher	15	33
Myself	13	29
No response	6	14

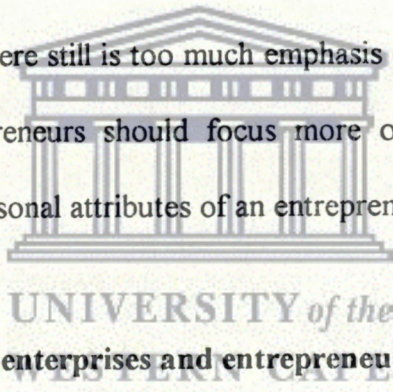
It is very satisfying to know that teachers were the main influence for pupils to attend the programme, followed by the pupils themselves and then came the parents. This is a positive indication in that teachers will be important in the development process of entrepreneurship among the pupils. Also the willingness of pupils to attend the programme is an indication of the awareness of the benefits of entrepreneurship. Despite what have been said above about the apathy towards entrepreneurship amongst the educators, there are those who are in favour of it. It could be assumed that the pupils who attended the programme were from schools who were enthusiastic about creating an entrepreneurial culture and who were already involved in this area.

Furthermore, the findings suggest that teachers have powerful influence over children and also that children consult teachers more than parents regarding career options.

**Table 28: What the pupils know about entrepreneurship**

KNOWLEDGE OF ENTREPRENEURSHIP	NUMBER = 45	PERCENTAGE
Very little	6	13
Starting a business	18	40
It is a person with special characteristics	5	11
No response	16	36

When the question was asked: “what do you know about entrepreneurship?” the vast majority said “*very little*” followed by, “*it is about starting a business*”. Only eleven percent knew it also had something to do with the characteristics of a person to run a business. This therefore gives us the idea that there still is too much emphasis on business plans and starting a business. Developing entrepreneurs should focus more on factors such as economic awareness, creativity and the personal attributes of an entrepreneur.



**5.5.3 Attitudes towards small enterprises and entrepreneurship**

The pupils were further asked how they felt about small enterprises and what contribution it could make to the growth of the economy of the country. Mean attitude scores of all items in the scale were calculated by adding the individual item scores of respondents and dividing them by the total number of respondents. Mean scores range from - 1 to 4. One being strongly agree and four being strongly disagree. The findings were as follows:

It can be seen from the Table 29 (see p.214) that the respondents' expressed mixed feelings about the contribution of small enterprise to the growth of the country's economy. However, they were more positive towards the fact that small enterprises can provide jobs for the unemployed. They also agreed that people from all cultural backgrounds can run enterprises successfully.

The respondents strongly agreed that there is an increased awareness amongst all South Africans to become entrepreneurial. The author agrees with this because at present the Government and all other relevant stockholders are on an aggressive campaign to promote and develop entrepreneurship in the country. Also the fact that a Graduate School of Business is running entrepreneurship programmes during school vacations for school children is another indication of the promotion activities.

The respondents also agreed strongly that street vendors are good role models of successful entrepreneurs. This is an indication that the traders on the streets are doing well and serve as positive role models. The fact that the street vendors are doing well is part of the Government's drive to create an enabling environment for the small traders. The author is also of the opinion that more and more young people are entering that market and are doing well.

Because more than two-thirds of the respondents were female it can strongly be suggested that girls are more entrepreneurial than boys. It is interesting to note that it was strongly agreed that self confidence is not an important characteristic for entrepreneurs, when in fact it is one of the characteristics of a successful entrepreneur. The respondents agreed to a lesser

degree that creativity is an important pre-requisite to become a successful entrepreneur. This may be ascribed to the special session on developing creativity that was presented on the programme. The respondents also appeared to agree that the acquisition of skills and knowledge are not necessary if one wants to become an entrepreneur. This perception could be due to the fact that most of the small businesses are retail in nature and do not require specific skills such as technical skills for example. This reflects their perceptions of entrepreneurship (starting a business). The respondents agreed that South Africans do not have the necessary skills, knowledge and attitudes to become entrepreneurs.



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**Table 29: Attitudes towards small enterprises and entrepreneurship**

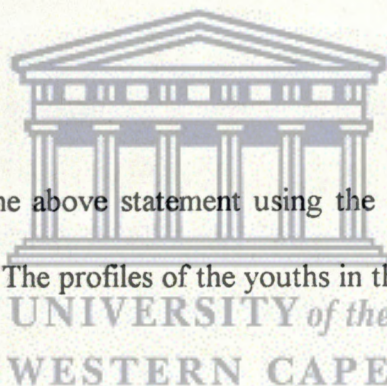
ITEMS	MEAN
Small enterprises can make a big contribution to the growth of the country's economy	2.4
Small enterprises can provide jobs for the unemployed	1.6
People from all cultural backgrounds can run successful enterprises	1.4
There is an increased awareness amongst all South Africans to become entrepreneurial	1.0
Small business operators/street vendors are good role models of successful entrepreneurs	1.1
Girls are more entrepreneurial than boys	1.2
Self-confidence is not an important characteristic for entrepreneurs	1.2
Creativity is an important pre-requisite to become successful entrepreneurs	1.6
Skills and knowledge are not necessary to become entrepreneurs	1.6
South Africans do not have the necessary skills, knowledge and attitudes to become entrepreneurs	2.6



## 5.6 A COMPARISON OF RESULTS OF STUDIES AMONGST YOUTH IN THE WESTERN CAPE, NORTHERN IRELAND AND ENGLAND

A comparison of studies on attitudes towards enterprise amongst 17 year olds in Northern Ireland and England (O'Neill and van den Berg, 1991: 8-9) and secondary school pupils in the Western Cape was made. This comparison was made to assess the impact of the family background, parents' occupations and political situation of the pupils on their attitudes towards entrepreneurship. Furthermore the comparison also showed that developed communities are not more positive towards entrepreneurship than developing communities. The author is of the opinion that it is a matter of support and access to information and opportunities.

The author wishes to illustrate the above statement using the results listed below showing some similarities in certain areas. The profiles of the youths in the studies are shown in Table 30 (see p.216).



**Table 30: Comparative study between youths in Western Cape, Northern Ireland  
and England**

ITEMS	W/Cape	N/Ireland	England
<b>Post School Plans:</b>			
planning higher education	67%	70%	65%
will try to find a job	16%	14.5%	20.9%
undecided	02%	14.0%	14.0%
want to start a business	09%	not given	not given
<b>Business Ownership:</b>			
expressing desire to run their own business eventually	73%	51.7%	24.7%
<b>Parent's occupation</b>			
<b>Fathers -</b>			
in paid employment	83%	57%	62.9%
running own business	07%	31%	22.7%
unemployed	06%	06.9%	05.3%
<b>Mothers -</b>			
in paid employment	24%	58%	61.9%
running own business	00%	02.8%	16.8%
not in paid employment	42%	39.2%	21.3%

(Source: the last two columns refer to research done by O'Neill and van den Berg, 1991: 8-9).

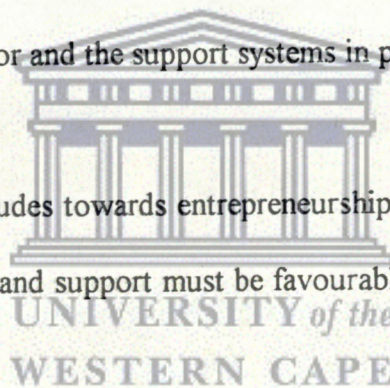
The findings as shown in Table 30 indicate that the majority of the respondents in all three countries planned higher education after graduating from secondary schools.

As far as parents' occupations were concerned a higher percentage of fathers were in paid employment in the Western Cape, followed by England then by Northern Ireland. Higher

percentages of fathers were running their own businesses in Northern Ireland and England respectively than in the Western Cape. This could be due to the political environment and policies in Northern Ireland and England and the favourable environment for small and medium enterprises, compared to the old political environment in SA.

The percentage of pupils who wanted to run their own businesses eventually was much higher in the Western Cape than in Northern Ireland and England. The reasons for the differences between the groups are not clear. However, the author would like to suggest that this situation exists in the Western Cape due to the high unemployment rate and the increased awareness of entrepreneurship in SA. Other contributing factors could be the phenomenal development of the informal sector and the support systems in place.

It can then be assumed that attitudes towards entrepreneurship could definitely be cultivated and nurtured. The environment and support must be favourable to support the development of positive attitudes.



## **5.7 RESULTS OF THE TELEPHONIC AND PERSONAL INTERVIEWS**

In order to assess the validity of the findings and to get the views of teachers and at the same time assess their attitudes towards entrepreneurship, their opinions and comments were asked. The interviews were structured and the questions were based on the findings of the investigation. Six teachers, both male and female representing all the cultural groups were interviewed.



The questions and responses are listed below:

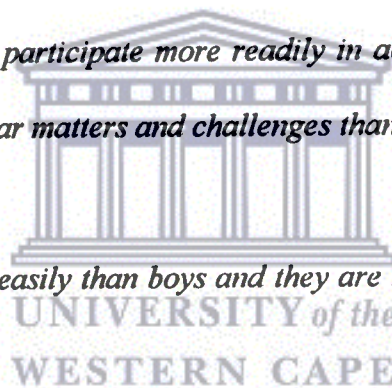
**Question 1:** More girls (66%) than boys attended the programme, why do you think this is?

*"Girls are more creative than boys and that is due to the role models that they have in their mothers who have to do so many things in order to make the home an efficient place. They are therefore always on the lookout for new things to do".*

*"Girls are more interested in doing the right thing and they like to do what teachers advise them to do".*

*"Girls are more intelligent and participate more readily in activities. They tend to be far more interested in extra curricular matters and challenges than boys".*

*"Girls commit themselves more easily than boys and they are more willing to sacrifice their time".*



*"Girls are more creative and creativity goes with entrepreneurial activities".*

*"Girls are more creative than boys".*

**Question 2:** More Afrikaans than English speaking pupils from all cultures attended the programme, despite the fact that the tuition medium was English. Do you think this is because Afrikaans speaking people are more entrepreneurial?

*“Afrikaans pupils feel more insecure in terms of their future careers in the corporate sector, therefore they are more interested in entrepreneurship”.*

*“They associated themselves with the image of the Afrikaans institution.*

*Because Stellenbosch is an Afrikaans University, it has nothing to do with the fact that Afrikaners are more entrepreneurial than English or Xhosa speaking people”.*

*“The image of the university are on the minds of the parents, teachers and pupils. They feel comfortable with the image of the place”.*

*“Because it is Stellenbosch - it is a known Afrikaans institution”.*



*“The Centre is seated in a traditionally Afrikaans environment, it has nothing to do with culture”.*

**Question 3:** Pupils from all socio-economic groups attended the programme, do you think that some communities are more entrepreneurial than others?

*“No, it is an individual thing”.*

*“No, it is not. Entrepreneurship at present is the spirit. Because of the increasing accessibility and community needs people from all walks of life are attending”.*

*"No, it is needs related and a means of generating income. Poorer kids are becoming more aware of the need to develop positive attitudes towards entrepreneurship as a means to attaining a better life".*

*"Yes, I do. People must be willing to take risks and to get out of their comfort zones".*

*"It is a matter of 'Push and Pull' factors, some people are more exposed to business and other are driven by needs to have a better life".*

**Question 4:** The majority of the pupils came from the Northern Suburbs and adjacent areas.

Do you think the location is a barrier for children from other areas?

*"Yes".*



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*"Yes, children from the Southern Suburbs for example, are threatened by a different area and will feel uncomfortable in a strange environment".*

*"Yes, the location is not easily accessible".*

*"Yes, as far as the Cape Flats is concerned the location is not centrally located and if you do not have transport it is a problem getting there".*

*"Yes, also the marketing of the programme is not good in the other areas".*

*"Yes".*

**Question 5:** The majority of the fathers are in skilled occupations and mothers are housewives. Do you think this had anything to do with the children attending the programme?

*“Yes, in the sense that the children would like to improve on their own lifestyles”.*

“No”.

*“Parents with good jobs are good motivation for their children. The family does influence the kinds of activities their children engage in. Children from these homes easily see benefits of good examples and like to explore”.*

“Somewhat”.

“No”.



*“Yes, these parents are more aware of the economic trends and tendencies and can provide information to their children”.*

**Question 6:** Most pupils prefer sports as a hobby, followed by reading, then arts and crafts.

Why do you think sports is number one?

*“SA is a sporting nation. The society is influenced by the televisions and all kinds of media promotions”.*

*"Promotion, the culture of sports and role models".*

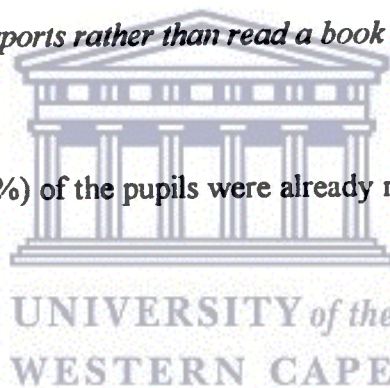
*"SA is a sports status community. The country has a strong tradition of school sports. Pupils are encouraged to participate in team sports and to be leaders in sports".*

*"This country is sports mad, the media the President, everybody.*

*"Sporting nation".*

*"It is a reflection of the South African Society. Sports are being romanticised and so are the heroes. Kids will play or watch sports rather than read a book".*

**Question 7:** Twenty percent (20%) of the pupils were already running an enterprise. Do you think this is encouraging?



*"The percentage is small. This can be attributed to the fact that it takes extra effort and time to run a business, also the children may not have money and resources to start a business".*

*"It is good, 1 out of every 5 pupils, is good".*

*"This is high. Considering that it takes a lot of energy to run a business and that pupils need money and help to do it".*

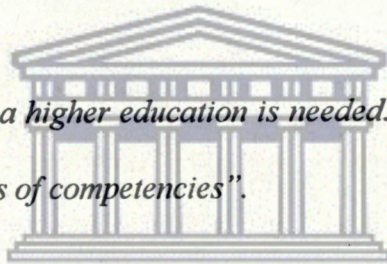
*"It is encouraging and fairly representative of the current situation".*

*"It is still low. It is not nurtured and needs mindsets to be changed".*

*"It is good".*

**Question 8:** Sixty-seven percent (67%) want to go into further education after completing secondary school and seventy-two percent (72%) want to start a business eventually after completing tertiary education. What do you think is the reason for this?

*"For security purposes and they want better skills".*



*"They realise to be competitive, a higher education is needed. Matric is not enough. They want to equip themselves in terms of competencies".*

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*"Higher education is highly valued in this country. The parents encourage children to have some form of education to 'fall back on' as they term it and do not see entrepreneurship as a career and therefore encourage their children to study".*

*"They see too many secondary school graduates unemployed. It may be some form of security and studying fills a gap, it provides an alternative. They also want to prepare themselves well in terms of skills".*

*"Entrepreneurship is not their main focus at present".*

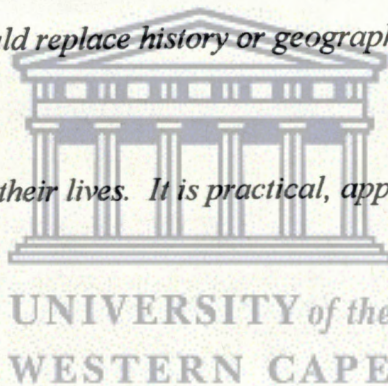
*"It is cultural for 'Whites' to have education and security, that's part of the reason and also education has a high value".*

**Question 9:** Twenty-four percent (24%) of the pupils indicated that entrepreneurship is offered as a subject at their schools and seventy-three percent (73%) said that it should be offered as a subject. What is your opinion?

*"No harm, it could be beneficial for the school and the child".*

*"I disagree, it cannot be a stand alone course. It should be integrated with business economics. I do not think it should replace history or geography as subjects".*

*"Yes, it could be used as part of their lives. It is practical, applied knowledge".*



*"Not sure".*

*"Yes, it should be offered as a stand alone course or if possible it should be integrated into other subjects".*

*"The entrepreneurship programmes are adhoc and needs to be consolidated. It should be integrated into the school curriculum".*

**Question 10:** Teachers were the main influence, followed by the pupils themselves, then the parents for the pupils to attend the programme. Why do you think the teachers were the main influence?

*“Most parents have not been exposed to entrepreneurship. Parents also don’t see entrepreneurship as a career for their children. Teachers have a very strong influence on children”.*

*“Teachers are very important in terms of influencing children”.*

*“School is for teachers, parents are for the home. Kids are very impressionable and teachers have a strong influence on children. Their communication and interaction with pupils are lasting impressions”.*



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*“Parents don’t know much about entrepreneurship. Teachers are more encouraging. Teachers have an amazing influence on shaping the children’s minds”.*

*“Teachers are a strong motivating factor. They can make a bigger impact than parents”.*

**Question 11:** Most pupils indicated that entrepreneurship is about starting a business. Do you agree?

*“Yes, it is also about opportunities that are available”.*



*“To an extent, but not completely”.*

*“No, it involves creativity”.*

*“Not at all, I equate it with opportunity into concrete production to generate wealth”.*

*“Yes and no. Yes it is a process not only to start a business, the focus at present is wrong”.*

*“No. It is the domain of doing and creating things and looking for opportunities”.*

From the comments above there appeared to be consensus on a number of issues such as the importance of the teachers' influence on children and the fact that SA is a sports crazy nation therefore sports is the number one hobby of the children who participated in the study. It also seemed that there was a positive attitude and an awareness of entrepreneurship. It was interesting to note that the majority of them indicated the importance of teachers in terms of their influence on the attitudes of children. There appeared to be some mixed feelings about the inclusion of entrepreneurship as a subject in the school curriculum. There were slight differences in their opinion with regards to their understanding of entrepreneurship. Some said it was about starting a business, whilst others said it was not only about starting a business but about creativity and opportunities that are available.

From the above it can be assumed that positive attitudes towards entrepreneurship can be developed with the right kind of environment, support and promotion from the State, the school, the parents and other communities. It can also be concluded that the attitudes were

positive given the percentage (20%) of small businesses run by pupils and that there was a greater awareness in the school environment. It was very encouraging to note that teachers themselves admitted that teachers play a very important role in influencing the children and that they are powerful in terms of shaping the minds of the children.

## 5.8 SUMMARY

An entrepreneurial culture could contribute to alleviating unemployment and creating jobs in SA in order to equalise the society. In order to establish an entrepreneurial culture, attitudes towards entrepreneurship should be positive. This appears to be on the increase due to the aggressive awareness building and the promotion campaign taking place at all levels in SA. The investigation has revealed that the attitudes are getting better, there is an increased awareness amongst the youth and that schools are also getting involved in promoting entrepreneurship.

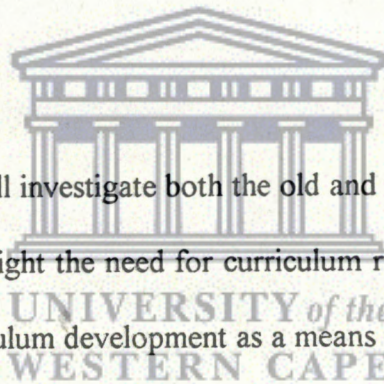
The author is of the opinion that entrepreneurial culture is not more positive in one cultural group than in another, rather the individuals are more entrepreneurial than one another. It would appear that the contexts within which the individuals find themselves impact heavily on their attitudes. The results of the comparative study was also an indication of this. It was also evident that attitudes will change if the influences are positive and the methods of teaching and developing were contextually appropriate.

According to O'Neill and van den Berg (1991), Mokoatle and Prekel (1979) we should not generalise and claim that 'Whites' in SA are more entrepreneurial than 'Blacks' or 'Indians are more entrepreneurial than 'Coloureds'. The South African situation had detrimental

effects on the development of entrepreneurship amongst all 'Blacks'. Therefore it cannot be assumed that 'Whites' are more entrepreneurial than 'Blacks'. Marsden and Belot (1987) found that attitudes and policies are changing rapidly in Africa and they also observed that there is a growing recognition that if proper support is given, the enterprising energies of Africa's people have enormous potential for growth.

The study also showed that there are still mixed feelings amongst teachers and children interviewed about the integration of entrepreneurship as a subject in the school curriculum. Ways will have to be found to do it most effectively. It was also revealed that too much emphasis is placed on entrepreneurship as a product (enterprise) as opposed to it being a process.

In the next Chapter the author will investigate both the old and the new policies regarding the school curricula in order to highlight the need for curriculum reform for the new democratic society. It will look at the curriculum development as a means of creating an appropriate and possible context for developing positive attitudes towards entrepreneurship.



## CHAPTER SIX

### POLICY INVESTIGATION REGARDING CURRICULUM REFORM

*“... we should create a situation in which curriculum decision-making is a shared activity in the broadest sense, an activity in which all the various elements of the educational system make their appropriate contribution...”*

*(Atkinson, 1981: 322)*

#### 6.1 INTRODUCTION

The previous Chapter provided the results of the investigation which showed that children's environment have an effect on their attitudes in general. The results also showed that entrepreneurial culture is not more positive in one cultural group than another. It highlighted the need for the inclusion of entrepreneurship in the school curriculum as a means for developing positive attitudes towards entrepreneurship amongst the pupils. It also highlighted that a particular context in school and society is needed for the consideration of such an incorporation.

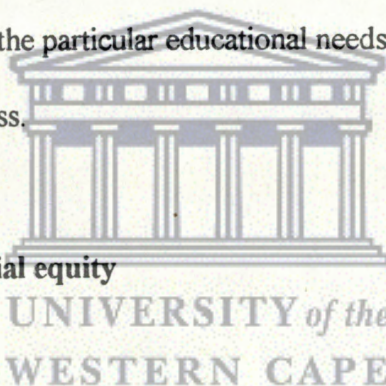
This Chapter focuses on the policy investigation regarding our traditional curriculum and the need for curriculum reform. It looks at curriculum development in terms of creating of an appropriate and possible context for developing positive attitudes towards education in general, and in particular, towards entrepreneurship.

SA is currently in transition from an undemocratic society to a democratic society. With the transition massive expectations for dramatic improvements in the lives of the people have been unleashed. For the first time, people will be able to take part in the shaping of policies regarding

their livelihood. In apartheid SA most people never had this opportunity. SA is believed to be a democratic society and it is hoped that people will participate in the policy-making process.

In a democratic society, people need access to information on which to base their choices, and the confidence to participate in decision-making structures. In a society such as ours, where the written word holds the power, this points to a close relationship between democracy and literacy.

It is not easy to truly democratise society if large sections of the population are illiterate (COSATU, 1992, 81-82). In the educational arena, the new Government is therefore faced with the challenge of developing educational policies which can satisfy the need for economic growth and development and facilitate the maximum participation in policy decision-making. The Government will also have to meet the particular educational needs of all the people of the country so that the society can make progress.



#### **6.1.1 Education a means to social equity**

For any society to make progress, the education system must provide the opportunity to make a meaningful contribution to the development of the wealth and well-being of that society. The old education system has distorted the human potential of the society. It has used the population as cheap labour, excluded it from participating meaningfully in economic life, and totally neglected the educational, physical and spiritual well-being of the population.

This neglect and destruction of the human potential by apartheid has contributed to the inability of the South African economy to compete on the world markets.

The economy has fallen behind in the changes in the world economy and with the efficient ways of organising work.

The South African economy therefore has to undergo fundamental changes and restructuring for it to be competitive. The process of restructuring cannot be separated from fundamental social changes and an education system which has a completely different approach to the development of the human potential of SA. These changes must be based on particular strategies in education.

