

**ENTREPRENEURSHIP EDUCATION:
A CASE STUDY IN CURRICULUM
DEVELOPMENT**

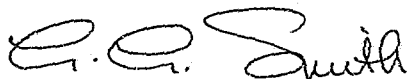
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**A Research Report submitted in partial fulfillment of the
requirements of the degree of Master of Education at the University
of the Witwatersrand**

2000

DECLARATION

I declare that this research report is my own unaided work. The report is submitted in partial fulfillment of the requirements for the degree Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.



Gillian Gabrielle Smith

29th day of August, 2000

DEDICATION

This research report is dedicated to all those who feel as passionately as I do about the importance of school children learning about business first-hand.

ACKNOWLEDGEMENTS

I would like to thank my supervisors Professor Shirley Pendlebury and Lyn Slonimsky for their untiring help, enthusiasm and motivation. Thanks also go to my husband Mike for his continued support and to my children Eric and Enid for their patience. My thanks also go to all the teachers at the various schools who gave me their time to answer my questions, their patience in explaining their courses and their permission to delve into their documentation. Special thanks are due to the teachers at Wykeham Collegiate who have done so much for Entrepreneurship Education in South Africa.

GLOSSARY

ANC	African National Congress
BE	Business Economics
COTEP	Committee on Teacher Education Policy
FEBDEV	Foundation for Economic and Business Development
FET	Further Education and Training
GET	General Education and Training
GDE	Gauteng Department of Education
GICD	Gauteng Institute for Curriculum Development
HOD	Head of Department
IEB	Independent Examinations Board
JA	Junior Achievers
JCE	Johannesburg College of Education
NGO	Non-Governmental Organization
SAQA	South African Qualifications Association
TTO	Triple Trust Organization

ABSTRACT

This research report investigates some of the process and tensions involved in translating the perceived need for Entrepreneurship Education into the lived curriculum at selected schools in Gauteng. Advocates for Entrepreneurship Education from different sectors of society began to articulate this need in the mid-nineties urging schools to introduce Entrepreneurship Education programmes, and in some cases laying down how they believed it should be taught.

A qualitative and exploratory research design was employed utilizing methods such as questionnaires, observations and interviews. The research carried out in this study identified the source of the original idea in the school, the reasons why teachers believed it was important to teach children entrepreneurship, the tensions and constraints encountered in doing so and the manner in which it is being presented. It also investigated the reasons why some of the schools in the sample have not introduced it.

One of the findings was that the status of the promoter had a direct bearing on the success of the course. Where it was the principal the course was most successful, where it was the media center teacher it was not initiated at all. Also, teachers indicated a variety of reasons for the importance of Entrepreneurship Education. The one quoted most often was the need for the less able pupil to provide for his own employment and so by extension, the belief that to be a job-creator is less challenging than to be a job seeker. How the new course was slotted into the timetable by

different schools was an indication of the tensions and constraints experienced. As a utilitarian course with a practical component Entrepreneurship Education suffers the same low status as other subjects which are not tied into examinations. That schools had not adopted Entrepreneurship Education was due either to ignorance or indifference in spite of efforts by advocates such as the state and subject interest groups.

KEY WORDS

Accounting

Business Economics

Businesses run by children

Curriculum

Emergent school subjects

Entrepreneurship Education

Job creation and education

School subject status

South African education

Utilitarian subjects

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CHAPTER ONE

INTRODUCTION

Over the past decade there has been a growing call for schools to teach Entrepreneurship Education to their students. Several interest groups that advocate the introduction of Entrepreneurship in the curriculum have organized forums and conferences or developed education programmes to promote the idea, and some teachers and schools have already made attempts to include it in the curriculum. Furthermore, Entrepreneurship is one of the learner outcomes listed in Curriculum 2005 and was specified as an outcome for teacher education programmes in the initial drafts of the Committee on Teacher Education Policy (COTEP) which specifies norms and standards for teacher education (which has subsequently been absorbed by the South African Qualifications Association, SAQA).