The education at present is inadequate for these purposes and is a barrier to the development of the human potential of the country. Because of the poor quality of the education system in the past, workers were and still are often the victims of new technology and are replaced by it. In this way, too, the potential for skills development is severely reduced and unemployment exacerbated.

With these factors in mind, curriculum innovation that will address these problems is crucial. Therefore the author is of the opinion that the inclusion of economic awareness and entrepreneurship will provide the pupils with the necessary skills and knowledge to become self employed and at the same time create jobs. The curriculum should also address the problems of education to sections of the population with little previous educational experience and the demands of adults for technical and vocational education.

The new curricula for SA must thus address the needs of the people and the country as a whole. When we think of a need, it is always a need relative to some specific end. For instance, people's needs for food or sleep are relative to their presumed wish to stay healthy and alive, or the country's needs for entrepreneurs to stimulate economic growth. We need nails and hammers so

that we can make shelves, clothes to look fashionable or keep warm and houses to live in safety. All these goals are ends which we value. We want these things and therefore we need the means of attaining them. Whenever people say they need something it is proper to ask why they need it, in order to assess whether their needs are real and realistic and how it can be addressed. For instance, people can say that they need water supply or taps in their houses. This is a real need because it is essential for any human being to have easy access to water.

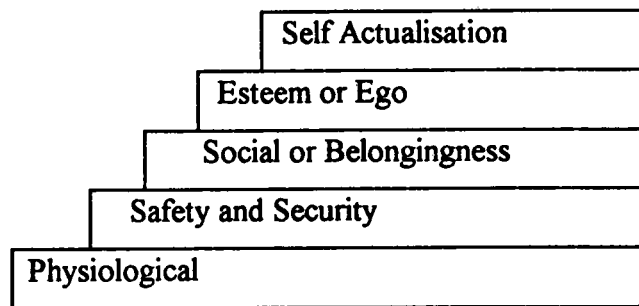
### **6.1.2 The relationship between Maslow's hierarchy of needs and curriculum innovation**

Educational needs are no exception to the general rule of needs to be satisfied such as the access to water supply in the home. People need to learn things in order that they may attain some goal which they think is valuable. In deciding what the educational needs of children are, we have to decide what the aims of education need to be and what needs should be addressed first. In essence education is crucial for the achievement of the highest class of needs which is self-actualisation. When people have attained self-actualisation it may make them better people and as a consequence they may have better attitudes and be more compassionate towards the needs of others. These people may then realise the importance to collectively build a democratic nation.

The hierarchy of needs as outlined by Maslow's theory shows that as people achieve each step their needs change. The next goal which is set, may be higher than the previous ones. Due to the change in their goals people redirect their activities in response to changing needs, therefore curriculum innovation and needs of the individual should take into consideration the position of the people they are serving and assess what is the first need to be addressed (Herbert, 1981: 226). If we reflect upon our history, then Maslow's hierarchy is an appropriate guide for restructuring and

developing communities. His hierarchy addresses needs in the following sequence as illustrated in the Diagram 3 below:

Diagram 3: Maslow's hierarchy of needs



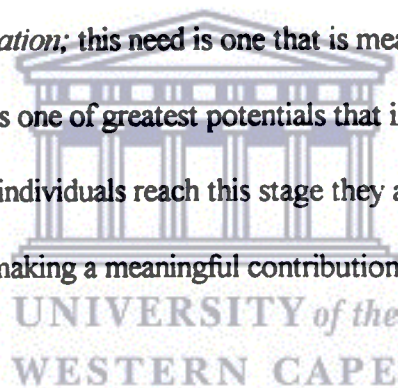
(Source: Herbert, 1981:225)

These needs are powerful determiners of peoples' behaviour when they are not satisfied and also when they are satisfied. The sequences impact on one another as can be seen from the brief discussions below:

- (a) The first step is the *physiological* condition of the majority of the people's needs. Their life maintenance needs have been neglected and these are essential for existence;
- (b) the next step is *safety and security*; when the first need has been satisfied it is essential that the physiological needs will continue to be met;



- (c) the next step is *social or belongingness*; people were deprived of admission to certain groups and are in search for belongingness. The individual might want to behave or acquire the skills to become more socially acceptable to others. In order to achieve this, people need certain skills and these need to be developed;
- (d) the next step is the new *need for esteem*; the previous need indicates to “belong to a group or feeling accepted”; the esteem needs to reflect the wish to be accepted and this might come about as a result of some achievement of which one is proud of and for which recognition is sought; and
- (e) the last step is *self-actualisation*; this need is one that is measured against the personal relevance in society. This is one of greatest potentials that individuals are capable of fulfilling. If individuals reach this stage they are holistically developed and capable of making a meaningful contribution to nation building.
- (f) after having achieved self-actualisation, the new needs of the individual are critical for the building of a democratic nation. Curriculum innovation therefore plays a part in the sense that it can help to develop the critical skills of the individual to cope and adjust to all life situations.

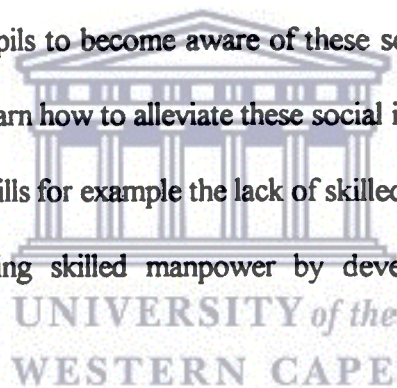


These individuals are happy, confident and have a positive self-image and these factors can have a positive influence on others who are in contact with them. On the other hand individuals who are involved in curriculum development who have reached this stage motivate others to learn how to overcome their social problems.

From the above it is clear that curriculum innovation is an important vehicle for addressing the needs of individuals. So when curricula are developed, the hierarchy of needs must be taken into consideration for it to be effective for addressing particular needs at that stage in the lives of the pupils. Curricula must therefore change constantly as societies go through transformation and value adjustments.

### **6.1.3 Outcomes of an unequal education system**

Due to the unequal education system the South African society suffers from many social ills for example a high rate of illiteracy. The aim of the new curriculum should be to develop the levels of critical consciousness amongst pupils to become aware of these social ills. The curriculum must also be able to motivate them to learn how to alleviate these social ills. Having identified the social ills and the needs to overcome the ills for example the lack of skilled manpower, the school is often regarded as a means of providing skilled manpower by developing relevant curricula and programmes (Eisner, 1985:74).



If we go back in time and assess the education system as it was practised in the past, it was implemented through the creation of different education departments for different race groups. Such a policy in education had the aim of facilitating the separate development of the different races in SA. The policy was not designed to serve the needs of unified equal society, or to address the needs according to the sequence of achievement. It was developed to favour one race group above the other and to have them better educated than the rest of the peoples in SA.

The deliberate intent of the policy was illustrated in the allocation of resources. For example, classrooms in 'African' schools were overcrowded, with teachers having to cope with classes as high as 90 pupils or more (The Commonwealth Secretariat, 1991:27). Teacher training facilities were poor and some teachers lacked proper qualifications. The standard of teaching was poor and many teachers were poorly paid. Furthermore, teachers and teacher organisations were not sufficiently consulted in the planning and development of education (The Commonwealth Secretariat, 1991:27). All these factors contributed to an overall low morale in all 'Black' schools. As a result, school achievement for 'Africans' was extremely poor and the school dropout rates in all 'Black' schools were high compared to those in 'White' schools as shown in Table 31 below.

**Table 31: Dropout rates (mid 1980's) % of cohort entry Sub A who passed**

Population Groups	Standard 4 (six years of schooling)	Standard 8 (ten years of schooling)	Standard 10 (twelve years of schooling)
Whites	95%		75%
Coloureds	60%	25%	10%
Indians	95%	75%	40%
Africans	55%	20%	10%

(Source: The Commonwealth Secretariat, 1991:27)

Just as drop-out rates are higher among 'Black' than among 'White' students, so is the difference in matriculation results obtained at the end of secondary schooling. While the number of secondary school pupils has risen and with the absolute number of matriculation passes, 'Black' secondary schools have high failure rates. In view of this situation the rate of unemployment among the 'Black' youth is high. The author is of the opinion, that if these pupils had

entrepreneurial education or were economically literate they would have been in a situation, where they could have started their own enterprises.

In order to address the education needs of all the pupils and the country as a whole the new advent of democracy in SA has made it possible and imperative to undertake and overhaul the learning programmes in the nation's schools and colleges.

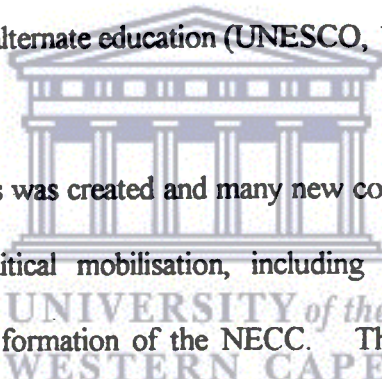
The Ministry of Education is committed to a fully participatory process of curriculum development, in which the teaching profession, teacher educators, subject advisors and other learning practitioners play a leading role (Ministry of Education, 1995: 27). It is good to know the Government is committed to allow full participation of relevant stakeholders in the curriculum development process. However, to date not much has happened in this sense. There is still much frustration amongst educationists who claim that curriculum development is still taking place without consultation. The author, however, is of the opinion that if educationists are committed and interested they should be proactive and approach the educational authorities regarding this issue. It must be realised that the educational authorities may not be aware of the views outside the department.

## **6.2 HOW A NEW NATIONAL EDUCATION POLICY WAS FORGED**

In view of all the effects of the old education policy as discussed throughout this thesis, resistance to education started to mount from many quarters in the 'Black' communities. 'Black' resistance to segregated and inferior education has taken many forms. In 1976 opposition to implementation of the Government's language policy became a direct challenge to 'Bantu Education'. Rebellious

against schooling for subordination and rejecting what they regarded as their parents' acquiescence in their own subjugation, pupils took their revolt to the streets which resulted into the Soweto Riots. Pupils felt that their parents were too passive and submissive in the past and accepted everything that was given to them without query.

Continuing confrontations inside and outside schools undermined state authority in 'Black' education by the mid-1980's. The curriculum, pedagogy, and authority were contested because people were not satisfied with the system, the methods used and the effects it had on the outcomes of the education process. School boycotts and other manifestations of political opposition to minority rule paralysed schooling in 1984/1985 and periodically thereafter and provided support for a wide range of innovations in alternate education (UNESCO, 1994:3-4).

The logo of the University of the Western Cape is centered on the page. It features a classical building with a pediment and columns, rendered in a light blue color. Below the building, the text "UNIVERSITY of the WESTERN CAPE" is written in a serif font, with "UNIVERSITY of the" in a smaller size and "WESTERN CAPE" in a larger size.

Due to this revolt a new awareness was created and many new community organisations emerged during this state of intense political mobilisation, including locally based education crisis committees that coalesced in the formation of the NECC. This fostered other challenges to apartheid education, including the creation of parent-teacher-student associations to assert control over local schools, development of guides and materials for a People's Education initiative (UNESCO, 1994:3). This led to the establishment of new education policy units to study and elaborate radical transformation strategies. Then followed the formation of a united front among teachers in the form of a single, non-racial, democratic union. The union became a force to reckon with, Government education policy was challenged and this started the ball rolling for policy reformation (UNESCO, 1994:3-4).

People were and are still fighting for proper education and governance. People do not favour education that will provide their children with a lot of knowledge, but expects meaningful and relevant education which will last them through their adult lives. South Africans believe that education has to prepare pupils for a lifetime of learning and it must create the attitude of mind which accepts the need for continuing education throughout all our lives. This view is supported by many important stakeholders such as the trade unions who ensured that it forms part of the new education policy.

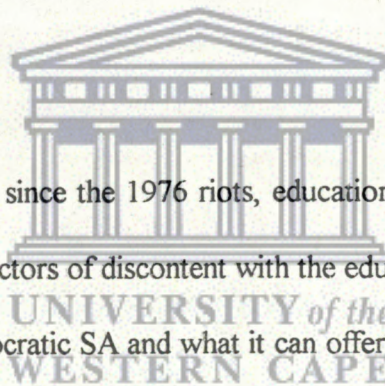
### **6.2.1 Providing curriculum alternatives**

In 1981 the HSRC released a report on an extensive investigation into the provision of education in SA. This report made it clear that the curriculum as well as the actual provision of education would have to be revised completely. This was followed by a White Paper on Education in 1983 and by the National Policy on General Education Affairs Act in 1984 (UNESCO, 1994:3). After the state of emergency was lifted in 1990 and organisations unbanned and leaders released in the same year, a series of negotiations emerged. It became clear that the old order had to be replaced as soon as possible. One can then question why this education philosophy was supported for so long by liberally inclined educationists. They did not really seek a solution to our education problems in changing the political and social dispensation as such. Their emphasis was on the removal of the backward failures of apartheid and to modify social conditions.

In opposition to the old education system the People's Education movement was formed. One of the most important goals of the People's Education movement was the construction of alternative curricula for schools in the form of People's Education programmes. This was intended to help

students and teachers to present the syllabi in different ways and to produce resources to help the community to run their own alternative programmes (Kruss, 1988:25) outside the school structure in order to get away from the CNE philosophy.

The alternative programmes were measures to challenge the educational system and also the curriculum that was in place which enforced rote learning and regurgitating without analysing and questioning what was questioned. One example of an alternative programme in the schools was an interim measure in teaching Mathematics, using new techniques. This was an intervention because the old curriculum was in the control of the 'White' minority and did not teach the pupils how to learn and understand. Pupils were therefore not prepared for proper careers, but merely suitable as cheap labourers.



For most of the past two decades since the 1976 riots, education has been in a continuing crisis and it is still ongoing. The main factors of discontent with the education system are the Education Policy and governance in the democratic SA and what it can offer and deliver. Although we have had a democratic Government for the almost three years, it seems as if taking control of and implementing the new education policy will take some time.

Experiences in other countries have shown that after independence, those who managed the school system before transition continue to run it for a long time, even after the new Government is in place, for example, Namibia (UNESCO, 1994: 3-4). Although officials can be replaced quickly, a good deal more time is required to re-orientate, re-educate or replace the vast education structure - from curriculum developers to teachers, to advisors. Similarly, notwithstanding the imaginative innovations of People's Education and the other initiatives, revising or replacing text

books, syllabi, other curricula materials will also be a lengthy and somewhat frustrating exercise, because all the relevant stakeholders are not yet part of the process of transformation.

What do we, as committed reformers do in the interim? Do we continue to do things the way we have done before? It seems that the Education Department would need some support from other institutions like the Non Governmental Organisations (NGOs) and the corporate sector to present alternative innovative programmes. For example, entrepreneurship could start off as an option until it is incorporated into the school curriculum as a fully fledged subject at senior secondary level.

De Vries and Smith (1994:11) further supports the gradual process of development of entrepreneurship and economic awareness by stating that the development of these skills provide the possibility of liberating the historically oppressed communities from manual labour. They claim further that liberation can offer the oppressed increased empowerment and new opportunities.



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### **6.3 POLICY INVESTIGATION REGARDING AN EQUAL EDUCATION SYSTEM FOR ALL**

During the late 1980s the NECC co-ordinated the education needs of its sectors and constituencies namely, pupils, teachers, parents, and workers into a powerful set of principled demands. This demands-led strategy was effective during the repressive years in uniting the constituencies behind a common set of People's Education and kept alive the hopes of the community and created an awareness of the illegitimacy of the present system (NEPI, 1993:3).



The People's Education fought the system of privileged education for a few people. There was a time in our history when education was regarded as a luxury, inevitably confined to a few. We recognise it now as a right and a necessity to which all children of SA are entitled to.

The Government of the new democratic SA is clearly committed to providing an education system, which includes the curricula for schools that will benefit the country as a whole and all its people. The new policy document for education clearly states this as follows:

In a democratically governed society, the education system taken as whole embodies and promotes the collective moral perspective of its citizens, that is the code of values by which the society wishes to live and consents to be judged. From one point of view, South Africans have had all too little experience in defining their collective values. From another our entire history can be read as a saga of contending moralities, which in our era has culminated in historic agreement based on the recognition of the inalienable worth, fidelity and equality of each person under the law, mutual tolerance, and respect for diversity. In the chapter of Fundamental Rights and the schedule of Constitutional Principles, the 1993 Constitution expresses a moral view of human beings and the social order which will guide policy and law-making in education as in all other sectors.

(Ministry of Education, 1995:17)

In view of the past educational policies the statement above is comforting in the sense that the constitution embodies education as a fundamental human right for all citizens of SA.

For the first time in the history of SA, education is regarded as a basic human right. A fundamental right of which the majority of South Africans were denied. Although the new education bill which passed through parliament made the Education Policy legal, the education system has still a long way to go before the expectations of the people will be met.

With this in mind, it is clear that the ruling Government does play an important role in determining what is taught at school and how it is taught and how society will benefit from it. It also proves that in order to provide an appropriate and relevant education policy the State has an obligation to protect and advance these rights so that all citizens irrespective of race, class, gender, creed or age have the opportunity to develop their capacities and potential and make their full contribution to the society. The Government also recognises the need to include the participation from the relevant stakeholders in the education sector in terms of curriculum development.

However, the author would like to recommend that the organisation and management of curriculum innovation should concentrate on who should decide what is taught, how is the process of innovation and reform to be managed and what structures and institutions are most appropriate. This raises the questions of control, funding, priorities, decision-making and accountability.

All of these issues are causing problems at the moment and it would appear that the education system is in chaos. This is inevitably causing a great deal of frustration and scepticism amongst most of the people in the country.

#### **6.4 CURRICULUM INNOVATION TO REDRESS THE IMBALANCES OF THE PAST**

In Chapter 4 it is suggested that a process-based approach towards curriculum is what SA needs to develop individuals holistically in order to function effectively in society. Curriculum innovation should therefore not be seen merely as syllabus reform to accommodate changes in society and

technology. Curriculum innovation should be concerned with method, aims, the approach to learning and most importantly, it should serve as a guideline to teachers and pupils.

It also should allow critical questioning and continuous evaluation and adaptation based on the needs of the pupils, teachers and society.

In the past, education was seen as a process of passing on knowledge, and knowledge was defined as what is in the textbooks (Nisbet, 1981:1). This is evident in the way people were taught in SA (the rote method), to learn from textbooks and to regurgitate in the examinations what is in the textbooks. Education is more than passing on knowledge: it is also learning to learn, to think and to learn for oneself, to solve problems, to adapt to new situations, especially the new socio-economic contexts within which people find themselves.

Education in SA is undergoing fundamental changes to meet the needs of the people and the country as a whole. Not only is it undergoing these changes to address the injustices of the past, but also to fall in line with the global changes in the educational technology. For example, educational technology is changing by the day. We have education via satellite, via computers and micro-electronics, to name but a few of the innovations in the teaching and learning of education.

Curriculum innovation is therefore necessary not only due to the change in Government, but also due to the change in technology and according to global trends and societal needs. We also need innovation to address the educational backlog of the past. For example, cost effective and efficient methods must be developed to educate the semi-literate and illiterate masses with the limited resources and the constraints we have in SA.

Besides regarding curriculum innovation as a means to upgrade technological skills in order to fit into the global context it should be seen as a means to transform the old curriculum to a relevant curriculum for the new democratic SA. Smith (1994) maintains that curriculum innovation should subvert undemocratic practices and should attempt to devalue, and in some cases destroy the myths of curricula experts who impose their values on teachers and pupils. It should focus on the educational outcomes and allowing reflection and critiquing some of the rights teachers and pupils never had in the past.

Thus curriculum innovation should be concerned with new methods and approaches, with interdisciplinary studies, with new areas of study as well as with making the content more relevant and up to date. Curriculum innovation is necessary because the rate of change in society is so rapid especially in the new SA. New opportunities are starting to open up for the masses. There are those aspects of change which education must take account of changes in knowledge, changes in society and controversially, changes in values. Changes in knowledge demand reform of the content of education (Nisbet, 1981:2). In SA we have been indoctrinated with the information that the State saw fit and not because it was for the good of society.

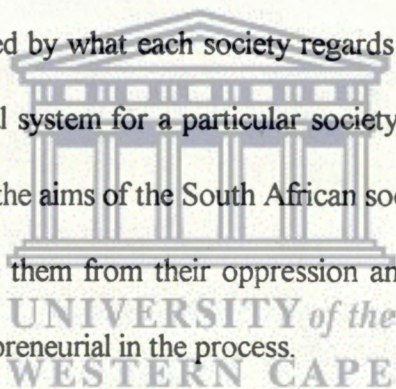
Changes in society create a demand for new skills; most obviously for technical skills, because automation and microelectronics will greatly diminish the need for unskilled labour. Also the growth in prosperity and better living standards open up new possibilities. The effects of the apartheid education system can be seen very clearly when we look at the statistics of the economically active population. At present 80% of the economically active are 'Black', but 'Whites' occupy 95% of the managerial jobs. Sixty percent of the total labour force is unskilled

(COSATU, 1992: 85). These figures can be blamed on the apartheid education system. Curriculum innovation is thus of critical importance to address the issue of empowerment in SA.

Education for the industrial societies requires from all sections of the population a better understanding of economics and possibly also of politics. The person who is ignorant of these matters is easily manipulated and exploited as has happened in the past. It is with all these

factors in mind that the new curriculum for a democratic SA has to be developed and given the fact that this country is aspiring to become entrepreneurial and industrialised to compete globally.

When societies educate their people, they should do so with a particular aim in mind. The aims of education will in turn be determined by what each society regards as its acceptable philosophy of life or world view. An educational system for a particular society will therefore bear the distinct features of that society. Currently the aims of the South African society is to educate the people to reconstruct the society, to liberate them from their oppression and to prepare them for a better economic life and to become entrepreneurial in the process.



Although the sum total of education changes after political settlement it is likely to be considerable, this will not happen overnight and many features of the present system will continue in the future. It can safely be assumed that the concept of a school with teachers and pupils with a curriculum will continue. A new curriculum to address the needs of both the country and the people must be developed.

With the new political dispensation, education for all children is now compulsory. There is, however, still great controversy about what subjects should be provided and how it should be

taught. It will be foolish to think that any single solution to this problem will be accepted without negotiation and compromise. Therefore it is useful to understand the needs of the particular community which the school serves for example and what cultural groups are accommodated in the new community the schools are now serving. Experiences elsewhere in the world has shown that curriculum innovation is not easy, quick and cheap. SA should start implementing the new curriculum at Pre-Service Teacher Training (PRESET) and INSET levels so that teachers are equipped to start innovating the current curriculum and also gradually phasing in the new skills and methods acquired.

#### **6.4.1 Policy goals for curriculum reform**

Deficiencies in the old education system implied a substantial challenge in the reconstruction of the education system in this country. However, there are strengths in the old education structure that could be built on. For example, although there is regional variation in access to schooling, SA enrolls on aggregate more than 90% of the school age population (NEPI, 1993:139). In view of this situation, the country does not need massive school expansion. There is however, great scope for redistributing resources into qualitative improvements in general schooling and to retain pupils in school.

A second considerable strength is the depth and quality of higher education in SA. Some of our tertiary institutions are world class. The legacy of apartheid left the system uneven and under pressure. There is however, substantial infrastructure and expertise in place (NEPI, 1993: 139). The author believes that this valuable expertise and resources must be utilised for the transference of skills where appropriate rather than discarding it.

Contributions to education policy debates have come from various quarters in recent years. Some common goals that have emerged are the following namely, the agreement that a unified National Education Department and a common education policy are required, and that equalisation of education opportunities should be a central goal in a unified system.

There is wide acceptance by many stakeholders that the quality of basic schooling needs to be addressed. In addition, there is broad agreement on several aspects of this challenge, which include the need for pre-school learning opportunities, the importance of language and curriculum issues and the key role of teacher-training and INSET support. Nisbet (1981) states that:

Curriculum development is teacher development.  
The success of curriculum development depends more on the readiness of the teacher than on the quality of the curriculum package. The process is more important than the product.

Thus teachers' attitudes and competence are very important for the success of the implementation of the new curriculum. According to De Vries and Smith (1994:10) teacher educators and teachers will have to be educated at both INSET and PRESET levels to successfully and critically implement a relevant curriculum.

Furthermore, the need to broaden the range and relevance of Vocational Education Training (VET) provision also was widely agreed upon. The need to improve access to, and prospects of, success in higher education for students from disadvantaged backgrounds is commonly recognised. The urgency of adult education and training opportunities, aimed particularly at unemployed young people, is widely stated (NEPI, 1993: 140).

The author believes that these goals are in line with the current educational needs of the country in order to improve the human resources development process. Although agreement on these broad principles are good, it does not emphasise the order of priority in education reform proposals. It is thus up to the policy makers to get the opinion of the stakeholders as to how the principles should be prioritised.

## **6.5 TOWARDS DEVELOPING A NEW CURRICULUM FOR SOUTH AFRICAN SCHOOLS**

As stated earlier on in this Chapter, the decisions regarding curricula seem to occur when a country decides on its national aims or goals of education. However, these aims should be renewed within the context of change. We therefore need curricula that will keep pace with changes taking place. SA has decided on its national aims and goals for equal education for all, to address the economic needs of the country, as well as redressing the imbalances of the past. The need for new curricula is therefore legitimate and justified. Just as the concept of entrepreneurship has many definitions, curricula also have many definitions depending on who is in charge of the curriculum and what the aims of the curriculum are. In Chapter 4 (see p. 173) the author outlined some different definitions of curricula emphasising the different views of opinions.

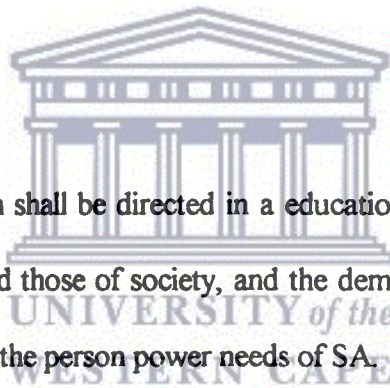
The South African education authorities were under severe pressure to reform their curricula and in 1991 new principles for developing curricula for South African schools were adopted by the Committee of Heads of Education (CHE). The principles are outlined below.



### **6.5.1 New principles for curriculum development for South Africa**

In a discussion document compiled by the CHE of the Education Department (1991) the following principles were adopted as the philosophical bases for the development of a curriculum model of education in SA. These are that:

- Equal opportunities for education including equal standards of education must be created for every citizen of SA irrespective of background.
- Recognition must be given to the religions and cultural ways of life of the people of SA and their languages.
- The provision of education shall be directed in a educationally responsible manner at the needs of the individuals and those of society, and the demands of economic development and shall take into account the person power needs of SA.



These principles that were adopted are directly in line with the principles of the new Government. If implemented, it will address the needs of the country and will also give recognition to all the people and their respective cultures in SA. Despite the fact that these principles were adopted and are drafted in a discussion document they have not yet been implemented.

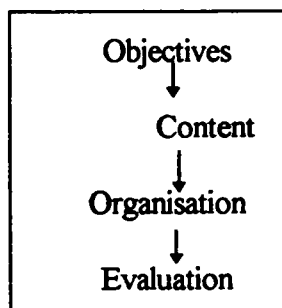
### 6.5.1.1 Curriculum as a process and not a product

Meerkotter and van den Berg (1994:3-4) states that curricula are designed to underpin a political and moral process which involves competing ideological, political and personal conceptions of education activities. In view of the historical political system in SA we have had a curriculum that was designed to maintain the status quo namely, to allow control of the curriculum by a 'White' minority.

The traditional curriculum focused on behavioural objectives as a result of some interaction between the general aim of the curriculum to be taught, and the pupil's perceived characteristics. The resulting list of objectives is then tested on the class and as a consequence possibly changed. This model demonstrates the traditional authoritarian, top-down approach where the pupils played passive listening roles. Both teachers and pupils had to carry out instructions without critically questioning the content, methods and aims of the curricula. Learning from notes and classroom-based teaching without linking the pupil with the reality of the subject being taught were the methods used in the schools. These methods provided the baseline to measure the pupil's achievement (Reid et al, 1989:3-4).

Diagram 4 (see p. 252) illustrates the traditional product-based approach to curriculum planning and how it worked.

Diagram 4 : The product-based approach



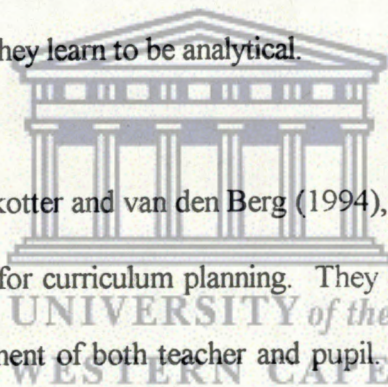
(Source: Reid et al, 1989: 3-4)

In view of the curriculum model above, planning school curricula according to the product-based approach were seen to be concerned with content only by many practitioners and was driven from the top down. The teachers and pupils played a passive role in this method. The product-based approach was a guide for the traditional teacher using traditional methods. This approach was rigid and placed little emphasis on creativity and innovation which resulted to some extent in the lack of creativity among pupils and teachers.

In the new SA teachers will have to take on more progressive roles as illustrated in Chapter 3 of this thesis. Bennett (1976:38) supports this view with the distinction he makes between the progressive and traditional teaching styles. For example, the traditional style puts emphasis on competition between pupils rather than co-operative group work as recommended by the progressive style. Co-operative group work develops interpersonal skills and also encourages decision-making by consensus. The author is of the opinion that the progressive style stems from the traditional style. It could be argued that the progressive style evolved as a result of the failures of the traditional style. However, some of the elements of the product-based approach can be

incorporated into the process-based approach, especially in terms of control and management of the curricula. Without proper management and control a system can fail.

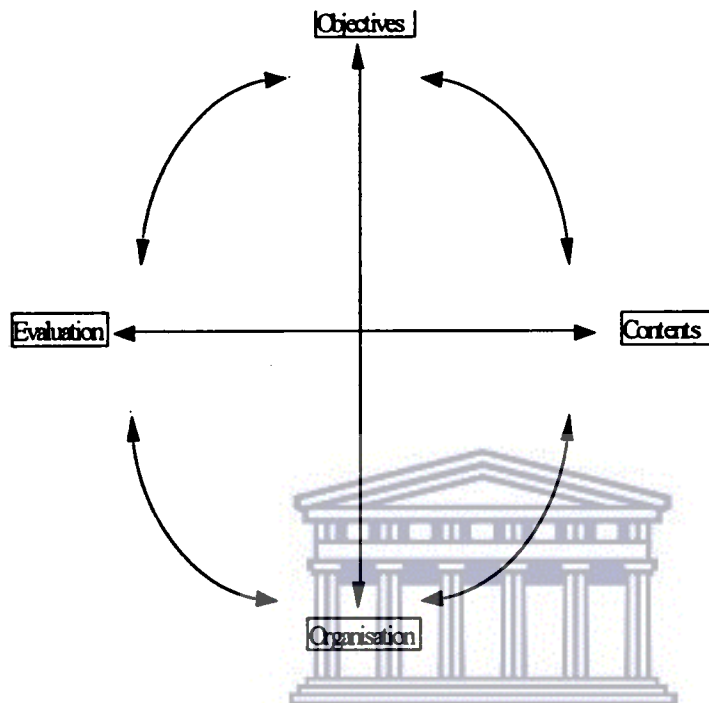
Meerkotter and van den Berg (1994) argues that curriculum is crucially a matter of process, and it is by means of the daily activities of schooling that pupils are socialised to accept definitions of reality and modes of behaviour that are presented as normal or neutral but which dis-empowered them rather than empowering them. If we look at the traditional education system which regarded the curriculum as product, then the traditional system clearly brings out the political aims of the education system. This product-based system had serious implications on the outcomes of the individual because the pupils had little understanding of what was taught in school and did not learn to question critically nor did they learn to be analytical.



Progressive thinkers such as Meerkotter and van den Berg (1994), Smith (1994), Davidoff (1994) propose the process-based model for curriculum planning. They maintain that this model makes provision for the holistic development of both teacher and pupil. The process-based model is a more suitable approach for constant reflection on what was taught, the impact it has made and the possible outcomes. This model supports transformation and change that is required in the teaching and learning situation. This model further encourages participation that includes people from the bottom (pupils and teachers) in curriculum development. This model is not only content focused but encourages interaction and critical questioning of subject matter and classroom teaching methods. It encourages ongoing innovation and adaptation and is outcomes based, ensuring that the learners (teacher and pupils) understand what they have learnt. The author would like to state that the process-based model can make use of some of the objectives of the product-based model

in terms of organisation and management of the system. Diagram 5 below illustrates the process-based approach to curriculum development.

**Diagram 5 The process-based approach**

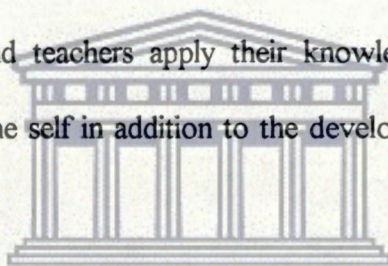


The Diagram above illustrates the inter-relatedness of the different components of the process-based approach to curriculum planning, emphasising the constant evaluation of the contents, objectives and organisation, implying the ongoing adaptation of the curricula according to the achievement of the objectives of the curricula.

The process-based approach does not necessarily start at a particular point, but takes all the components into consideration. The one impacts on the other. The process-based approach aims to facilitate the development and encouragement of the necessary skills and competencies to challenge and subvert the authoritarian and technocratic philosophies of teaching and learning. This approach emphasises the transformation and the way in which one perceives and performs in

the world. According to McLaren (1989:223) teachers and pupils need theories that can provoke them to question the values and assumptions that underlie the technocratic philosophies and that can critically analyse practices in the classroom that they are sometimes forced to internalise. Furthermore, the process-based approach is a relevant approach for democratic SA which encourages a co-operative style of learning. This process is a progressive method and it enhances collaboration rather than competition. We should, however, be careful not to wipe out competition altogether because positive competition can motivate and serve as incentives for achieving goals.

Furthermore, the nature of this approach is characterised by the critical understanding and the manner in which both pupils and teachers apply their knowledge. This approach therefore emphasises the development of the self in addition to the development of competencies to cope with life (Smith, 1994:173).



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#### **6.5.2 The new Education Department's proposal for curriculum development**

As stated above, curriculum development should be a process which is designed to underpin the political and moral order of a society. In the new democratic society curriculum has taken on a new approach to lifelong learning and development.

The rationale for the new approach is outcomes-based emphasising that the learners:

- \* understand the subject;
- \* acquire knowledge and skills; and
- \* are able to analyse, interpret, evaluate and apply knowledge.

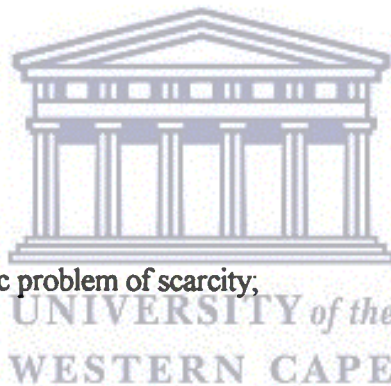
This rationale appears to be in line with Maslow's theory as discussed earlier in this Chapter (see p. 232) in that it seeks to address the needs as it arise in order to ensure self actualisation of the individual.

A framework for this process espouses a single system on which learning standards and qualifications will be registered which will ensure improved accessibility and transferability for all people. These standards according to the Curriculum 2005 are the specific outcomes that need to be achieved to make up a credit on the National Qualifications Framework (NQF). This framework has been put in place by the Government in order to assist with the development of skills in the country (National Department of Education, 1997: 32). The NQF is seen as a means of ensuring a single system of education which is portable and that will also give recognition to prior learning experiences. The NQF also aims to ensure that the learners know, can do, and believes at the end of the course. In other words the outcomes based framework will serve as a guide for all teaching, training and learning as well as setting standards for competencies needed in various fields.

### 6.5.3 The proposed new approach for Economics and Management Sciences as a learning area

A proposed new approach to teaching and learning which is outcomes based replacing the old technician approach of teaching and learning will guide the teaching, training and learning of all learners who are studying in Economics and Management Sciences field. However, the author is not in favour of the integration of these two subjects. Entrepreneurship should have been the other subject rather than management because management is a function of entrepreneurship.

The new approach according to the rationale for Economic and Management Sciences as a subject in a draft document (Learning Area Committee, 1997) outlines the aims of the learning outcomes as listed below:

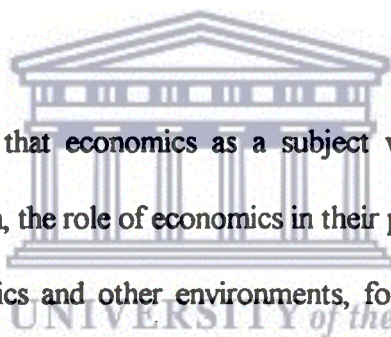


*Learners will be able to:*

- understand the basic economic problem of scarcity;
- comprehend the nature and importance of economic growth, development and reconstruction in a South African context;
- acquire and use economic, managerial, financial and other supporting knowledge and skills;
- analyse and evaluate the economic implications of their personal environment and apply them in their roles as citizens, consumers and/or producers;



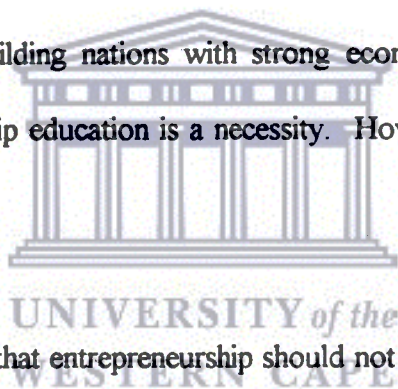
- demonstrate an understanding of the interrelationship between economic and other environments;
- collect, organise, analyse, interpret and communicate economic data in order to contribute to decision-making;
- demonstrate the ability to explore and engage in entrepreneurial activities; and
- demonstrate an understanding of the range of economic activities in the world and their implications for SA.



In view of the above it is clear that economics as a subject will ensure that pupils have an understanding of economic growth, the role of economics in their personal lives, the importance of interrelationship between economics and other environments, for example, politics and health. However, the rationale still does not underpin entrepreneurship as a major part of the economics syllabus. At least entrepreneurship is given recognition, and with the new process model curriculum, the situation could be reflected upon and evaluated from time to time and adapted accordingly. The author is aware that it will take time for people to accept entrepreneurship as a school subject and to realise to inter-connectedness with economics.

## **6.6 INTEGRATING ENTREPRENEURSHIP INTO THE SCHOOL CURRICULUM AS A MEANS OF CREATING AN ENTREPRENEURIAL CULTURE AND ECONOMIC AWARENESS AMONGST PUPILS**

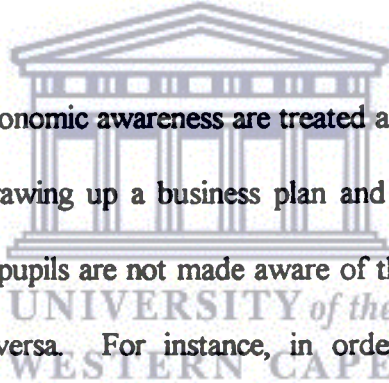
The importance of developing an enterprise culture in SA has been well established at different levels and at different entrepreneurial forums. It has been agreed upon that the integration of entrepreneurship into the school curricula is crucial for the creation of an entrepreneurial culture. The results of this investigation also revealed the importance of integrating entrepreneurship into the school curricula. Most countries have recently agreed on the importance of and the need for lifelong entrepreneurship education. If we want to create enterprising young business people which is the cornerstones for building nations with strong economic growth in an increasing globalised society, entrepreneurship education is a necessity. However, entrepreneurship cannot just be added onto the syllabus.



The author would like to suggest that entrepreneurship should not be taught as one course or one subject under this or some other names. Entrepreneurial education should be dispersed through all subjects at primary and junior secondary levels partly because of its newness and then be offered at senior level as a subject on its own for those who started it at primary and junior secondary levels. This is suggested due to the lack of knowledge and understanding among teachers as well as other people of what entrepreneurial education might or should include.

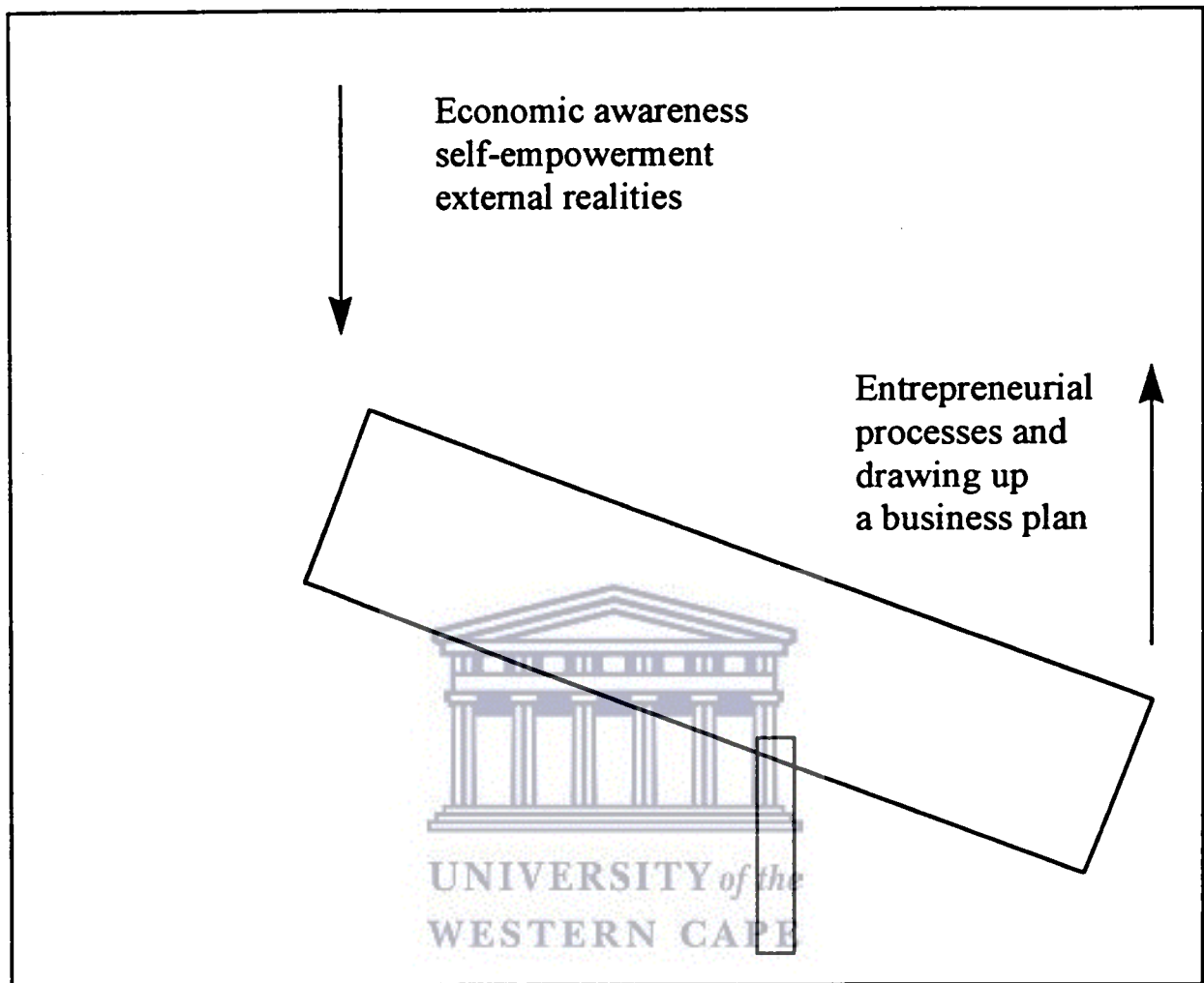
The results of this study also showed that in SA we are paying too much attention to entrepreneurial processes and compiling business plans. When the respondents, who participated in this study, were asked what they understood by the concept entrepreneurship, the majority said

that it is starting a business (see Chapter 5). Entrepreneurship is still not promoted as a system. All subsystems which have an effect on promoting entrepreneurship must be addressed. In terms of empirical research regarding the aspect of creativity in the South African small business sector, much more attention must be given to other aspects, such as self-empowerment, economic awareness, creativity in the business world and other external factors which at that stage may have critical consequences for the entrepreneur (Maas, 1996:6). The scale will therefore have to be balanced before entrepreneurship will have its rightful place as indicated in Diagram 6 (see p.273). This diagram shows that the entrepreneurial process is over emphasised, while there is not enough emphasis on economic awareness. Somehow the two concepts must be integrated so that the scale could be balanced - emphasising equal importance of the concepts.



At present entrepreneurship and economic awareness are treated as a separate concepts. There is thus still a strong emphasis on drawing up a business plan and starting a business. The two concepts are not inter-linked and pupils are not made aware of the importance of entrepreneurs for economic growth and vice versa. For instance, in order for the economy to grow, entrepreneurship has to be stimulated as mentioned earlier in this thesis. Entrepreneurship is what makes the economy go round. Without entrepreneurial innovations there can be no competition and without competition the economy will not grow. Therefore economic awareness is crucial for the awareness of entrepreneurship. We therefore have to find ways to balance the two concepts and not allow the one to outweigh the other.

## Diagram 6: Problems training the young



(Source: Maas, 1996: 11)

As shown in Diagram 6 above, entrepreneurial processes are outweighing economic awareness, this is due to the fact that education for economic awareness is left to chance. Ways of teaching the two concepts in an integrated approach through activities and topics should be identified and monitored. Pupils should be made aware that when they make choices about using services or

spending money, they are already taking part in economic activities. They are making decisions about the use of resources and becoming aware of the effects these have on people.

In order for pupils to develop their thinking and critical skills pupils should be allowed to engage in dialogue with the teacher and one another rather than through the mediation of the teacher as was practised in the past. This statement is supported by Lipman who says:

When a class moves to become a community of inquiry, it accepts the discipline of logic and scientific method; it practices listening to one another, learning from one another, building one another's ideas, respecting one another's point of view, and yet demanding that claims be warranted by evidence and reason. Once the class as a whole operates upon these procedures, it becomes possible for each member to internalise the practices and procedures of the others, so that one's own thought becomes self-correcting and moves in the direction of impartiality and objectivity (Thinking Skills Network, 1990: 9).