1.1 Statement of the Problem

At present Entrepreneurship Education is not officially part of the curriculum (except perhaps as a small section comprised of declarative knowledge taught in Business Economics). Nevertheless, it is specified as an outcome (comprised of knowledge, skills and values) in Curriculum 2005 and there is an increasing number of interest groups advocating for its inclusion in schools and teacher education curricula. These facts suggest that it may be nascent or emergent in the curriculum and may even be

an emergent school subject. It is therefore of interest to investigate some of the processes and tensions involved in translating the perceived need for Entrepreneurship Education into the lived curriculum. Since starting this research it has been recommended that Curriculum 2005 be abandoned and that the two learning areas, Technology and Economic and Management Sciences, be dropped. However this recommendation has been made in the interests of practicality not through lack of educational value of these initiatives. It was further recommended that those schools that have already introduced either or both of these two learning areas continue to offer them. In spite of the lack of teacher training in these two areas the Minister of Education did not accept this last recommendation.

In addressing this issue I focused on identified advocates for Entrepreneurship Education in order to understand what they are advocating and why. I also focused on identified teachers in schools who have attempted to teach some form of entrepreneurship and on some of the difficulties and possibilities that have arisen in the process. Finally I wanted to find out what the state of things was in general with regard to Entrepreneurship Education in Gauteng secondary schools. Once again I was interested in trying to find out what problems impede its implementation in schools.

1.2 Importance of the Research

To a large extent under the previous government stakeholders were not consulted in the designing of curriculum, "the state has continued its close regulation of curriculum" (Christie, 1993 p. 113). As a result teachers became accustomed to a

top-down approach where they waited to be told what to do and for directives on how to do it. The present government has made attempts to involve stakeholders at all levels to participate in curriculum design as was seen in the LACs (Learning Area Committees) which were convened to draw up and implement Curriculum 2005.

Having decided for myself the importance of Entrepreneurship Education to school children, I wanted to find out how the idea became incorporated in the school curriculum, what was being taught and how it was being presented. Once I had an idea regarding the constraints to including Entrepreneurship Education in the curriculum then some progress could be made in overcoming these constraints.

1.3 Research Aims and Questions

In order to investigate these issues I attempted to address the following questions:

1. Why do identified advocates for Entrepreneurship Education in schools consider it to be important and what benefits do they believe will accrue to learners and to the broader society? What do they believe should be taught? In what form should it be taught? For example, should it be taught as a subject, as part of an integrated curriculum, as an extra-mural activity, as a supplement to an existing subject? How, if at all, are their ideas being taken forward into the schools?
2. Why do teachers who have already developed or initiated courses or activities on Entrepreneurship Education believe it is important to teach entrepreneurship in schools and what do they believe learners should be taught? Is Entrepreneurship Education envisioned and taught as a practice or as a theoretical discourse? What have they already done to implement entrepreneurial education in schools and

what would they still like to do? What difficulties, if any, have they encountered or experienced in their attempts to implement Entrepreneurship Education in their schools? For example, how have different stakeholders responded? Have there been any difficulties with regard to fitting it into the timetable? How is Entrepreneurship Education positioned relative to the other subjects? What positive outcomes or possibilities have emerged from these attempts?

3. Of those that have not introduced Entrepreneurship Education, are they aware of the call for Entrepreneurship Education? If so, are there any particular factors or problems that have prevented them from implementing it?

Answers to Question 1 were obtained from my reading about what the advocates of Entrepreneurship Education have said and are discussed in Chapter Two Part II.

Answers to Question 2 were obtained from interviews with teachers, heads of department and principals from schools that are offering Entrepreneurship Education to their pupils and are discussed in Chapter Four. Answers to Question 3 were obtained from interviews with representatives from schools that are not offering Entrepreneurship Education to their pupils and are also discussed in Chapter Four.

An analysis of respondents' answers to these questions enabled me to develop a deeper understanding of why it is important to teach Entrepreneurship Education, how advocates believe it should be taught and how it is currently being taught, if at all. In turn this informed my understanding of problems and possibilities involved in putting Entrepreneurship Education into the curriculum. It also enabled me to develop a better understanding of some of the processes and tensions involved in making an emergent part of the curriculum a fully-fledged part of the curriculum.

Finally, at a more specific level, I hope my findings will contribute to facilitating the process of introducing Entrepreneurship Education into the school curriculum.

1.4 The Researcher

At the time of this inquiry I was a lecturer in Accounting, Business Economics and Entrepreneurship Education at the Johannesburg College of Education (JCE). Before being appointed to this position I was a teacher in the subjects Accounting, Business Economics, English and Geography at a school that encouraged its pupils to focus their sights on the matriculation exam and tertiary education with a view to seeking a job.