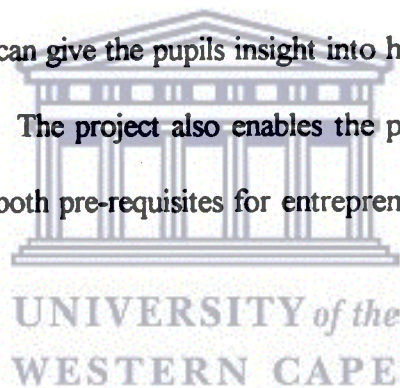
SA needs to become a community of inquiry and learning from others in order to change the attitudes of people, to learn to respect one another and above all to learn to think critically and to express one's own opinion without offending others.

These skills can also replace the traditional method of pupil passivity in the class which was enforced by the traditional education system. This system ensured that pupils did not question what was passed on to them. It also stunted creativity to some extent. An example of a successful project on developing economic and industrial understanding amongst school children in the UK is the 'What's in a cup of coffee' project.

The school is located in a predominantly agricultural area and coffee proved an ideal vehicle for understanding how industrial and commercial urban areas function (Greer, 1991:18). At the same time the project provided the pupils with an economic awareness and hence an insight into entrepreneurship. The project also introduced the concept of subject integration and cross curricular themes as well as teacher participation and commitment.

#### **6.6.1 Jo Greer's (1991) 'What's in a cup of coffee?' Project**

This project facilitated a topic with cross curricular themes and insight into economic awareness and industrial understanding. The author is of the opinion that this is the foundation for creating an entrepreneurial culture which can give the pupils insight into how business decisions are made and how a business is managed. The project also enables the pupils to develop some personal skills as well as analytical skills, both pre-requisites for entrepreneurship. The steps according to Greer (1991:18-19) are:



**Step 1:** The project began with some map work - identifying the countries where coffee is grown, looking for a pattern and identifying a possible reason - thus the necessary climatic conditions were discovered. This involved a good deal of reading and research skills.

A representative of a coffee processing company visited the school. With the help of slides described to the children how coffee is grown, harvested, graded, sold, shipped and processed. To vary subsequent recording, the children were asked to describe the growing process, in the form of a diary of events for a coffee bean from the point of sale as a bean to being a drink in a cup. This produced some highly creative and descriptive writing.

**Step 2:** Representatives from another company also used slides to illustrate life in two coffee producing countries - Tanzania and Nicaragua. This talk gave an opportunity to practise note-taking. It also raised economic issues for the following discussions on the quantities of coffee to be grown. The question raised issues relating to relative standards of living, production costs, profit margins, forms of aid to developing countries and the possible effect on their own local employment and its implications if more coffee were processed before export.

The children presented their arguments, but needless to say found it difficult to reach definitive conclusions. Speaking and listening skills had been well practised.

**Step 3:** They then went on to the marketing process. A local graphic design artist described the considerations needed when designing the product packaging. He set the children the task to redesign the packaging of a popular brand of coffee to appeal to their own age-group market. They were given certain constraints including colour constraints. They were also asked to design and make a paper coffee mug (Greer, 1991: 18). This step involved other usage of language as well as art, design and technology work which enhanced their creativity.

**Step 4:** The children visited a local supermarket to survey how the coffee was displayed. They identified 50 different possible choices of instant coffee by brand, variety, weight, granule or powder. They also noted the shape of each jar and also which shelf and how much shelf space each occupied.

**Step 5:** The children were allowed to question the customers who took coffee from the fixture. An analysis of the information from this survey and information given to them by the store

manager confirmed that the jar given the most prominent position had by far the greatest shelf space, though not the cheapest but was the most popular brand. The pupils further raised the questions of profit margins and the rate of turnover. They also became aware of social issues of affordability and accessibility to out-of-town supermarkets for the most vulnerable members of society - the elderly and families in the rural areas.

The visit to the supermarket also provided an opportunity to dispel the widely held idea that employment means either shelf-stacking or check-out operation! They were staggered at the range of jobs available and the level of skill required for many of them. They were also made aware of the need for health and safety measures, both for employees and customers.

**Step 6:** Finally, a discussion was held on what is the best way to maintain a profitable organisation. Two groups decided that the store manager was the most important, whilst the third group suggested it was the personnel manager. Their reasoning was that a happy staff worked best and it was the personnel manager's job to see that everyone was happy and comfortable. Thus, coffee proved an ideal opportunity to involve a variety of (a) industrial and (b) commercial concerns, hence economic awareness and an insight into entrepreneurship.

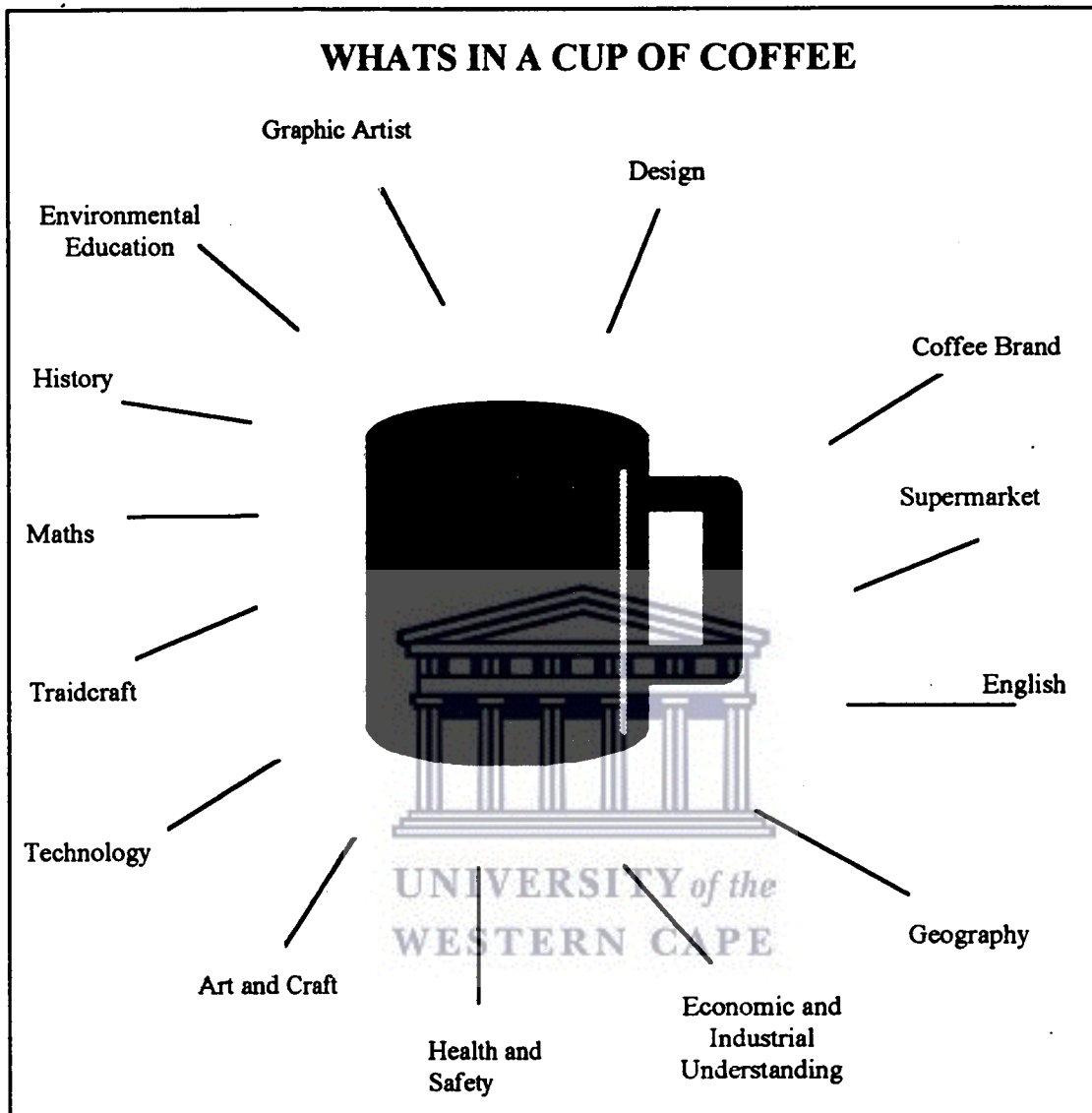
The project provided numerous opportunities focusing on attainment targets for the core subjects and addressed many issues within the guidance for the integrated curriculum themes. The project did not include science and entrepreneurship, but it could easily do so. Finally, one of the children commented: *"I never knew a cup of coffee was so complicated!"*



The author is of the opinion that this type of project will be useful in our schools as a way of introducing economic awareness and entrepreneurship to teachers and pupils at school. Not only did this process include all the steps required for starting and managing a business, it has also proved how different subjects are inter-linked in the process. Diagram 7 (see p.267) illustrates the inter-linkages of the different subjects. This project could also be used as a new means of creative and effective learning by doing rather than just taking in all the information from a books and regurgitating it in the exams. The author is unaware at present of a similar project taking place in South Africa.



**Diagram 7: Thematic Approach**



(Source: Greer, 1991:19)

## 6.7 THE FRAME FOR ENTREPRENEURIAL EDUCATION

The question in entrepreneurial education is what should be taught, how should it be taught and why should it be taught. It is self-evident that entrepreneurial education should be based on entrepreneurship research and not only on pedagogy, although this of course is one essential part of education. The objectives for the framework should be derived from entrepreneurship research involving successful entrepreneurs.

Entrepreneurship research has increased a great deal recently. There appears to be a trend to define it as a process which prevents us from relying too much on narrow definitions which place strong emphasises on business plans and starting businesses. Entrepreneurship should therefore be seen as a process of four interrelated components - environment (context), business idea or plan, person and resources which affect one another in many ways. When the fit is right, new firms can be established (Vesper, 1986). An example of this is the 'Coffee Cup' project. People must decide how to grow and sell the coffee; either on a small holding or on a big farm with lots of mechanisation.

Entrepreneurship is not a situational phenomenon, but is best defined in terms of personal attributes, the exercise of which can be related to situational opportunities and constraints.

However, some individuals are more entrepreneurial than others. It is also true that people behave more entrepreneurial at some stages of their lives than at others, and respond to different stimuli over time. It is therefore necessary to contest the maxim "once a high achiever, always a high achiever". At different times people may be driven by a variety of personal motives, including artistry, belief, pride, autonomy, professional success and the search for power (Gibb, 1987: 5-7).

Not all pupils have the need to be entrepreneurial or creative. They may be making lots of money selling cakes and not bother to innovate a new product. What they are doing (selling cakes) may be enough for them at that point in time.

The author is of the opinion, due to the fact that entrepreneurship is a process of inter-related factors, the factors mentioned above, should be considered when developing the syllabus for entrepreneurship as a school subject. Not only should the content be important, but also the methods of teaching as well as the skills and attitudes of the teachers. The 'Coffee Project' is recommended for teaching economic awareness and entrepreneurship because it covers all the aspects required for starting and managing a business, as well as developing most of the attributes required to be an entrepreneur. It also involves teachers and people in the sector. The fact that the pupils interacted with owners and managers gave them direct access to entrepreneurs (role models). This in itself can have an impact on their attitudes. This view is supported by Maas (1996:3-4) who states that entrepreneurs cannot be trained by traditional methods, because a much wider range is covered which requires an unusual approach to activities (see Table 32 for an approach to teach entrepreneurs).

## **6.8 THE INTERNATIONAL TRENDS IN ENTREPRENEURSHIP EDUCATION**

Throughout the world there is currently a great deal of activity in what might be broadly termed the field of enterprise and entrepreneurship education in schools and colleges. In the UK, substantial number of different programmes were developed in the 1980's with the support of a variety of public and private organisations. A brief overview is given below as to what is happening in the field of entrepreneurship education in other countries.

### **6.8.1 Promotion of entrepreneurship education in the United Kingdom**

There are many activities at the local, regional and national levels (Durham University Business School, 1989) (DUBS) aimed at different target groups and which involve, in their delivery, many types of institutions. Moreover, they demonstrate different levels of innovation and degrees of national penetration.

### **6.8.2 Promotion of entrepreneurship education in Europe**

Most of the Governments in the European Community have also, in the 1980's, given substantial support to activities designed to stimulate entrepreneurship among young people. A survey undertaken in 1989 by DUBS for the European Community found a wealth of activity at the local, regional and national level (DUBS, 1989). Another survey undertaken by the Organisation for Economic Co-operation and Development (OECD) in the same year covering a broader range of countries found a similarly wide range of activity (OECD, 1989). Entrepreneurship is not yet offered as a subject in schools in Europe.

### **6.8.3 Promotion of entrepreneurship education in the United States of America**

In the USA, entrepreneurship education has been pursued extensively for several decades extending through a wide variety of different models, within and outside education (Vesper, 1986).

#### **6.8.4 Promotion of entrepreneurship education in Asia**

In Asia there are now major experiments in several countries such as Taiwan, Malaysia, India and the Philippines. Entrepreneurship is now being introduced at many levels, starting from primary school through to universities.

##### **6.8.4.1 The Taiwanese experience of an entrepreneurial culture**

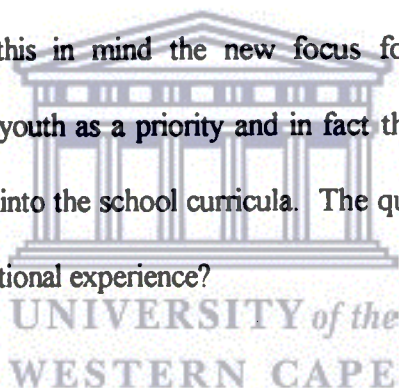
The Republic of China (Taiwan) began to transform economically, with the ideal of an economic system that worked for the welfare of the people, maintaining the principle of stability and even distribution of wealth. It grew from a poor, low income developing country with a rampant inflation and severe foreign exchange deficit into a strong prospering nation with a strong potential for development (Tong I-Min 1995:1). The country achieved a growth-with-equity and is widely recognised by the world as an economic miracle and classic model of economic development. Behind this economic miracle it is undoubtedly the strong culture of entrepreneurship and the very high respect for education that has been the cornerstone and the driving force for Taiwan's economy. Education and appropriate training and hence the development of entrepreneurs are thus vital factors for the economic transformation and social well-being of the South African society.

Given the above scenarios it can be argued that we can learn from the Taiwanese experience by, firstly, making schooling compulsory for at least nine years, and secondly making the pupils aware of the importance of saving. Introducing them to entrepreneurial processes, and then removing all the barriers for entrepreneurs by creating an enabling environment for them.

### **6.8.5 Promoting entrepreneurship education in South Africa**

Just like the UK, Europe, Asia and the USA there are many activities at the local, regional and national levels aimed at different target groups and which involve, in their delivery, many types of institutions.

It was realised at all levels of policy-making from Government to educational institutions that we should concentrate on the future rather than the past and that it is important to create an entrepreneurial culture among all communities if we are to develop the economy and create wealth. It was also recognised that it is crucial to include children in the process of developing an entrepreneurial culture. With this in mind the new focus for promoting and developing entrepreneurship has included the youth as a priority and in fact the Government has committed itself to integrate entrepreneurship into the school curricula. The question is how to do it and can what can we learn from the international experience?

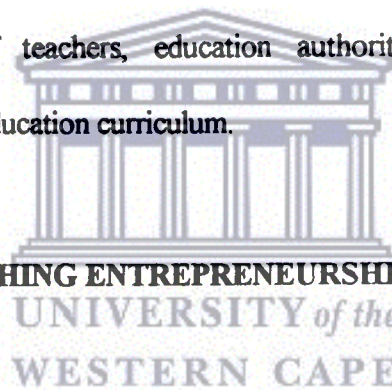


### **6.8.6 Comparisons in the fields**

Comparisons in the field are not easy because information is difficult to access. However, by differences in objectives and in meaning of the words used to describe programmes for example, the term 'entrepreneurship education', is commonly used in Canada and the USA. The expression is rarely used in the UK and occasionally used in Europe (DUBS, 1989). Much of what has been practised within the UK educational system is labelled enterprise rather than entrepreneurship education and is focused upon the development of personal attributes. It does not necessarily

embrace the context of the 'for profit' small business or indeed with the development of an enterprise culture within which the entrepreneur will flourish (Gibb, 1987).

Many of the programmes for enterprise or entrepreneurship education throughout the world take place within, or as an adjunct of, the education system. In this respect a number of important issues arise in relation to: acceptance of this form of education by schools, education advisors and indeed the formal education system as a whole; the degree to which the programmes can link with the mainstream curriculum and form part of it; and the degree to which the education system ought to be involved in the development of particular personal competencies or skills hitherto rather more associated with training than education (Gibb, 1993:12). These issues are important in understanding the attitudes of teachers, education authorities and pupils towards the entrepreneurship and enterprise education curriculum.



## **6.9 A MODEL FOR TEACHING ENTREPRENEURSHIP IN SCHOOLS**

A primary objective of a new syllabus for entrepreneurship forming part of the Economics and Management Sciences learning area in schools in SA is the economic assignment of the country. This economic assignment is to create an ethos of economic preparedness. It means that schools should prepare pupils for their future lives in society and qualify them for future careers, which should meet the needs of society and the country as a whole. It could be stated that in schools the education system tries to influence the pupils and change their attitudes towards certain things for example, entrepreneurship and sport. At present pupils are encouraged to create a job for themselves rather than to find jobs due to the economic situation in the country. In this respect the



school should use education to change the behaviour of pupils towards entrepreneurship in order to prepare them for their future careers (entrepreneurs).

In entrepreneurship education the purpose should be to enhance the pupils' entrepreneurial behaviour. Entrepreneurial behaviour is based on the process of entrepreneurship where one component is a person, called the pupil in a school context. This is the component that schools and education have an influence on, but the other components, business, environment and resources are the components that cannot be affected directly, but through the pupils there is a possibility of enhancing their understanding of these components and their interrelationship (Mahlberg, 1996: 3). This statement implies that it should not be expected of every pupil who get exposure to entrepreneurship as a subject, to start a business, the process is firstly, to sensitise and create an awareness and hopefully stimulate the pupil's interest to start a business.

In order to ensure that entrepreneurship is properly promoted among pupils, it is essential to follow an integrated approach which will especially focus on the present reality. From the model it is evident that economic awareness is crucial. The pupils must be assisted by their communities, understand the economic realities of the environment within which they are living and also how their society fits into the global picture. They must also be aware of their own abilities and be able to explore their creativity. They need to develop their ability to think critically and to make value judgements about human situations. They need to find their own personal identity by widening their experience through the study of the characteristics of an entrepreneur. In order to develop these attributes and behaviours the environment must be enabling for the individuals.

The author believes, from experience, that entrepreneurs cannot be taught by traditional methods and that the teacher must become the facilitator and less of a traditional teacher just like in the 'Coffee Cup' project. This view is also supported by Gibb (1993) in the sense that he believes entrepreneurs learn by doing, sharing and debating. This is illustrated in Table 32 below:

**Table 32: Traditional versus Entrepreneurial Approach**

<b>Traditional</b>	<b>Entrepreneurial</b>	<b>Basis of entrepreneurial teaching methods</b>
Learn from teacher only	Learn from one another	Group work
Passive role as listener	Learn from sharing and debating	Discussion Group work
Learn from written text	Learn by doing	Self practising
Learn from a framework created by the teacher as expert	Learn by discovering	Discussion Group work Self practising Experienced-based methods
Learn from feedback from one person	Learn from feedback from more than one person	
Learn in a good organised environment with a fixed schedule	Learn in an informal flexible environment	Group work Experienced based methods
Learning without pressure of immediate goals	Learn under pressure to realise goals	Group work Self practising
Do not learn from others	Learn to learn from other	Group work
Is afraid to make mistakes	Learn from mistakes	Group work Self practising
Learn from notes	Learn from solving problems	Group work Self practising

(Source: Gibb, 1993:24)

The model above is recommended for teaching entrepreneurship in schools, and it is also in line with the process curriculum model. In fact what Gibb implies is that teachers should be entrepreneurial in their teaching methods (e.g. innovate new ideas, find out what is the best way pupils will learn).

## 6.10 SUMMARY

The challenge to the education sector is to perform the difficult task of curriculum reform and its implementation, reforms from the 'comfortable, familiar' methods of teaching to new subjects using innovative learning methods to coincide with the requirements of the new policy. This approach to teaching and learning will hopefully address the needs of the pupils and potential entrepreneurs. Those schools who adapt early will be those that are going to produce a cadre of pupils that are empowered and best able to generate wealth for themselves, their communities and their country. The author wants to encourage the educators to change their attitudes, methods of teaching and learning since it will be in the interest of all South Africans. The new approach will develop the human resources needed to develop the economy of the country which will hopefully be for the benefit of all.

The next Chapter draws the thesis together and examines the implications of the research findings. It gives an overview of the investigation and makes recommendations for a new curriculum with a view to assist with the development of positive attitudes towards entrepreneurship and at the same time creating an economic awareness among pupils.

## CHAPTER SEVEN

### CONCLUSIONS AND RECOMMENDATIONS: TOWARDS NEW APPROACHES FOR DEVELOPING ENTREPRENEURSHIP

#### 7.1 INTRODUCTION

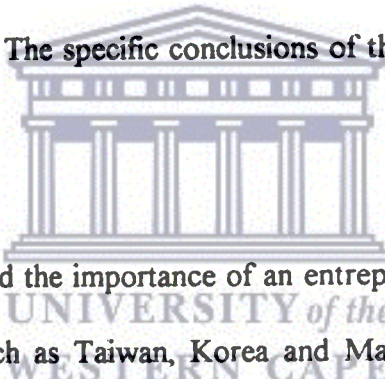
The author sets out to investigate and to find new approaches to develop positive attitudes towards entrepreneurship amongst secondary school children in the Western Cape. In this regard, the point of departure for this study was that the development of positive attitudes towards entrepreneurship will contribute towards developing more entrepreneurs. At present entrepreneurship is regarded throughout the world as the dynamo that makes economies grow. It is also a well-known fact that the development of entrepreneurs will in turn have a number of benefits for the economy of the country namely, creating job opportunities, stimulating innovation and competition. This in turn will create wealth, better incomes and as a consequence a better quality of life for many people.

However, in order to stimulate entrepreneurship the environment of the individuals must be enabling. In this thesis the factors that impact on the holistic development of the pupils and particularly their attitudes towards entrepreneurship have been discussed.

In this Chapter (7) the thesis is drawn together and the implications of the research findings examined. An overview of the process is given and recommendations are made for the development of positive attitudes

## **7.2 CONCLUSIONS OF THE EFFECTS OF THE PUPILS' ENVIRONMENT ON THEIR ATTITUDES TOWARDS ENTREPRENEURSHIP**

In this particular section the author has drawn together the effects of the pupils' environment on their attitudes towards entrepreneurship. However, the investigation carried out by the author by no means should be seen as a process that is completed and that should be terminated at the end of this study. There are a number of areas that should be further researched in order to convince the education authorities and other relevant stakeholders of the value of entrepreneurship. This study could thus serve as the framework for further studies given the rationale for entrepreneurship and the fact that at present very little research has been conducted in the area. The specific conclusions of this research in relation to each Chapter will be highlighted.



In Chapter 1 the author discussed the importance of an entrepreneurial culture for SA. The successes of other countries such as Taiwan, Korea and Malaysia were highlighted. The effects of the old education system on the development of people were presented and how the education system of the past restricted the growth of human potential, entrepreneurship and economic awareness.

It was further discussed why we need entrepreneurs and how to develop an entrepreneurial culture in SA. In Chapter 1 the aims and importance of the study were also presented and it was suggested that ways must be found to instil a culture of entrepreneurship amongst the youth so that they could become self-reliant in the future. It was further concluded in Chapter 1 that the collaboration of the different communities and the education sector is

critical to develop self-reliance among the youth and hence positive attitudes towards entrepreneurship.

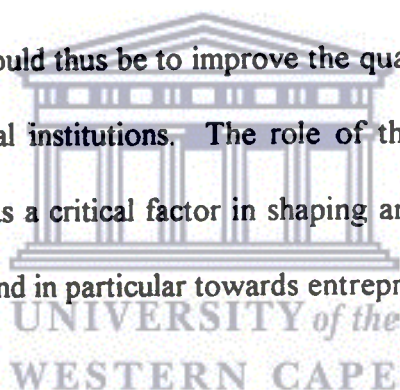
In Chapter 2 the impact of the socio-economic environment on the child's attitudes were discussed in relation to the roles of the different communities i.e. the school, the family and the State as separate but inter-related institutions. It was revealed that the 'historical' educational structure based on the CNE philosophy was designed to benefit the 'Whites' at the expense of the 'Blacks' in the country. This system of inequality and inferior education had serious consequences on the educational qualifications and competencies of the majority of the people and hence the economy of the country. It was further shown that inequalities and disadvantages in any community could cause a negative impact on the attitudes of people, for example the cultures of other communities and entrepreneurship.

In order to work out how best to develop an entrepreneurial culture amongst the children the author concluded that the challenge for the educators is the need to understand the extent of the children's apathy towards entrepreneurship; what is required to create positive attitudes and what the societal factors are impacting on the attitudes and why these attitudes are negative, particularly amongst poorer or less educated communities. They should also find out what should be done, how the Government can support the education system in order to develop positive attitudes.

The traditional roles of the teachers were critically discussed in Chapter 3 and multiple alternative roles for teachers in the new democratic society were suggested. In this Chapter the education system for teachers were also discussed, in particular the impact of the teacher

education curriculum. The importance of the role of teachers as change agents in the new democratic society was presented. INSET as a means of upgrading teacher qualifications and skills were also discussed. It was illustrated that the problems experienced with INSET should be revised in order to be effective in terms of its objectives to upgrade and develop teachers' competencies to be more effective in the classroom.

In Chapter 3 the author concluded that the role of the teacher is crucial for the development of human resources in this country. The selection criteria for teacher training programmes should therefore focus on relevant criteria, particularly relating to certain competencies for teachers required to teach the new curriculum in the democratic society. The aim for reforming teaching education should thus be to improve the quality of teaching as well as the reconstruction of the educational institutions. The role of the teachers in the democratic society was further highlighted as a critical factor in shaping and developing the attitudes of children towards life in general and in particular towards entrepreneurship.



The author discussed the relationship between economics and entrepreneurship in Chapter 4. The importance of economic awareness and brief outlines of the different economic systems were presented. The development of the apartheid economic policy and the CNE that operated in collaboration with the apartheid regime were also presented. This discussion has shown the negative consequences of the apartheid policies on the national economy. The need for economic growth and how this growth could be attained, in terms of the new Macro Economic Strategy were further discussed.

This Chapter also provided insight into economics as a school subject to underpin the old political system and this has shown how the syllabus, textbooks and examinations were developed to maintain the status quo at the time. Different definitions of curriculum were also presented namely, the process-based approach and the product-based approach. Moreover, the proposed 'new approach' to teaching economics in schools was presented and discussed.

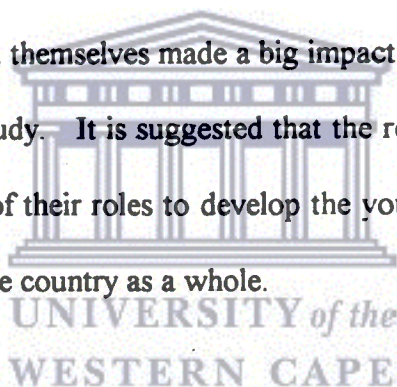
Chapter 4 concluded with suggestions that the relationship between entrepreneurship and economic awareness should be recognised by the curriculum planners and developers. These subjects should be the core of the economics syllabus in order to facilitate the creation of economic awareness and create an entrepreneurial culture amongst the school children. It stated further that the challenge is to transform the traditional economics curriculum and syllabus content and processes accordingly and to be in line with the new approach to lifelong learning and development of the education process. It was also suggested that the social reconstructionist and social adaptation orientation to the curriculum should be implemented to address the social needs of the country.

Chapter 5 provided an outline of the data gathering process and the instruments used. It was decided to use a questionnaire to collect the information in that it is a cost-effective method and that a larger group of people can be reached at the same time. Due to time constraints, convenience and cost effectiveness it was decided to hand out the questionnaires to participants on the Young Entrepreneurs' Programme presented at the Centre for Entrepreneurship, Graduate School of Business of the University of Stellenbosch in Bellville.



In Chapter (5) the findings of the empirical study were presented. It showed that the awareness of the entrepreneurship among school children is on the increase due the awareness building exercised by many stakeholders such as the Government and schools for example. Children from all socio-economic backgrounds attended the programme. Furthermore, the results showed that very few of the respondents' parents were actually business owners.

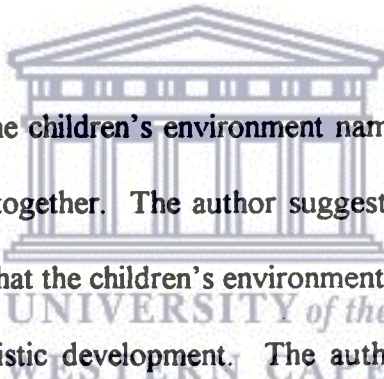
Based on the results of the survey it could be concluded that entrepreneurial culture is not more profound in one cultural group than another. However, more girls than boys attended the programme. The author is of the opinion that girls are more creative and innovative than boys therefore the interest in entrepreneurship. The author concluded that the contexts within which the individuals find themselves made a big impact on their attitudes and this was illustrated in the comparative study. It is suggested that the relevant communities should be made aware of the importance of their roles to develop the youth with a view to address the needs of the communities and the country as a whole.



In Chapter 6 the old education policies were reviewed and highlighted how and why new policies were forged. Curriculum innovation in relation to Maslow's theory have also been discussed. This showed that it is necessary to develop new curricula for the South African education system. It further suggested that curricula should be process-based (participatory/active) and not a product-based (authoritarian/passive) as was the case in the past.

In Chapter 6 it was further illustrated that an integrative education system should be introduced. A system for continuous learning that is outcomes-based, focusing on the

development of the pupils' cognitive and psycho-social abilities should be implemented in order to address the skills shortage that exists in the country. The WCED's new rationale for Economics as a school subject was also presented. The author presented a frame for teaching entrepreneurship in schools in anticipation that it would be underpinned as a subject in the new curricula. In this Chapter it was also highlighted that a new approach to teaching and learning will hopefully address the needs of the pupils and potential entrepreneurs. Those schools who adapt early will be those that are going to produce a good cadre of pupils that will be empowered and best able to generate wealth for themselves, their communities and their country. The author encouraged educators to change their own attitudes since it will be in the interest of all South Africans.



In Chapter 7 all the effects of the children's environment namely, their communities and the governing policies were drawn together. The author suggested recommendations based on the consequences of the effects that the children's environment and the governing policies had on their attitudes and their holistic development. The author suggested that creating an environment that would be conducive for developing positive attitudes towards entrepreneurship as well as creating an economic awareness among pupils were of critical importance.

### **7.3 RECOMMENDATIONS: POSITIVE ATTITUDES TOWARDS ENTREPRENEURSHIP**

In the light of the discussions and conclusions throughout this thesis, the quantity and quality of entrepreneurship education is of great importance to the success of society as a whole.

Moreover, given the current educational philosophies plus the characteristics of the relevant skilled populations, it is important to consider the extent to which the transition from traditional methods of teaching to more innovative methods can be successful in developing positive attitudes towards entrepreneurship and at the same time create an economic awareness.

In this Chapter (7) the author presented further suggestions based on the investigation. The suggestions were significant to the development of a new curriculum for secondary schools in SA to make the transition from the traditional to the innovative methods.

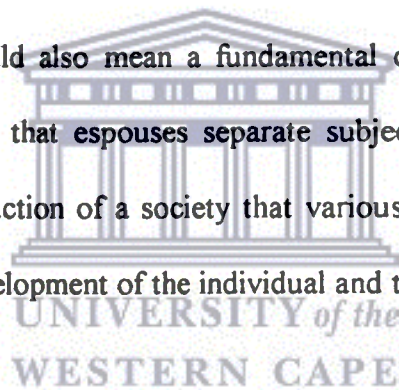
It has been argued that the old education system, in particular the curriculum and governance, have contributed to the socio-economic status of the country and its respective communities in that it favoured certain communities in terms of their race. With this in mind the following were suggested:



- firstly, a re-organisation of the governance of the education system ;
- secondly, a restructuring of the present curriculum content that will be in line with the objectives of the new Macro Economic Strategy of the government; ✓
- thirdly, new methods of teaching and learning that are outcomes-based; and

- fourthly, the inclusion of entrepreneurship and economic awareness as separate concepts in the new curriculum to create an entrepreneurial culture among the youth of SA.

For its legitimacy and relevance within the context of developing an entrepreneurial culture, entrepreneurship should be a separate subject and integrated as a life-skill into the other subjects in the curriculum thus focusing on the holistic development of the pupils. Entrepreneurship as a life skill should be taught in such a manner so that it include the development of cognitive and affective domains - the cognitive, with the aim of gaining more knowledge and skills in order to function as an entrepreneur. Furthermore, the learners should make the newly achieved knowledge their own and in the process it become an acquired way of life. This would also mean a fundamental departure from the traditional subject curriculum and content that espouses separate subject matter. It is implicit in a political economy and reconstruction of a society that various disciplines are interrelated in order to be relevant for the development of the individual and the nation as a whole.



The inclusion of entrepreneurship and economic awareness would be useful in the sense that it provides new insights into the field of economics and the related processes of SA and the world. This new approach of integrated subject matter presents an exciting challenge for the development of a new school curricula it can assist with the development of a cadre of economically literate and hence self-reliant youth. The usefulness of the inclusion of entrepreneurship in the school curriculum will enhance the values and attitudes of people and consequently create an entrepreneurial culture which is so much needed to develop the economy of this country.

The inclusion of entrepreneurship and economic awareness provides a useful perspective on economic events. The underlying philosophy is in most instances congruent with present evidence and recognition of the value of entrepreneurship to the growth and development of economies as well as the empowerment of communities. Entrepreneurship is not only about beginning a business. It is a process starting with the development of entrepreneurial behaviour and attributes. Gibb (1993) states that entrepreneurship places emphasis upon the individual and begins from the initial knowledge, skills and understanding possessed by the individual.

It uses discovery methods of learning and is concerned with 'knowing how' and not just 'knowing that'. It is directly concerned with outcomes of learning in a process orientated way and this is directly in line with that is being proposed in the rationale for the new curriculum as outlined in Chapter 6 of this thesis.

It would not be easy to convince all educationists, schools, teachers and parents of the value of this subject. It is therefore important that teacher educators and teachers need to know and understand the subject and the methods recommended for teaching it. As was said earlier in this thesis, the success of teaching this subject would largely depend on the commitment of the teacher educators and teachers themselves.

In the opinion of the author the above statement, 'that it would not be easy to convince educationists of the value of entrepreneurship' has been proven in the sense that entrepreneurship has not been included in the curriculum as a subject. It has been included as a small section of the Economics and Management Sciences curriculum (see Appendix 10).

In view of this, ways will have to be found to convince the educationists, teachers, pupils and families of the importance of this subject for developing positive attitudes and stimulating the entrepreneurial culture amongst pupils. The author recommends the use of role models and also the promotion of entrepreneurship as a career. It can also be highlighted that doctors and lawyers for example are entrepreneurs, yet the majority of them do not know how to run their own practices (businesses). Therefore, a knowledge of entrepreneurship could be beneficial to all individuals embarking on careers.

The author therefore calls for some form of empathetic reconstruction in the classrooms, stating that a good teacher of Economics and Management Sciences becomes akin to an entrepreneur. The teacher should allow questioning and the generation of ideas and the feeling of closeness with the material inside and outside of the classroom. Table 32 in Chapter 6 illustrates the entrepreneurial methods of teaching.

In Chapter 6 it was also illustrated that an integrative education system should be introduced. A system for continuous learning that is outcomes-based should be implemented in order to address the skills shortage that exists in the country. The new principles for teaching economics as a school subject were also presented (see p.257). The author presented a frame for teaching entrepreneurship in schools in anticipation that it would be underpinned as a subject in the new curricula.

#### 7.4 RECOMMENDATIONS FOR ENTREPRENEURSHIP AND ECONOMIC AWARENESS AS INTEGRATED SUBJECTS IN THE NEW SCHOOL CURRICULUM

Further suggestions based on the investigation, which are significant to the development of a new curriculum for secondary schools in SA are presented below:

- a) The development of a secondary school curriculum based on the objectives of the macro economic strategy and an outcomes-based education policy for the country.
- b) An Integrated Studies Curriculum based on a thematic approach across the school curriculum which will allow for the systematic treatment of material, concepts, and principles on different levels of complexity and into more sophisticated frames of references, as in the case of the 'Coffee Cup' Project, for example.
- c) A secondary school curriculum guided by the Macro Economic Strategy. A curriculum which will espouse integrated subject-matter and one which is in line with the global entrepreneurship curricula. This approach would be fundamental to a global entrepreneurship approach informed by a political economy analysis of how developments in SA and the rest of the world relate to the entrepreneurial influence on the world economy.
- d) A curriculum which presents, in both content and perspective, a departure from the present CNE curriculum because we must respect all other cultures and not allow one

culture to dominate the curriculum. This will entail a restructuring of the present curriculum of two levels:

- i) a re-appraisal of the primary school curriculum; and
- ii) a positive approach to economics and entrepreneurship using appropriate methods based on the new rationale for teaching and learning.

Entrepreneurship should also be introduced perhaps not as a separate subject at the primary and junior secondary levels, but with some themes in the different learning areas. It could be introduced as a subject on its own at senior secondary level.

- e) A curriculum which will attempt to foster nation-building and the inculcation of non-racial, non-sexist values by recognising the different cultures in the country and not only one dominant culture. Such a curriculum will by its very nature counter the promotion of negative attitudes and perceptions and this can have a positive effect on attitudes towards entrepreneurship as well.
- f) A curriculum which studies economics as a human science, as a process with events located within that process rather than one emphasising events with process as background. The effects of the supply of the demand of the products on the economy as an example.
- g) A curriculum which recognises inclusion of case studies for detailed and critical study, such as case studies of South African and other international entrepreneurs; to highlight the problems experienced by these entrepreneurs and how they transcended their



problems. It could be useful to know that entrepreneurs all over the world are faced with similar kinds of problems.

h) With respect to the South African economy, the old economic system represented a key theme in understanding the current South African economy, the establishment of the private and public sector and the subjugation of the 'Blacks' in SA. There are two broad frameworks in which South African economics should, if based on this perspective, be treated:

- (i) the process of indoctrination; and
- (ii) the political, economic and social consolidation of that process with the development of racial capitalism.

The recognition of a tradition that recognises the needs and values systems of all the people, in the curriculum development process, would ensure that production of an economics and entrepreneurship curriculum seen to be enjoying popularity and the necessary legitimacy in SA. In discussing the legacy of apartheid economics education in Chapter 4 the point has been made that in presenting the pupils with one version of the past, they are denied the opportunity to obtain a coherent link with the past, present and future. Furthermore they will be deprived of the opportunity to understand the world in which we live.

In putting forward recommendations, cognisance is taken of methods and content which will

ensure that pupils will know, understand and believe what is being taught guided by teaching principles such as:

- (a) the development critical skills for pupils' learning;
- (b) that there is a need to propose and highlight problems, difficulties, and uncertainties that relate to economic and entrepreneurial knowledge and understanding;
- (c) that there is room for a number of views in economics and entrepreneurship;
- (d) that it is important for all learners of economics and entrepreneurship to understand the world in which they live; and
- (e) that it is important that the inherited traditions of the majority are presented in the study of school economics and entrepreneurship in order that the pupils of this majority feel that they have a place in society, and most importantly that pupils understand one another's cultures and traditions.

It is further recognised that recommendations for curriculum content and perspective are not merely to be handed down, but that the curriculum development process takes place essentially as an ongoing process on the pedagogical and political fronts between the suggested content, materials, methods and teachers, pupils and the communities.

In considering the aims and objectives of entrepreneurship, it is important to recognise that the relevance of these two concepts grew out of the recognition of their relationship and their

importance for economic growth. The emphasis on certain themes and its particular bias regarding the selection of content for economical scrutiny is necessary. By incorporating different perspectives on SA's past, we avoid the danger of myth making and developing stereotypes about the past. We can also learn not to repeat the failures of the past.

The aims and objectives of entrepreneurship should in terms of the development of appropriate behaviour, attributes and skills facilitate an understanding of popular economics. This therefore calls for the development of an economics and entrepreneurship curriculum which, while taking into account the legitimacy of the place of popular perceptions and content can stimulate an awareness of the concepts. This process of creating an awareness of entrepreneurship and economics would hopefully popularise and also balance that with necessary and relevant pedagogical principles.

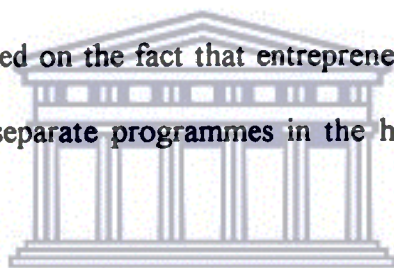
However, despite the fact that entrepreneurship is not integrated as a subject in the school curricula, one must not give up hope. The rationale presented is still in draft form. Ways must be found to convince the education authorities of the importance of including entrepreneurship as a subject to create economic awareness and to cultivate the entrepreneurial culture among the youth.

If we are to expand the production of more enterprising youth, it would be crucial that all pupils within the school system should be made aware of the relationship between entrepreneurship and economics. They must be made aware of the economic function of the entrepreneur and the distinct factor of production or an element in the economic growth process. Entrepreneurship is about innovation which stimulate competition and competition

creates new markets and new markets grows the economy. As result of this interrelated process economic growth manifests itself most definitely in the business activities of enterprises producing goods and services that can be sold both locally and globally.

This process above describes the interrelationship between economic awareness and entrepreneurship something which is not emphasised by the economists. If pupils are to understand the process they may develop positive attitudes towards entrepreneurship. This may be further enhanced with a social adaptation orientation to the school curriculum.

As stated in Chapter 1 of this thesis, the reason for wanting to develop positive attitudes towards entrepreneurship is based on the fact that entrepreneurial development programmes in the past were presented as separate programmes in the hope of alleviating poverty and creating jobs.



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According to the author, the recommendations presented here serve as a point of departure for further research in entrepreneurship development among the youth in South Africa and also elsewhere.

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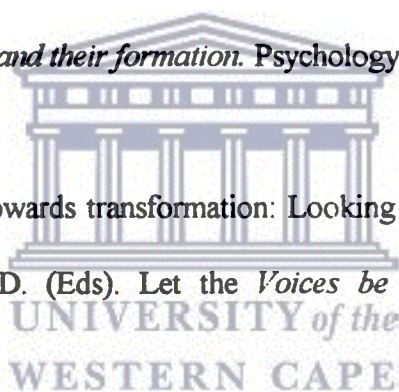
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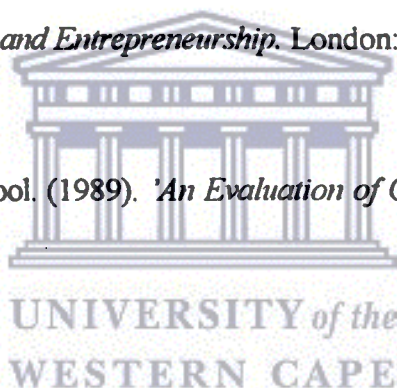
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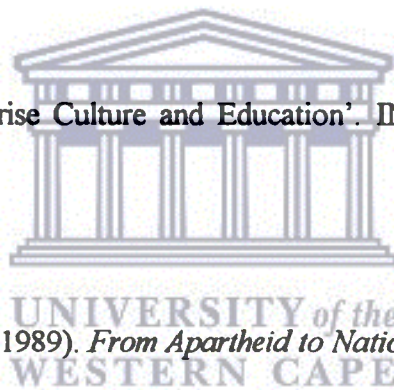
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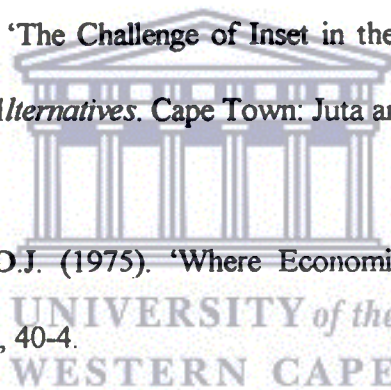
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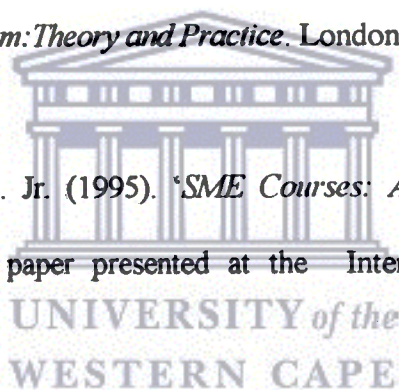
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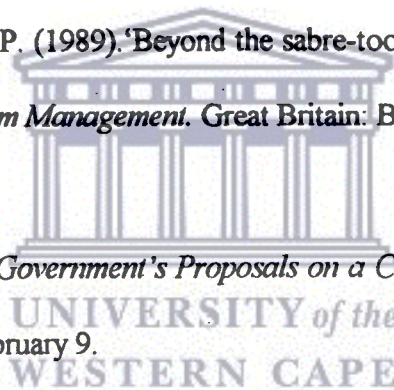
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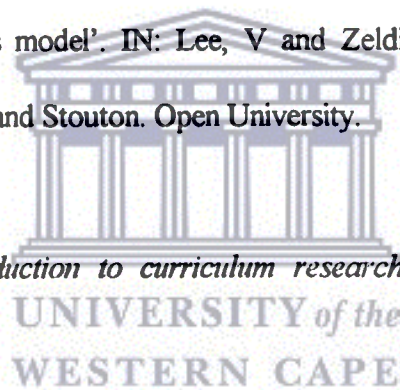
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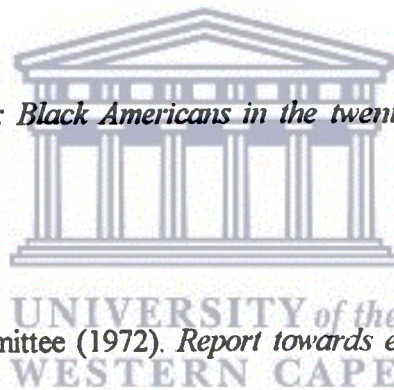
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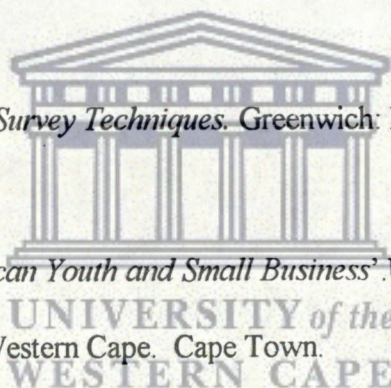
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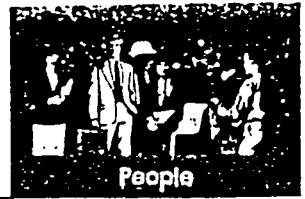


## APPENDICES



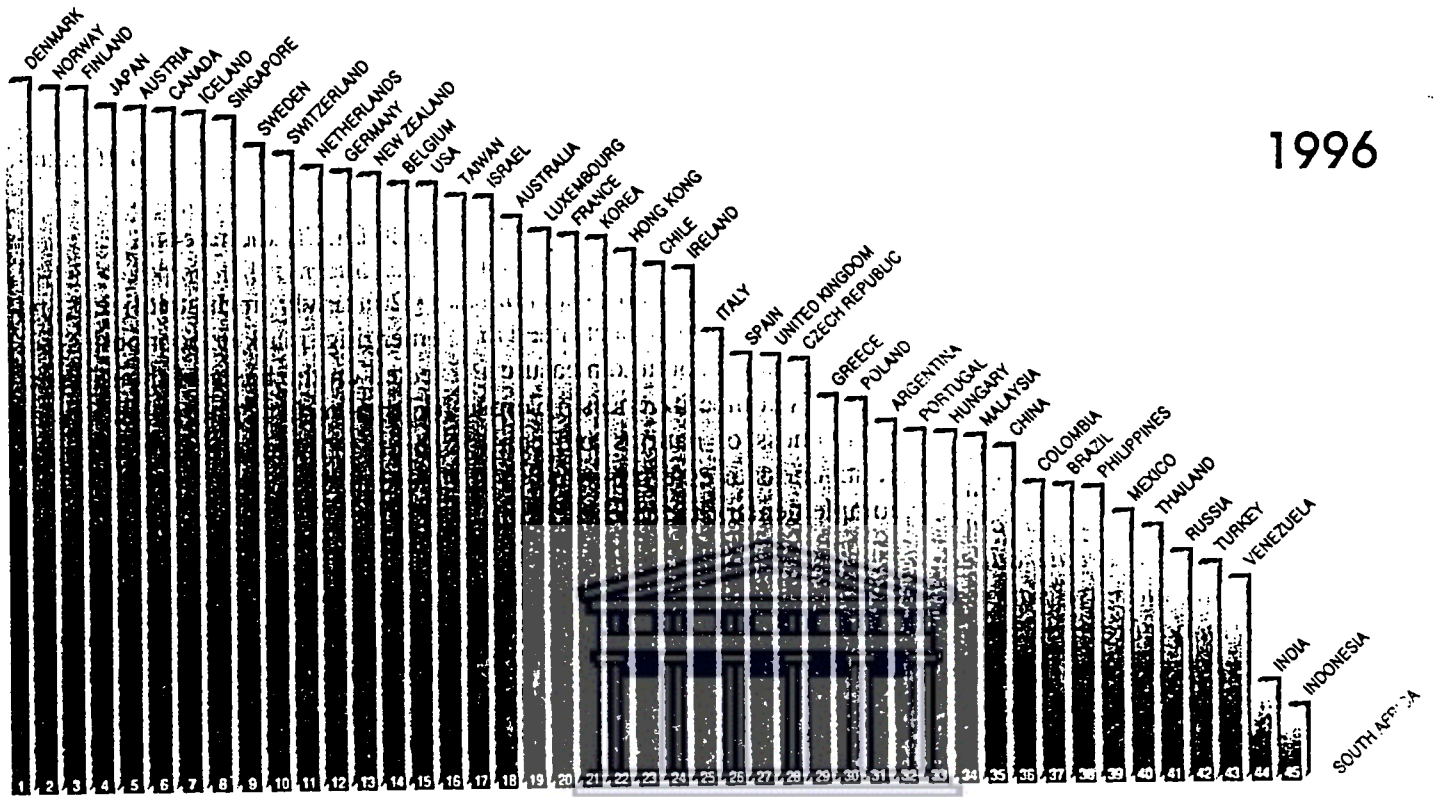
UNIVERSITY *of the*  
WESTERN CAPE





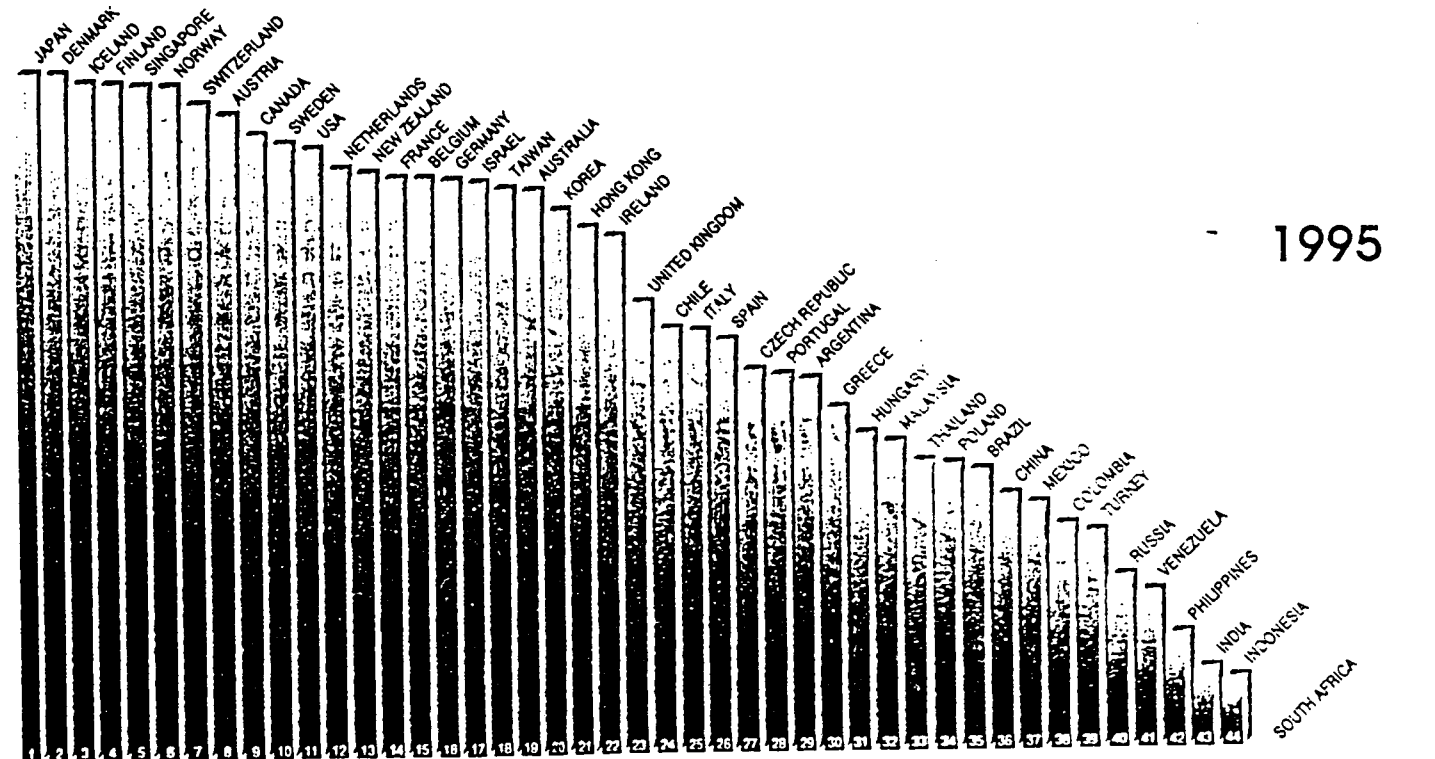
World Competitiveness Reports on Human Resources, Skilled Labour and Economic Literacy

1996



UNIVERSITY of the WESTERN CAPE

1995





### SKILLED LABOR

Skilled labor...

is hard to get in your country

is easy to get in your country



ranking

1	PHILIPPINES	7.93
2	GERMANY	7.82
3	JAPAN	7.81
4	AUSTRIA	7.50
5	ICELAND	7.49
6	IRELAND	7.41
7	BELGIUM	7.35
8	DENMARK	7.29
9	FINLAND	7.25
10	NORWAY	7.23
11	SWEDEN	6.76
12	ARGENTINA	6.64
13	SWITZERLAND	6.63
14	FRANCE	6.63
15	CANADA	6.63
16	POLAND	6.57
17	HUNGARY	6.55
18	INDIA	6.46
19	TAIWAN	6.41
20	ISRAEL	6.25
21	NETHERLANDS	6.24
22	SPAIN	6.09
23	HONG KONG	6.06
24	AUSTRALIA	6.00
25	RUSSIA	5.88
26	CHILE	5.86
27	KOREA	5.84
28	USA	5.74
29	LUXEMBOURG	5.55
30	GREECE	5.51
31	ITALY	5.44
32	TURKEY	5.37
33	NEW ZEALAND	5.33
34	UNITED KINGDOM	5.26
35	CHINA	5.16
36	BRAZIL	4.90
37	COLOMBIA	4.82
38	MEXICO	4.78
39	SINGAPORE	4.77
40	PORTUGAL	4.48
41	CZECH REPUBLIC	3.76
42	THAILAND	3.47
43	INDONESIA	3.38
44	MALAYSIA	3.21
45	VENEZUELA	3.10
46	SOUTH AFRICA	2.67



### ECONOMIC LITERACY

Economic literacy is generally...

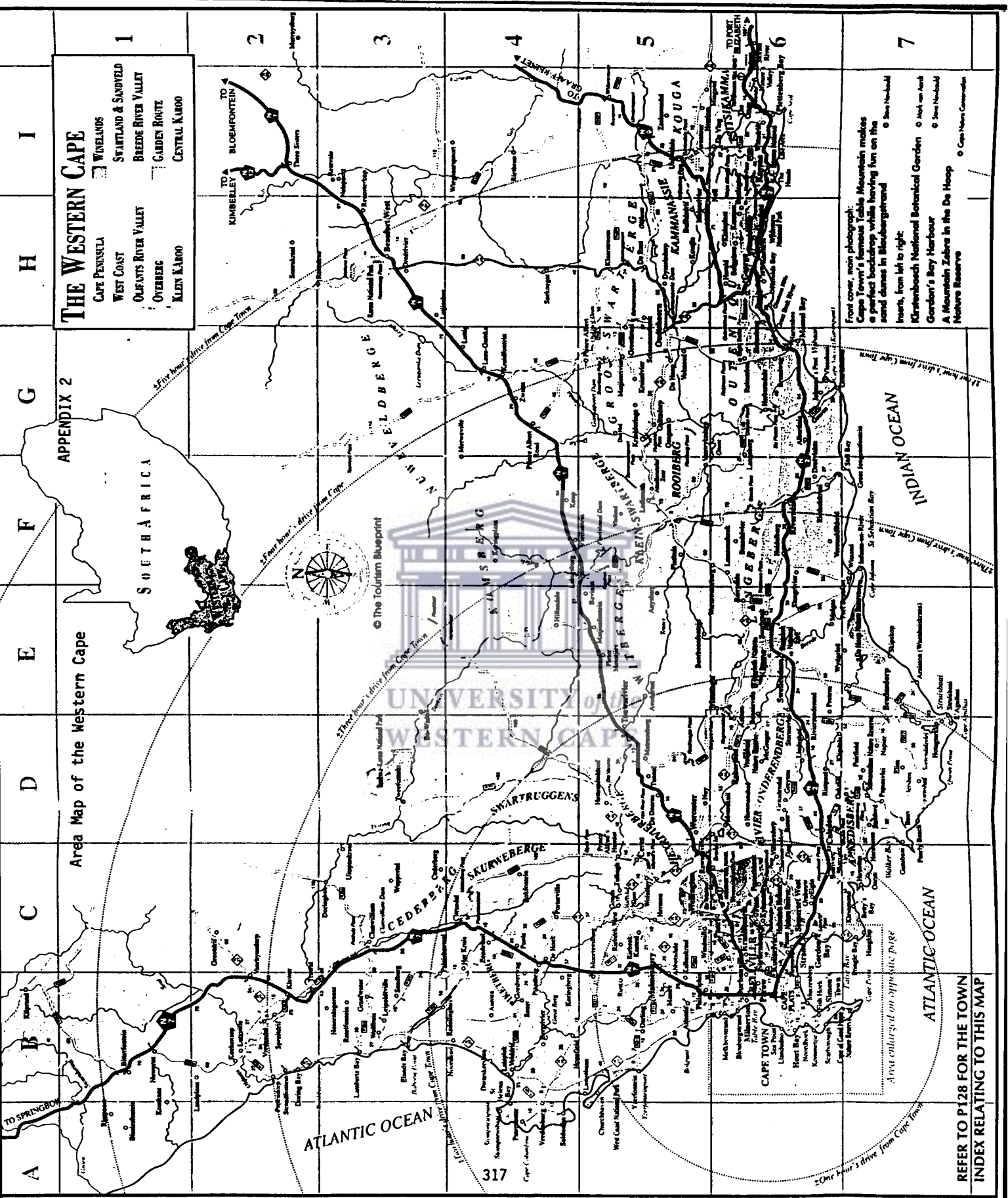
low among the population

high among the population



ranking

1	JAPAN	7.68
2	HONG KONG	7.49
3	SINGAPORE	7.12
4	ICELAND	7.03
5	ISRAEL	6.97
6	IRELAND	6.95
7	FINLAND	6.61
8	DENMARK	6.59
9	TAIWAN	6.58
10	NETHERLANDS	6.50
11	NEW ZEALAND	6.47
12	SWEDEN	6.45
13	KOREA	6.41
14	MALAYSIA	6.23
15	LUXEMBOURG	6.18
16	CHILE	6.14
17	AUSTRALIA	6.03
18	AUSTRIA	6.00
19	GERMANY	5.98
20	CANADA	5.80
21	NORWAY	5.74
22	BELGIUM	5.73
23	ARGENTINA	5.70
24	SWITZERLAND	5.67
25	PHILIPPINES	5.45
26	CZECH REPUBLIC	5.04
27	USA	4.77
28	POLAND	4.52
29	FRANCE	4.11
30	COLOMBIA	4.05
30	SPAIN	4.05
32	ITALY	3.80
33	TURKEY	3.78
34	UNITED KINGDOM	3.71
35	THAILAND	3.68
36	GREECE	3.58
37	CHINA	3.51
38	INDIA	3.20
39	INDONESIA	3.17
40	BRAZIL	2.90
41	MEXICO	2.73
42	PORTUGAL	2.45
43	HUNGARY	2.44
44	VENEZUELA	2.15
45	RUSSIA	1.65
46	SOUTH AFRICA	1.19



# THE WESTERN CAPE

- CAPE PENINSULA
- WINELANDS
- SWARTLAND & SANDVELD
- WEST COAST
- OUFATS RIVER VALLEY
- BREEDER RIVER VALLEY
- OVERBERG
- GARDEN ROUTE
- KLEIN KAROO
- CENTRAL KAROO

Front cover, main photograph:  
 Cape Town's Lionel Tubbie Mountain makes  
 a perfect backdrop while having fun on the  
 sand dunes in Bloubaergstrand

Icons, from left to right:  
 Kirstenbosch National Botanical Garden  
 Garden's Bay Harbour  
 A Mountain Zebra in the De Hoop  
 Nature Reserve

Area Map of the Western Cape

REFER TO P128 FOR THE TOWN  
 INDEX RELATING TO THIS MAP

CNE Policy: FAK, Instituut vir Christelike-Nasionale Onderwys 1948

*Article 1: Basis*

We believe that the teaching and education of the children of white parents should occur on the basis of the life and world view of the parents. For Afrikaans-speaking children this means that they must be educated on the basis of the Christian-National life and world view of our nation. In this life and world view, the Christian and National principles are of basic significance and they aim at the propagation, protestation and development of the Christian and National being and nature of our nation. The Christian basis of this life and world view is grounded on the Holy Scriptures and expressed in the Creeds of our three Afrikaans Churches. By the national principle we understand love for everything that is our own, with special mention of our country, our language, our history and our culture. We believe that these principles must both become fully valid in the teaching and education of our children so that these two principles shall be the hallmark of the entire school with regard to its spirit, aim, syllabus, method, discipline, personal organisation and all its activities. Corresponding with the basic structure of our Christian National life and world view, the National principles always must be under guidance of the Christian principle—the National must grow from the Christian root.

*Article 2: Christian Teaching and Education*

In order to let the light of the revelation of God which is contained in the Scriptures shine in the school, we believe that religious instruction according to the Bible and our Creeds should be the key subject in school. It must determine the spirit and direction of all the other subjects and of the whole school so that all instruction that is given at school shall be founded on the Christian basis of the life- and world-view of our nation. It must not be merely a knowledge-subject.

*Article 3: National Teaching and Education*

By national education we understand teaching in which the national principle of love for one's own may effectively become valid in the entire content of the teaching and all activities of the school so that the child shall be led properly and with pride in his spiritual-cultural heritage into the spiritual-cultural possession of the nation.

*Article 4: The Child and Christian and National Teaching and Education*

We believe that through the Fall, sin has penetrated by means of heredity to later generations and that the child as the object of teaching and education is therefore a sinful and not a sinless being.

(c) that God, out of His free grace made a contract with the believing generations, and in the rebirth plants the germ of a new Christian life in the child; that this merciful contract runs through the generations and that therefore the act of teaching must treat a child of believing Christian parents as a believer and not as a heathen child.

(d) that God laid in man a living immortal, active, self-responsible self-conscious, purposeful principle ordinarily called the spirit or soul of man, by which he is distinguished from all other living beings.

(e) that in the child's condition of unripeness, his dependence, his ability to learn by experience, his docility and his imperfection lie the possibility and the necessity of all teaching and education.

(f) that, apart from the common characteristics that one child shares with all children from all nations, there are also the national characteristics that must be known and repeated.

### *Article 5: Aim of Teaching and Education*

The essence (being) of the process of education we see is this: that the younger generation should inherit what is good and beautiful and noble in the cultural possession of the nation, that the younger generation take over that possession according to their own gifts and needs and that they develop it further and expand it according to the life- and world-view of the nation.

### *Article 6: Content of Teaching and Education*

#### *(1) Introduction*

We believe that the entire creation of God in the laws of nature and the labour of man is there to be learned about. We believe, however, that the spirit and direction in which all subjects must be taught must coincide with the Christian and National life- and world-view, i.e., that every subject must be taught in the light of the Word of God, in fact, on the basis of the relevant scriptural principles—and that in no subject may an anti-Christian or un-Christian or anti-National or un-National propaganda be made. We believe that religious teaching and subjects like the Mother-tongue as medium and as subject, civics, geography and history are subjects that are of such nature that if rightly taught, they cultivate a Christian and National view of life.

#### *(2) Religious Teaching*

By religious teaching we understand instruction chiefly in Bible history and instruction in Christian doctrine (geloofsleer). The instruction in Bible history and instruction in Christian doctrine must not be merely a communication of facts and the instruction in Christian doctrine must not be colourless and hermetically sealed off from the other school activities, but both must form an organic whole with them, and both must be supported by and correspond with the faith and conviction of the parents of schoolgoing children as it is expressed in the Creeds which the parents have adopted. With regard to Afrikaans-speaking children this means that the instruction in Bible history and theology (geloofsleer) must correspond with the Creeds of our three Afrikaner Churches. Not only must the religious instruction itself be of a high standard, but it must take such a central place in teaching that it determines the spirit and direction of all subjects and of the whole school.

#### *(3) Mother-Tongue*

We believe that the mother-tongue is the basis of all teaching and education and that the mother-tongue should be the most important secular subject in school. It must also be the only medium in the teaching of all the other subjects, except in the case of other modern languages. Bilingualism cannot be set as the aim of teaching and a beginning can be made with the learning of the second official language only after the child is properly grounded in his mother-tongue and has acquired a sound understanding and knowledge of it.

#### *(4) Civics*

We believe that every pupil must be formed into a Christian and national citizen of our country. We believe that every citizen has his rights, responsibilities and duties towards home, church, society and state. We believe that the teaching of the subject CIVICS must be such that it will breed Christian and National citizens.

#### *(5) Geography*

We believe that every nation is rooted in its own soil which is allotted to it by the Creator. Every citizen of our country must have a sound knowledge of our land ... and this knowledge must be communicated in such a way that the pupil will love our own soil, also in comparison and contrast with other countries.

#### *(6) History*

We believe that history must be taught in the light of the divine revelation and must be seen as the fulfilment of God's decree (raadsplan) for the world and humanity. We believe that the great

facts of the Creation, the Fall and Breaking of Contract (Bonds-breuk); the recreation in Christ Jesus and the End (completion—volëinding) of the world are of world-historical importance, and that Christ Jesus is the great turning point in world-history. We believe that God has willed separate nations and peoples and has given each separate nation and peoples its particular vocation and task and gifts. Youth can faithfully take over the task and vocation of the older generation only when it has acquired through instruction in history a true vision of the origin of the nation, and of the direction in that heritage. We believe that next to the mother-tongue, the patriotic (vaderlandse) history of the nation is the great means of cultivating love of one's own.

#### *Article 7: Method and Discipline*

##### *(1) Method*

We believe that the idea, "discipline" can be defined as all the inner and outer actions and influences which work together in order to assure that behaviour on the part of everybody in the school which shall make the aim of the teaching and education the most effective. We believe that all authority in school is authority borrowed from God and that it places great responsibilities, duties and rights on both the Christian teacher and the child. We believe that the aim of all discipline should be the Christian and National formation of, preservation of, the child (vorming en behoud), the welfare of the community, and above all, the glory of God.

#### *Article 8: Control of Teaching*

##### *(1) No Mixed Schools*

We believe that there must be at least two sorts of schools for primary and secondary education: one for children of Afrikaans-speaking parents with their communal creed and language, with only Afrikaans as medium; and the other for the children of English-speaking parents with English as medium. We believe that in both sorts of schools there must be the right relationship between home, school, church and state with regard to the spirit and direction, erection, maintenance, control and care of the schools.

##### *(2) Home, School and Church*

We believe that the home, the school and the church are the three places in which our nation is bred, and are therefore a threefold chain in teaching and education, and that they must complement one another so that each one gets his rightful share in the forming of the child.

## WESTERN CAPE

##### *(3) Home*

We believe the teaching and education of the child is the duty and the right of the parents, and they, in collaboration with the church and the state must therefore decide on the spirit and direction of school education, that they must establish schools according to the life and world view, and maintain and control them, that they must appoint the teachers to the schools for their children and keep a watch on their teaching. The parents, in community, not as individuals must determine the spirit and direction; they must establish schools, maintain and control them in collaboration with the church and state.

##### *(4) The Church*

We believe that the church must keep a watch over the spirit and direction of education; that it must exercise the necessary vigilance and discipline over the life and doctrine of the teachers as members of the church. We believe also that the church must exercise vigilance by means of the parents.

### *(5) The State*

The state must see to it that in school life law is valid and is maintained, but we also believe that the state may not decide about the spirit and direction of the school, so long as, judged by the measure of the law of God, it is not damaging or destructive to the state. We also believe that the state must see to it that the teaching which is given is of a good scientific standard, that the forming of the child which takes place at school shall also be moral forming and that all the necessary virtues shall be cultivated.

### *(6) The School*

We believe that the school derives its right and power of teaching and education from the parents that the children must therefore be educated according to the life and world view of the parents-in-community and in their national context. But we believe that the school must be able to exercise its function independently. While home and church decide on the spirit and direction of school education and the state determines the standard and regulates the maintenance of law in the school, the school, again, must be sovereign in its own orbit, namely, with regard to the method of teaching and education, i.e., it must decide independently about instituting the plan of study, the method of teaching, school discipline, etc. We believe in the ideal of a Christian National school.

### *(7) The Organisation of the School System*

We repudiate the principle of the predominance of home or church or state over the school, and therefore also a system of parent-schools, or church-schools, or state-schools. The school must be free to work independently and self-determinantly within the limits placed upon it. But this freedom must not be thought to be revolutionary; it must be freedom under authority. The erection of schools must proceed in the first place from the parent-community, in collaboration with church and state. The maintenance of the schools must be a communal undertaking of home, church and state in the following relationship: the parents must contribute towards defraying the schools expenses, the church must financially help needy parents to fulfil their educational task; the state as the authority for legally obtaining financial means, must take upon itself the chief part in defraying the school expenses. The control of the school must in the first place be in the hands of the parents.

### *Article 9: The Teacher*

(1) We believe that the teacher must act as a substitute for the parent, by which we acknowledge the honourable status of the teacher. He must do the work of the parent as the parent would have done it himself had he been able. Our highest demand on the teacher therefore is that he should be a man of Christian life and world view, without which he is nothing less to us than the most deadly danger. Next to this highest claim we demand that the teacher should be a personality who can substitute for us in everything at school and who can be a good example to our children.

(2) We believe that our substitutes must be properly trained for their task. At the institutions for the training of our teachers attention must be given to the following claims: the young men and women must receive a scientifically and systematised Christian life and world view; they must be instructed in all the necessary secular sciences, but most particularly in pedagogic science. We believe that their training can and will succeed only if after proper selection, they are placed under the guidance of men and women who are themselves of a convinced Christian-National life-view and have been brought up as such. We wish therefore to see the institutions for the training of our teachers as Christian and National institutions.



#### *Article 10: Nursery Schools*

We believe that the Christian and National world and life view is equally valid for nursery schools as for primary and secondary schools. The medium of instruction in the nursery schools should be exclusively the mother-tongue and that in no circumstances may a foreign language be used. The teaching-forces (teachers-lerkragte) must be formed people with a healthy (sound) Christian and National life and world view.

#### *Article 11: Higher Education*

(1) We believe that our higher education should have the same basis and purpose as our primary and secondary education, the Christian-National life and world view to the forming of the man of God completely equipped for every good work.

We desire that our institutions for higher education, beside the usual secular sciences, Christian theology (geloofsleer) and particularly Christian philosophy should be taught and practised. But we desire still more instruction and practice in the secular sciences must proceed from the Christian life and world view; in no single science may the light of God's truth be lacking. We believe that our University education especially should be *thetic* rather than *antithetic*, never merely *eclectic* and never *reconciliatory*. Christian University institutions must expound Christian science positively, must place it in opposition to non-Christian sciences, but never give unconnected instruction, merely choosing here and choosing there, and it may never try to reconcile or remove the fundamental oppositions: Creator and creation, men and animal, individual and community, authority and freedom remain in principle insoluble in one another. University Councils have no more serious vocation than to appoint the right men and women for the teaching work; the professors and lecturers must be convinced Christian and National scientists.

#### *Article 12: Technical and other Special Education*

We believe that the Christian and National life and world view is also applicable to Technical Colleges, Industrial Schools, Reformatory Schools, Technical High Schools, Domestic Science High Schools and schools for the special teaching of the deaf and the blind and schools for the physically and mentally defective, etc.

We believe that these schools should not only open and/or close with a religious exercise, but that religious teaching should comprise an important part of the activities and that enough time and attention should be given to it to determine the Christian spirit and direction of all the activities.

We believe that owing to the fact that the parents of pupils in Industrial Schools, Reformatory Schools, Technical High Schools and Domestic Science High Schools are, in much the greater number of cases, not in a position to chose the majority of the representatives for the control of the school, a controlling body should be elected by and from the local community.

#### *Article 13: Teaching and Education of Adults*

With regard to white adults, we believe that such teaching must be given with due respect for the principle of cultural separation, and that with regard to the Afrikaans-speaking it must be given on the basis of the Christian-National life and world view of the Boer nation. It is certainly the task of the state to stimulate the teaching of adults and largely to make available the financial and other means therefore. We believe that the authority must also see to it that the education which is given to adults is not damaging or dangerous to the state.

#### *Article 14: Coloured Teaching and Education*

We believe that Coloured teaching must be seen as a subordinate part of the vocation and task of the Afrikaner, to Christianise the non-white races of our fatherland. We accept the principle of the trusteeship of the white man, that is (en by name) of the Afrikaner

over the non-white. This trusteeship lays upon the Afrikaner the sacred obligation to see to it that the coloured man is educated according to the Christian and National principles. With regard to the Christian principles, the same remarks are applicable, *mutatis mutandis*, which we made earlier. We believe that only when the coloured man has been Christianised can he and will he be truly happy and that he will be secure against his own heathen and all kinds of foreign ideologies which promise him a sham happiness, but in the long run make him unsatisfied and unhappy.

We believe that he can be made race-conscious if the principle of separation (apartheid) is strictly applied in education just as in his church life. Further we believe that it is necessary to emphasise the principle of the mother-tongue as the medium of education in the case of the coloured. We believe that the salvation (welfare) and the happiness of the coloured, lie in his grasping that he is a separate race-group, that he should be proud of it, and that he must correspondingly be educated as a Christian National. The financing of coloured education must be placed on such a basis that it does not occur at the cost of white education.

#### *Article 15: African (Bantu) Teaching and Education*

We believe that the calling and task of white S.A. with regard to the native is to Christianise him and help him on culturally, and that this calling and task has already found its nearer focussing in the principles of trusteeship, no equality and segregation. We believe besides that any system of teaching and education of natives must be based on this same principle. In accordance with these principles we believe that the teaching and education of the native must be grounded in the life and world view of the whites, most especially those of the Boer nation as the senior white trustees of the native, and that the native must be led to a *mutatis mutandis* yet independent acceptance of the Christian and National principles in our teaching. We believe that the mother-tongue must be the basis of native education and teaching but that the two official national languages must be taught as subjects because they are official languages, and to the native, the keys to the cultural loans that are necessary to his own cultural progress. On the grounds of the cultural infancy of the native we believe that it is the right and task of the state, in collaboration with the Christian Protestant churches, to give and control native education and the training of native teaching forces must be undertaken as soon as possible by the native himself, but under control and guidance of the state: with this understanding, however, that the financing of native education must be placed on such a basis that it does not occur to the cost of white education. We believe finally, that native education and teaching must lead to the development of an independent self-supporting and self-maintaining native community on a Christian National basis.

SYLLABUS FOR

ECONOMICS STANDARD GRADE

STANDARDS 8, 9 AND 10

THE FIELD OF STUDY OF THE SUBJECT ECONOMICS

According to its Greek origin, economics means "to keep house", i.e. to act and to take decisions in a specific manner. In Economics a study is therefore made of the national economy of a community in which reference is made to man's varied wants structure in relation to the relatively scarce productive resources which can be applied to satisfy wants, and this implies a continuous choice between alternative application possibilities.

Economics applies specifically to the theoretical aspects of the economic activities of a national economy. In the main the subject embraces the theorising of the macro-economic actualities. It is a socio-cultural science with a normative character and as such it is by nature analytic-theoretic and a study is made of the universal laws governing all economic activities. Economics therefore leads to the formulation and manipulation of abstract concepts linked in a logical system.

Owing to its scientific involvement, Economics is closely allied to other sciences, especially the human sciences. The apparent overlapping is, however, solved in the particular nature of the field of study, scientific approach, methods, etc.; consequently Economics, like any related science, has its own character which distinguishes it from other sciences.

Economics deals with the national economy as a whole and has as study object the macro-economic reality. In its scientific treatment Economics as a science follows a macro as well as a micro approach.

2. GENERAL OBJECTIVES IN THE TEACHING OF ECONOMICS  
(STANDARD GRADE, ALL STANDARDS)

- 2.1 The teaching of Economics must have a Christian character, i.e. the subject matter, textbooks, the teacher's presentation and the class atmosphere must be in accordance with the acceptable Christian way of life.
- 2.2 The teaching of Economics must have a national character, i.e. it must instil in the pupil a love for and interest in what is peculiar to the Republic of South Africa and her peoples.
- 2.3 It must promote a critical appreciation of the South African economy which is based on free enterprise, private ownership and freedom of economic activities.
- 2.4 It must be of a general formative nature and vocationally directed.

3. PARTICULAR OBJECTIVES OF ECONOMICS (STANDARD GRADE - ALL STANDARDS)

- 3.1 It must promote insight into the South African national economy (South Africa includes the RSA and TBVC countries), the economic-historic development thereof, its particular characteristics, objectives, strong points, shortcomings and problems.
- 3.2 It must promote an understanding of the basic economic problems. The pupil must understand that all national economies are confronted by similar problems but that, in view of unique circumstances, these problems cannot be handled and solved in the same way.
- 3.3 It must promote an understanding that solutions to such economic problems must be sought by weighing them up against particular goals, values and norms.
- 3.4 It must lead to the acquisition of a good basic knowledge and understanding of the economic principles attached to local, national and international economic problems to enable the pupil as a future producer, consumer and citizen to take economically based decisions.
- 3.5 It must promote the ability to apply an analytic approach in respect of economic problems and personal economic matters. Rational thinking must be the basis of economic action.

- 3.6 It must provide the pupil with insight into economic concepts (subject terminology) used daily in communication media and must draw attention to the generally accepted economic laws and tendencies and how they influence the South African economy.
- 3.7 It must assist in pupil to developing the ability to read statistical data, tables and graphs with more insight and understanding and to interpret these intelligently.
- 3.8 It must promote logical, abstract, objective thinking.
- 3.9 It must inspire the pupil to continue with more advanced study of the subject.
- 3.10 It must make the pupil aware of the interrelationship and interdependence of the different sectors of the economic reality as a whole.

#### 4. THE SCOPE AND NATURE OF THE SUBJECT MATTER

The scope of the subject matter:

A substantial number of pupils studying Economics do not proceed with their studies after leaving school and for that reason a study in broad outline is to be preferred to an intensive study which is above the comprehension of secondary pupils.

The nature of the subject matter:

Both the analytic-theoretic and descriptive approaches are necessary in Economics, but the relationship will depend on the abilities of the pupils. Economics on the Standard Grade must be mainly descriptive in nature.

Differentiation in respect of subject matter (HG and SG):

Economics as a science is based on specific economic concepts and universal laws, and it is consequently difficult to differentiate on the higher and standard grades in respect of subject matter only. Differentiation, therefore, is also based on the following:

- 4.1 The stage of development, maturity and ability of the pupil
- 4.2 The relationship between the descriptive and analytic-theoretic subject matter

- 4.3 The relationship between and correlation with other economic sciences in particular and the other social sciences in general
- 4.4 The linking-up with the world and experience of the child to utilise fully the valuable potential contribution of childhood experiences. In this way learning becomes an adventure for the child, either through actual or imaginary experiences, e.g. a difference in the degree of difficulty of examples, models, case studies and graphic presentations
- 4.5 The adaptation of problem-solving assignments to the maturity and ability of the pupil
- 4.6 A study in broad outline is more or less the same in respect of both grades, but an intensive study in respect of certain aspects, especially theory, is required on the higher grade.

## 5. APPROACH

- 5.1 Economics must not be approached and regarded purely as an abstract subject. The mere memorising of definitions and laws must be strongly discouraged because it is educationally unsound and complicates the subject. Economics is a dynamic, futuristic subject and topical economic matters (obtained from communication media) can be used as practical examples to indicate constantly the essential connection between theory and practice.
- 5.2 A descriptive and economic-historic introduction leads to the understanding of the theory because it supplies the required background knowledge of existing institutions, systems and problems. Practical knowledge leads to a better understanding of the theoretical and vice versa.
- 5.3 Economics can and must be presented as a living subject and pupils learn either through actual experience or fantasy. Contact must be made with the world of the child before introducing abstract concepts.
- 5.4 Concentric development: Basic concepts must first be introduced and then concentrically developed from the general to the particular which must continually be consolidated so as to maintain a unity. The subject must never be presented piecemeal.

- 5.5 Stimulation of individual thinking: Pupils must be encouraged to learn more about actual economic problems so as to broaden their own experience and to note contrasting points of view so that they can develop their own ideas. Reading matter should be available in the school library for this purpose. At the same time an opportunity should be created for field study and class discussions on current economic topics within the range of understanding of the pupils to enable them to form a sounder opinion on economic matters.

6. EXAMINATION

- 6.1 All examination papers (Stds 8, 9 and 10) at the end of the year will be based only on the work done during that year.

- 6.2 Examination, Std 10

A question paper of 3 hours consisting of Sections A and B will be set.

Section A

One compulsory question consisting of short objective questions (e.g. true-or-false, multiple choice) covering the whole syllabus, must be set. (100 marks)

Section B

Seven direct questions, consisting of subsections, must be set, of which five must be answered. (40 marks per question, i.e. 5 questions x 40 = 200 marks)

Total 300

SYLLABUS FOR  
ECONOMICS HIGHER GRADE  
STANDARDS 8, 9 AND 10

1. THE FIELD OF STUDY OF THE SUBJECT ECONOMICS

According to its Greek origin, economics means "to keep house", i.e. to act and to take decisions in a specific manner. In Economics a study is therefore made of the national economy of a community in which reference is made to man's varied wants structure in relation to the relatively scarce productive resources which can be applied to satisfy wants, and this implies a continuous choice between alternative application possibilities.

Economics applies specifically to the theoretical aspects of the economic activities of a national economy. In the main the subject embraces the theorising of the macro-economic actualities. It is a socio-cultural science with a normative character and as such it is by nature analytic-theoretic and a study is made of the universal laws governing all economic activities. Economics therefore leads to the formulation and manipulation of abstract concepts linked in a logical system.

Owing to its scientific involvement, Economics is closely allied to other sciences, especially the human sciences. The apparent overlapping is, however, solved in the particular nature of the field of study, scientific approach, methods, etc.; consequently Economics, like any related science, has its own character which distinguishes it from other sciences.

Economics deals with the national economy as a whole and has as study object the macro-economic reality. In its scientific treatment Economics as a science follows a macro as well as a micro approach.



2. GENERAL OBJECTIVES IN THE TEACHING OF ECONOMICS  
(HIGHER GRADE, ALL STANDARDS)

- 2.1 The teaching of Economics must have a Christian character, i.e. the subject matter, textbooks, the teacher's presentation and the class atmosphere must be in accordance with the acceptable Christian way of life.
- 2.2 The teaching of Economics must have a national character, i.e. it must instil in the pupil a love for and interest in what is peculiar to the Republic of South Africa and her peoples.
- 2.3 It must promote a critical appreciation of the South African economy which is based on free enterprise, private ownership and freedom of economic activities.
- 2.4 It must be of a general formative nature and vocationally directed.

3. PARTICULAR OBJECTIVES OF ECONOMICS (HIGHER GRADE - ALL STANDARDS)

- 3.1 It must promote insight into the South African national economy (South Africa includes the RSA and TBVC countries), the economic-historic development thereof, its particular characteristics, objectives, strong points, shortcomings and problems.
- 3.2 It must promote an understanding of the basic economic problems. The pupil must understand that all national economies are confronted by similar problems but that, in view of unique circumstances, these problems cannot be handled and solved in the same way.
- 3.3 It must promote an understanding that solutions to such economic problems must be sought by weighing them up against particular goals, values and norms.
- 3.4 It must lead to the acquisition of a good basic knowledge and understanding of the economic principles attached to local, national and international economic problems to enable the pupil as a future producer, consumer and citizen to take economically based decisions.
- 3.5 It must promote the ability to apply an analytic approach in respect of economic problems and personal economic matters. Rational thinking must be the basis of economic action.

- 3.6 It must provide the pupil with insight into economic concepts (subject terminology) used daily in communication media and must draw attention to the generally accepted economic laws and tendencies and how they influence the South African economy.
- 3.7 It must assist the pupil in developing the ability to read statistical data, tables and graphs with more insight and understanding and to interpret these intelligently.
- 3.8 It must promote logical, abstract, objective thinking.
- 3.9 It must inspire the pupil to continue with more advanced study of the subject.
- 3.10 It must make the pupil aware of the interrelationship and interdependence of the different sectors of the economic reality as a whole.

#### 4. THE SCOPE AND NATURE OF THE SUBJECT MATTER

The scope of the subject matter:

A substantial number of pupils studying Economics do not proceed with their studies after leaving school and for that reason a study in broad outline is to be preferred to an intensive study which is above the comprehension of secondary pupils.

The nature of the subject matter:

Both the analytic-theoretic and descriptive approaches are necessary in Economics, but the relationship will depend on the abilities of the pupils. The necessary balance between the descriptive and analytic-theoretic approach must be maintained for the Higher Grade.

Differentiation in respect of subject matter (HG and SG):

Economics as a science is based on specific economic concepts and universal laws, and it is consequently difficult to differentiate on the higher and standard grades in respect of subject matter only. Differentiation, therefore, is also based on the following:

- 4.1 The stage of development, maturity and ability of the pupil

- 4.2 The relationship between the descriptive and analytic-theoretic subject matter
- 4.3 The relationship between and correlation with other economic sciences in particular and the other social sciences in general
- 4.4 The linking-up with the world and experience of the child to utilise fully the valuable potential contribution of childhood experiences. In this way learning becomes an adventure for the child, either through actual or imaginary experiences, e.g. a difference in the degree of difficulty of examples, models, case studies and graphic presentations
- 4.5 The adaptation of problem-solving assignments to the maturity and ability of the pupil
- 4.6 A study in broad outline is more or less the same in respect of both grades but an intensive study in respect of certain aspects, especially theory, is required on the higher grade.

## 5. APPROACH

- 5.1 Economics must not be approached and regarded purely as an abstract subject. The mere memorising of definitions and laws must be strongly discouraged because it is educationally unsound and complicates the subject. Economics is a dynamic, futuristic subject and topical economic matters (obtained from communication media) can be used as practical examples to indicate constantly the essential connection between theory and practice.
- 5.2 A descriptive and economic-historic introduction leads to the understanding of the theory because it supplies the required background knowledge of existing institutions, systems and problems. Practical knowledge leads to a better understanding of the theoretical and vice versa.
- 5.3 Economics can and must be presented as a living subject and pupils learn either through actual experience or fantasy. Contact must be made with the world of the child before introducing abstract concepts.
- 5.4 Concentric development: Basic concepts must first be introduced and then concentrically developed from the general to the particular which must continually be consolidated so as to maintain a unity. The subject must never be presented piecemeal.

- 3.5 Stimulation of individual thinking: Pupils must be encouraged to learn more about actual economic problems so as to broaden their own experience and to note contrasting points of view so that they can develop their own ideas. Reading matter should be available in the school library for this purpose. At the same time an opportunity should be created for field study and class discussions on current economic topics within the range of understanding of the pupils, to enable them to form a sounder opinion on economic matters.

5. EXAMINATION

- 5.1 All examination papers (Stds 8, 9 and 10) at the end of the year will be based only on the work done during that year.

- 5.2 Examination, Std 10

A question paper of 3 hours consisting of Sections A, B and C will be set.

Section A

One compulsory question consisting of short objective questions (e.g. true-or-false, multiple choice) covering the whole syllabus, must be set. (100 marks)

Section B

Four indirect (indirect means that the question does not indicate subsections) questions requiring logical reasoning must be set. Two questions must be answered from this section. (50 marks per question, i.e. 2 questions x 50 marks = 100 marks.)

Section C

Six direct questions, consisting of subsections, will be set, of which four must be answered. (50 marks per question, i.e. 4 questions x 50 = 200 marks).

Total 400

- 5.3 When similar components of the syllabuses (HG and SG) of the different standards are examined, the questions should differ in their degree of difficulty.

# Economics for Standard 8

## NEW SYLLABUS

D. J. SWANEPOEL  
D. F. STASSEN  
C. H. B. NAUDÉ

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NASOULIMITED

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# Economics for Standard 9

NEW SYLLABUS 1984

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C. H. B. NAUDE  
H. J. MILLER



UNIVERSITY of the  
WESTERN CAPE

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# Economics for Standard 10

NEW SYLLABUS 1985  
Higher and Standard grade

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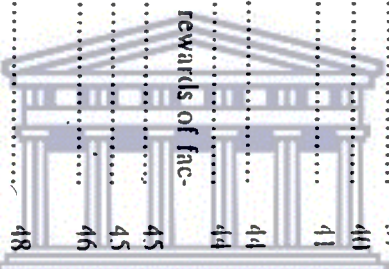


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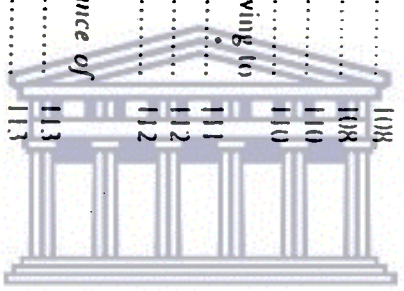
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WESTERN CAPE

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## A NEW APPROACH TO LIFELONG LEARNING AND DEVELOPMENT

TO ALL OUR EDUCATORS, TRAINERS, LEARNERS, PARENTS AND EVERYONE ELSE  
CONCERNED  
AN URGENT INVITATION

**You are urgently invited to take part in the design of a new approach to lifelong learning and development in South Africa.**

This approach will be  
**OUTCOMES-BASED**  
and will be encapsulated in a  
**NATIONAL**

### QUALIFICATIONS FRAMEWORK.

The new curriculum will be phased in from  
**JANUARY 1998**

**IN GRADES 1, 4, 7 and 9.**

The first final school year examination  
(Further Education Certificate)  
will be written in 2000.

#### OUTCOMES-BASED CURRICULUM DEVELOPMENT:

*The process of developing the curriculum with the formulation of intended outcomes as the starting point. Outcomes typically emphasise higher order skills and processes rather than mere content.*

#### NATIONAL QUALIFICATIONS FRAMEWORK:

*A single system on which all learning standards and qualifications will be registered for the purpose of national registration.*

#### OUTCOME:

*What a learner knows, can do, believes, etc. at the end of a course*

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**For numerous reasons we need to transform**  
our education through a new approach to learning and human development.

**Among these are the needs for:**

- \* nation-building, including combating illiteracy and unemployment
- \* equity and equality, especially equal access to education and training
- \* a relevant curriculum providing for the needs of learners and society.

**The steps** that will lead to the implementation of this curriculum are:

**A. Design - The following main curriculum elements need to be designed:**

1. Outcomes and Unit standards

Essential (basic) outcomes will guide all teaching, training and learning. Specific outcomes will apply to specialised fields ("subjects") within the broad areas of learning. A learner will have to acquire a specified number of unit standards, based on specific outcomes, to achieve a qualification.

2. Guidelines

These will guide the writing of learning programmes.

3. Learning programmes at national, provincial and local levels
4. Teaching, training and learning materials

## **B. Teacher and Trainer Learning and Development**

1. **Participation**  
Teachers and trainers will be involved in the design phases mentioned above. Thus teacher and trainer development will be integrated within the process of learning development.
2. **Training**  
Despite the ideal of an integrated approach to curriculum design and teacher and trainer development, many teachers and trainers may still need specific in-service training. Also, pre-service training will be adapted to the new framework for lifelong learning and development.

### **LEARNING PROGRAMMES:**

*Documents that will guide the work of learners, teachers and trainers. They will include learning outcomes and assessment guidelines and may also include suggested specific learning contents, typical tasks and activities, some support materials and advice on teaching approaches. At a national level, sample programmes will be developed to guide providers of education and training at local levels in designing their own learning programmes, if they want to.*

### ***The WCED is committed***

*to full participation in this national undertaking.*

*The successful implementation of this approach to lifelong learning and development will contribute greatly to transforming our society into a just, caring and democratic one which can take a place of honour in our modern world.*

*We believe we can achieve this despite the present difficulties we are experiencing.*

**You could immediately become involved in this challenge. We suggest that you do the following within the coming three months:**

### **1. Develop networks and links**

- \* Ensure that you are linked to others involved through study groups at teachers' and resource centres.
- \* Develop your subject or phase group within your own institution.
- \* Start a study group if there is no one in your area.
- \* Improve and develop the networks and links that you already have.

### **2. Develop a draft rationale for your Area of Learning**

- \* Why should your Area of Learning be included in a curriculum? Define your reasons.
- \* What should the extent of this Area of Learning be? What would be relevant broad outcomes?
- \* What are the characteristics of the typical learners in this Area of Learning? Within what kind of society will these learners live?
- \* Is this Area of Learning aptly named?

### **AREAS OF LEARNING:**

*Broad area of human experience that is viewed as a whole for curriculum purposes*

### **PROPOSED AREAS OF LEARNING:**

*Communication, Literacy and Language Learning  
Numeracy and Mathematics  
Human and Social Sciences  
Physical and Natural Sciences  
Technology  
Arts and Culture  
Economic and Management Sciences  
Life Orientation*

### **3. Discuss and comment**

In your groups, consider questions like:

- a. What are your learners' real needs?
- b. What new approaches are teachers and trainers already experimenting with in order to meet these needs in improved ways?
- c. What is outdated in our present syllabuses? What can replace it?

*Please forward your comments and/or questions as soon as possible to:*

*Mr A.G.E. Fillis, Private Bag 9114, 8000 Cape Town*

*Tel. (021)403-6046/7; Fax (021)419-5967*

*Dr Gert van der Westhuizen or Mr Neels Loubser, Private Bag 9114, 8000 Cape Town*

*Tel (021)403-6109, 403-6436, 403-6111; Fax (021)419-5967*



UNIVERSITEIT VAN STELLENBOSCH  
UNIVERSITY OF STELLENBOSCH

1st invitation for Young Entrepreneurs' Programme

31 January 1995

Dear Principal

**PROGRAMME FOR YOUNG ENTREPRENEURS/VACATION SCHOOLS FOR ENTREPRENEURSHIP**

In the past, the Centre for Entrepreneurship organised a very successful Young Entrepreneurship competition with the support of various sponsors. The sponsors were *Die Burger*, *Van Schaik Bookstore*, *SBDC*, *Old Mutual* and *Boland Bank*. For various reasons it has been decided not to continue with this competition, but rather to launch another project which would in all probability have an even bigger impact on entrepreneurship. The sponsors have decided to continue with their support in view of the new project. The Small Business Institute of the University of the Western Cape is joining the Centre for Entrepreneurship as co-ordinator of this project.

The new project comprises three schools for entrepreneurship to be held during school holidays, of course under strict supervision. The target group for these holiday schools will be pupils who are already operating certain projects. During the holiday schools, they will also be provided with the opportunity of introducing their products to the public. General information regarding the project has been attached.

We should however also like to involve teachers in the project, because they are the most important link in the establishment of an entrepreneurial culture in pupils. We shall invite teachers to attend the four days free of cost and to participate in all activities. In return, the teachers will be expected to assist us with supervision. We intend to admit sixty pupils per school, which means that we shall be requiring the services of six teachers.

Please note the different closing dates for the various vacation schools as in the attached *Information Document*.

This project is not just another one making a demand on the time of pupils and teachers. Considering the realities of the labour market and unemployment rate, this is an extremely important project which could help pupils to build their own future. We therefore trust that you will support us in this project and bring it under the attention of your teachers and pupils. If you require more information in this regard, please feel free to contact me.

Thank you in anticipation for your support.

GIDEON MAAS  
HEAD: CENTRE FOR ENTREPRENEURSHIP



## GENERAL INFORMATION REGARDING THE VACATION SCHOOL FOR ENTREPRENEURSHIP

### 1. SUBJECT MATTER OF VACATION SCHOOL

- Theory with practical implications regarding entrepreneurship
- Visits to small business owners
- Practical application of vacation school

### 2. TIMES OF SCHOOLS

- 1. 5 - 8 April 1995: pupils aged 13, 14, 15 years
- 2. 12 - 15 July 1995: pupils aged 16 and 17 years
- 3. \*Mid November 1995: pupils aged 18 and 19 years

### 3. VENUE

Room 210, Graduate School of Business, University of Stellenbosch, Hume Street, Hoheizen, Bellville.

### 4. COST PER PUPIL

The cost per pupil amounts to R50 and this includes programme material, lunch and other refreshments. Cheques must be made payable to the University of Stellenbosch. Pupils must however arrange their own transport to and from the venue.

### 5. CERTIFICATE

A certificate of the Graduate School of Business of the University of Stellenbosch will be issued to the pupils on conclusion of the vacation school.

### 6. PROGRAMME

A full programme will be issued to pupils after registration.

### 7. REGISTRATION DATE

Registration forms and essays for the various vacation schools must please reach the Centre for Entrepreneurship before the following dates:

Group 1: 27 March 1995  
Group 2: 3 July 1995  
Group 3: 31 October 1995

VACATION SCHOOL FOR ENTREPRENEURS

ENROLMENT FORM

SURNAME: .....

NAME: .....

ADDRESS: .....

..... CODE:.....

TEL: .....

..... CODE:.....

STD: .....

DATE OF BIRTH: .....

NAME OF SCHOOL: .....

SCHOOL ADDRESS: .....

..... CODE:.....

SCHOOL TEL: .....

..... CODE:.....

PRINCIPAL: .....

DESCRIPTION OF EXISTING PROJECT: .....

.....



■ Please attach an essay of two A4 pages why you would like to attend the school.

.....	.....
Signature of pupil	Date
.....	.....
Signature of parent	Date
.....	.....
Signature of principal	Date

Please send your enrolment form to:

Mrs Maria Brand  
Centre for Entrepreneurship  
Graduate School of Business  
University of Stellenbosch  
P O Box 610  
BELLVILLE  
7535  
Tel: (021) 9184257  
Fax: (021) 9184112/3



UNIVERSITEIT VAN STELLENBOSCH  
UNIVERSITY OF STELLENBOSCH

26 May 1995

Dear Principal

**PROGRAMME FOR YOUNG ENTREPRENEURS/VACATION SCHOOLS FOR ENTREPRENEURSHIP**

The Centre for Entrepreneurship in collaboration with the Small Business Institute of the University of the Western Cape will be presenting the next vacation school for pupils in standards eight and nine on 12, 13, 14 and 15 July 1995 at the Graduate School of Business, Bellville Park Campus, University of Stellenbosch, Hume Street, Hobeizen, Bellville. The sponsors are *Die Burger*, *Van Schaik Bookstore*, *SBDC*, *Old Mutual* and *Boland Bank*.

This new project comprises three schools for entrepreneurship to be held during school holidays, of course under strict supervision. A certificate presentation will be held on the last day of the vacation school when pupils will have the opportunity to display their products. General information regarding the project has been attached.

We should however also like to involve teachers in the project, because they are the most important link in the establishment of an entrepreneurial culture in pupils. We shall invite teachers to attend the four days free of cost and to participate in all activities. In return, the teachers will be expected to assist us with supervision. We intend to admit sixty pupils per school, which means that we shall be requiring the services of six teachers.

Please note the different closing dates for the various vacation schools as in the attached *Information Document*.

This project is not just another one making a demand on the time of pupils and teachers. Considering the realities of the labour market and unemployment rate, this is an extremely important project which could help pupils to build their own future. We therefore trust that you will support us in this project and bring it under the attention of your teachers and pupils. If you require more information in this regard, please feel free to contact me.

Thank you in anticipation for your support.

*Maria Brand*

GIDEON MAAS  
HEAD: CENTRE FOR ENTREPRENEURSHIP

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**5. CERTIFICATE**

A certificate of the Graduate School of Business of the University of Stellenbosch will be issued to the pupils on conclusion of the vacation school.

**6. PROGRAMME**

A full programme will be issued to pupils after registration.

**7. REGISTRATION DATE**

Registration forms of pupils and teachers for the various vacation schools must please reach the Centre for Entrepreneurship before the following dates:

Group 1: 27 March 1995  
Group 2: 3 July 1995  
Group 3: 31 October 1995

VACATION SCHOOL FOR ENTREPRENEURS

ENROLMENT FORM

Teachers: If you are interested in attending, please complete an enrolment form. Thank you.

SURNAME: .....

NAME: .....

ADDRESS: .....

.....CODE:.....

TEL: .....

.....CODE:.....

STD: .....

DATE OF BIRTH: .....

NAME OF SCHOOL: .....

SCHOOL ADDRESS: .....

.....CODE:.....

SCHOOL TEL: .....

.....CODE:.....

PRINCIPAL: .....

DESCRIPTION OF EXISTING PROJECT: .....



.....  
Signature of pupil

.....  
Date

.....  
Signature of parent

.....  
Date

.....  
Signature of principal

.....  
Date

Please send your enrolment form to:

Mrs Maria Brand  
Centre for Entrepreneurship  
Graduate School of Business  
University of Stellenbosch  
P O Box 610  
BELLVILLE  
7535

Tel: (021) 9184257  
Fax: (021) 9184112/3

# VAKANSIESKOOL VIR JONG ENTREPRENEURS/VACATION SCHOOL FOR YOUNG ENTREPRENEURS

Aangebied deur die Sentrum vir Entrepreneurskap, Nagraadse Bestuurskool, Universiteit van Stellenbosch, in samewerking met die Instituut vir Kleinsake van die Universiteit van Wes-Kaapland  
Presented by the Centre for Entrepreneurship, Graduate School of Business, University of Stellenbosch, in cooperation with the Institute for Small Business, University of the Western Cape

**GEBORG DEUR/SPONSORED BY: DIE BURGER, KSOK/SBDC, BOLAND BANK, OU/OLD MUTUAL, VAN SCHAIK BOEKHANDEL/BOOK STORE**

WOENSDAG/WEDNESDAY, 12 JULIE/JULY 1995			
Tyd/Time	Onderwerp/Subject	Detail	Persoon/Person
08:15 - 8:45	Registrasie Registration		
08:45 - 9:00	Verwelkoming Welcoming		Prof D Tromp
09:00 - 10:15	Entrepreneurskap	<ul style="list-style-type: none"> <li>▪ Hoekom is dit belangrik Why is it important</li> <li>▪ Eienskappe van entrepreneurs Characteristics of entrepreneurs</li> <li>▪ Entrepreneuriese proses Entrepreneurial process</li> </ul>	J October
10:15 - 10:30	KOFFIE/TEE/KOELDRANK    COFFEE/TEA/COOLDRINK		
10:30 - 11:15	Gevallestudie Case study	<ul style="list-style-type: none"> <li>▪ Om eienskappe van entrepreneurs uit te lig To highlight characteristics of entrepreneurs</li> </ul>	J October
11:15 - 12:45	Die Wes-Kaapse ekonomie The Western Cape economy	<ul style="list-style-type: none"> <li>▪ Makro-beskrywing van omgewing en geleenthede wat daar vir kleinsake-ondernemings bestaan Description of macro environment and possible opportunities for small business</li> </ul>	W Thomas
12:45 - 13:45	MIDDAGETE / LUNCH		
13:45 - 15:00	Kreatiwiteit Creativity	<ul style="list-style-type: none"> <li>▪ Hoekom kreatiwiteit belangrik is; hoe persoonlike kreatiwiteit ontwikkel kan word; kreatiwiteit in besigheid Why creativity is important; how personal creativity can be improved; creativity in business</li> </ul>	G Maas
15:00 - 15:15	KOFFIE/TEE/KOELDRANK    COFFEE/TEA/COOLDRINK		
15:15 - 15:45	Praktiese sessie Practical session	<ul style="list-style-type: none"> <li>▪ Praktiese toepassing van kreatiwiteit Practical application of creativity</li> </ul>	G Maas
15:45 - 16:00	Samevatting Summary	<ul style="list-style-type: none"> <li>▪ Uithandiging/Hand-out: Vrywaringsvorm/ Indemnity Form</li> </ul>	J October

**VRYPDAG/FRIDAY, 14 JULIE/JULY 1995**

Tyd/Time	Onderwerp/Subject	Detail	Persoon/Person
08:30 - 10:15	Finansiële lewensvatbaarheid Financial feasibility	<ul style="list-style-type: none"> <li>▪ Koste/Costs</li> <li>▪ Bruto wins/Gross profit</li> <li>▪ Netto wins/Nett profit</li> <li>▪ Gelykbreek/Breakeven</li> </ul>	R Oelofse
10:15 - 10:30	<b>KOFFIE/TEE/KOELDRANK COFFEE/TEA/COOLDRINK</b>		
10:30 - 11:30	Prakties/Practical	<ul style="list-style-type: none"> <li>▪ Bereken gelykbreek/Calculate breakeven</li> <li>▪ Vergelyk gelykbreek met markpotensiaal/Compare breakeven with market potential</li> </ul>	R Oelofse
11:30 - 12:00	Gasspreker/ Guest speaker	<ul style="list-style-type: none"> <li>▪ Finansiële gegewens in media en waarna om op te let Financial statistics in the media and what to look for</li> </ul>	Hein Swart
12:00 - 12:30	Gasspreker/ Guest speaker	<ul style="list-style-type: none"> <li>▪ Die finansiering van kleinsake-ondernemings The financing of small businesses</li> </ul>	KSOK
12:30 - 13:15	<b>MIDDAGETE/LUNCH</b>		
13:15 - 13:45 13:45 - 15:15	Besoek/Visit	KSOK: Klein nywerheidstelle, Blackheath SBDC: Small business hives, Blackheath <ul style="list-style-type: none"> <li>▪ Verskillende bedrywe; Different businesses</li> </ul>	K Visser
15:15 - 15:30	<b>KOFFIE/TEE/KOELDRANK COFFEE/TEA/COOLDRINK</b>		
15:30 - 16:00	Sakeplan/Business plan Samevatting/Conclusion	<b>WESTERN CAPE</b>	K Visser
<b>SATERDAG/SATURDAY, 15 JULIE/JULY 1995</b>			
11:00 - 11:30	Vorbereiding vir uitstalling/Preparation of exhibition		
11:30 - 12:00	Aankoms van gaste/Arrival of guests		
12:00 - 12:10	Verwelkoming/Welcoming		J October
12:10 - 12:30	Die rol van ouers in die bevordering van entrepreneurskap The role of parents in promoting entrepreneurship		J October
12:30 - 12:40	Sertifikaatoorhandiging/Presentation of certificates		G Maas
12:40 - 12:45	Bedankings/Acknowledgements		K Visser
12:45 - 13:45	<b>VERSNAPERINGE SAL IN WINERY BEDIEN WORD/ REFRESHMENTS WILL BE SERVED IN THE WINERY</b>		

**ATTITUDES TOWARDS ENTREPRENEURSHIP  
AMONGST PUPILS IN THE WESTERN CAPE**

**SURVEY OF STUDENTS ATTENDING THE USB VACATION  
SCHOOL FOR YOUNG ENTREPRENEURS  
NOVEMBER 1995**

**Strictly Confidential**

Please respond to the questions below:

**SECTION A**

Name & Address of your school: \_\_\_\_\_

Std: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Home Language: \_\_\_\_\_

Religion (optional): \_\_\_\_\_

In which suburb do you live: \_\_\_\_\_

What is your father's occupation: \_\_\_\_\_

What is your mother's occupation: \_\_\_\_\_

Does your father/mother own a business: Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, what type of business: \_\_\_\_\_

Does anyone else in your family own a business (uncle, aunt etc.): \_\_\_\_\_

If yes, what type of business: \_\_\_\_\_

**SECTION B**

What do you intend doing/studying after completing high school? \_\_\_\_\_

What are your hobbies: \_\_\_\_\_

Are you already involved in a small enterprise: \_\_\_\_\_



If yes, what type: \_\_\_\_\_

If no, would you like to start your own business someday? \_\_\_\_\_

Is entrepreneurship offered as a subject at your school? \_\_\_\_\_

If not, do you think it should be and why? \_\_\_\_\_

\_\_\_\_\_

If yes, do you find it useful: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why did you come onto this programme? \_\_\_\_\_

Who encouraged you to come?      Teacher: \_\_\_\_\_      Parents: \_\_\_\_\_

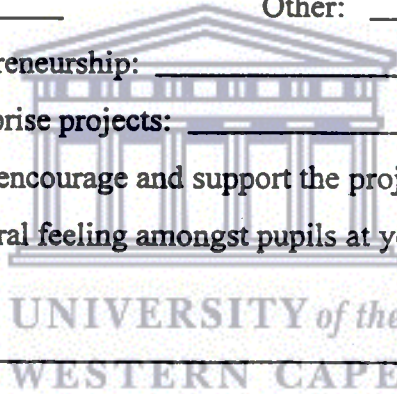
Yourself: \_\_\_\_\_      Other: \_\_\_\_\_

What do you know about entrepreneurship: \_\_\_\_\_

Is your school involved in enterprise projects: \_\_\_\_\_

If yes, does your school/teacher encourage and support the projects: \_\_\_\_\_

In your opinion what is the general feeling amongst pupils at your school/community about entrepreneurship: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who do you think is a good example of an entrepreneur and why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you think should be done to improve the promotion of entrepreneurship amongst pupils and teachers:

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---

---



UNIVERSITY *of the*  
WESTERN CAPE



## LEARNING AREA COMMITTEE: ECONOMIC AND MANAGEMENT SCIENCES

*Draft: Jan. '97*

### 1. RATIONALE FOR ECONOMIC AND MANAGEMENT SCIENCES

This learning area is fundamental in preparing the citizens of South Africa to understand the critical importance of reconstruction, development and economic growth for a sustainable economic future.

Through this learning area learners will be:

- equipped with the knowledge and comprehension of economic and management skills and competencies that will enable them to play a vital role in the process of transforming the country's economic, social, political, technological, physical and demographic environments;
- introduced to an understanding of the wealth creation process by equipping them with the necessary background and knowledge in the different terrains of the economy, such as basic economics, management, finance, administration and institutions.

The acquired knowledge, skills and attitudes will enable the learners to make a contribution towards the improvement of the standard of living, human development, justice, basic conditions of employment, fair labour practices, productivity, as well as opportunities for all to realise their full potential.

### 2. LEARNING AREA OUTCOMES FOR ECONOMIC AND MANAGEMENT SCIENCES

*Learners will be able to:*

1. understand the basic economic problem of scarcity;
2. comprehend the nature and importance of economic growth, development and reconstruction in a South African context;
3. acquire and use economic, managerial, financial and other supporting knowledge and skills;
4. analyse and evaluate the economic implications of their personal environment and apply them in their roles as citizens, consumers and/or producers;
5. demonstrate an understanding of the interrelationship between the economic and other environments;
6. collect, organise, analyse, interpret and communicate economic data in order to contribute to decision-making;
7. demonstrate the ability to explore and engage in entrepreneurial activities;
8. demonstrate an understanding of the range of economic activities in the world and their implications for South Africa.

**3. SPECIFIC OUTCOMES FOR ECONOMIC AND MANAGEMENT SCIENCES**

Learners will be able to understand the basic economic problem of scarcity

1. Learners will be able to:
  - 1.1 explain the nature of economic scarcity
  - 1.2 Identify the major causes and effects of economic scarcity
  - 1.3 describe ways and means to alleviate the problem of economic scarcity in the South African context and its impact on the glouai economy

Learners will be able to comprehend the nature and importance of economic growth, development and reconstruction in a South African context

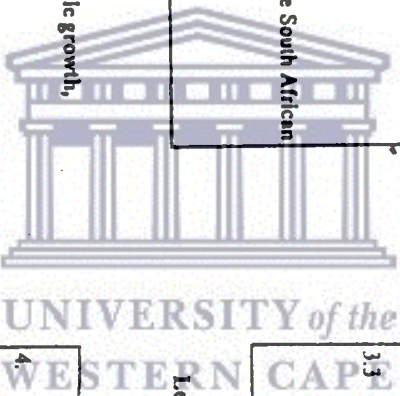
2. Learners will be able to understand the nature and importance of:
  - 2.1 reconstruction to improve the standard of living through job creation and productivity
  - 2.2 development to improve the standard of living through job creation and productivity
  - 2.3 economic growth to improve the standard of living through job creation and productivity

Learners will be able to acquire and use economic, managerial, financial and other supporting knowledge and skills

3. Learners will be able to:
  - 3.1 define, explain and apply the terminology of economic and managerial sciences
  - 3.2 understand and interpret the principles of economic, managerial, financial and other supporting skills
  - 3.3 apply the principles of economic, managerial and other supporting skills to explain economic and related events and to formulate solutions in all relevant situations

Learners will be able to analyse and evaluate the economic implications of their personal environment and apply them in their roles as citizens, consumers and/or producers

4. Learners will be able to:
  - 4.1 analyse their personal environment and describe their roles as citizens, consumers and/or producers
  - 4.2 evaluate the economic implications of each of their roles as citizens, producers and/or consumers
  - 4.3 evaluate the economic contributions made by role-players from diverse cultures
  - 4.4 evaluate different strategies to address and change the economic environment
  - 4.5 use and manage the economic scarce resources in their personal activities
  - 4.6 understand the nature and the value of work ethics



Learners will be able to demonstrate an understanding of the interrelationship between the economic and other environments

- 5. Learners will be able to demonstrate an understanding of:
  - 5.1 the social environment and organisation
  - 5.2 political environment
  - 5.3 technological environment
  - 5.4 physical and natural environment
  - 5.5 demography
  - 5.6 how social, political, technological physical and demographic environments impact on the economy

Learners will be able to collect, organise, analyse, interpret and communicate economic data in order to contribute to decision-making

- 6. Learners will be able to:
  - 6.1 Identify sources from which data can be collected
  - 6.2 analyse the data to ascertain usefulness and relevance
  - 6.3 collect data and use it for research purposes
  - 6.4 use data to make accountable decisions and to formulate meaningful policies



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Learners will be able to demonstrate the ability to explore and engage in entrepreneurial activities

- 7. Learners will be able to:
  - 7.1 identify and develop the characteristics of an entrepreneur
  - 7.2 identify and explore business opportunities beginning with their own environment
  - 7.3 start and/or manage a business enterprise
  - 7.4 create and manage self-employment opportunities for vocational and financial fulfilment to meet societal needs
  - 7.5 understand the necessity for- and create work opportunities for the growing labour force
  - 7.6 demonstrate the ability to provide products or services which would benefit the immediate society
  - 7.7 understand and prevent environmental problems as a result of entrepreneurial activities

Learners will be able to demonstrate an understanding of the range of economic activities in the world and their implications for South Africa

- 8. Learners will be able to:
  - 8.1 identify and discuss the diversity of global economic activities
  - 8.2 analyse and discuss the implications of global economic activities on the South African economy
  - 8.3 Understand the role of the South African economy within and as part of the global economy