When the African National Congress (ANC) came into power a consistent education policy came into being for all children, irrespective of colour. In terms of the White Paper of 1995 education became compulsory for all up to the end of Grade 9. This drew my attention to the plight of the vast number of pupils who, for various reasons, would be leaving school at the end of Grade 9. To what extent would their nine years of schooling have prepared them for the task of supporting themselves? Was there anything in the curriculum or something that should be added to the curriculum that would assist in this regard? In 1995 I attended a presentation by Anne Kriel of Wykeham Collegiate in which she described the Entrepreneurship Education programme that she and her HOD (Head of Department) offer at their school. I realized that this could be the addition to the curriculum for which I was searching and my interest and involvement in Entrepreneurship Education began.

1.5 Rationale

Schools are slowly taking up Entrepreneurship Education. It is my feeling, as an advocate for Entrepreneurship Education, that the rate at which it is happening is too slow. This could be due to ignorance, apathy and/or fear. Anything that can be done to spread the word, give encouragement and allay these fears should be undertaken. While gathering data for this research report I was able to do some of that as well as finding ways in which to continue to do so.

The most important reason for studying Entrepreneurship Education is that its emergence is taking place now, in South Africa and in the rest of the world. Ivor Goodson said (talk given at the University of the Witwatersrand, 1996) that very little has been done regarding research into the history of curriculum development of a specific subject. Hence this is a wonderful opportunity to study something as it is happening.

Unlike the rise and fall of instructional programs that come and go every decade or so as a result of changes of emphases or perspectives in the discipline taught or in the educational approach to learning and instruction, the emergence of entirely new subject matter in the national curriculum occurs rather rarely ... the introduction of Entrepreneurship Education.

(Shimron and Klos, 1996 p. 25)

We need to know what is happening to this emergent subject from a curriculum point of view. It could be that it is being forced into a pre-conceived mould, that of content and examinations. The opportunity to monitor a subject or part of the curriculum as

it evolves or develops is one not to be missed. It could even be possible to tell something about its desirability as part of the school curriculum from the way it develops.

As a proponent for Entrepreneurship Education, I hope that this study will contribute to a more general understanding of what is being advocated for Entrepreneurship Education in schools and how various proponents envisage its implementation and in this way make some contribution towards the development of Entrepreneurship Education within the school curriculum.

In addition, by studying how the perceived need for Entrepreneurship Education is being taken up in the curriculum I was able to develop a deeper understanding of the link between perceived needs in society on the one hand and curriculum on the other. In particular, by studying how schools are using and introducing entrepreneurship programmes I was able to trace the way in which a particular part of the curriculum develops. This process may be reflected in issues and debates about the status of Entrepreneurship Education as a subject and in timetabling issues.

1.6 Limitations

The research has two kinds of limitation: (i) Those recognized at the outset of the project; and (ii) others which emerged during the course of the data collection and analysis. Amongst those that were recognized at the outset was the list from which the schools were chosen. It was one used by JCE for use by their students during School Experience. As a result only English language schools in previously white or

Indian residential areas were studied. Another limitation was that, for convenience sake, all the schools were in the Greater Johannesburg area. This had the effect of ignoring schools in rural areas where some of the results could have been very interesting and possibly very different.

A limitation discovered during the data collection was the attitude of the researcher. At first I made it too apparent where my enthusiasm lay and teachers thought I was trying to sell them something. After a few interviews I had to reassess my position and my questions so that teachers understood that what they were doing and not doing did not make any difference to me; I was merely a recorder of the way things were, not involved in changing or judging what I saw. Another limitation at this stage of the research was the perceptions of the interviewees. It was not always possible to convince people of my objectivity. I had the sense that there were times when I was being told what interviewees thought I wanted to hear. To test this I occasionally worded questions from different perspectives and found that the results were conflicting. At other times I got the distinct impression that the teachers felt they were being found wanting. These types of problems were more often the case with schools that were not offering Entrepreneurship Education rather than those that were.

A limitation which revealed itself during the course of the analysis of the data was a leading question in Questionnaire B when I asked, "Would the teachers in charge of Accounting and Business Economics (B.E.) be interested in running an Entrepreneurship Education programme?" The interviewees thought I was about to offer them assistance and they then expected me to fax or post it to them. This was the case even in instances where I could tell that they were not really interested.

During the analysis of the data I wondered why this aspect manifested itself so often and I realized that the sequence in which I had placed my questions had given the expectation that I was going to lend them assistance and they did not want to appear ungrateful even though they had made it plain that they were not interested.

Another aspect of this research of which I only became aware during the analysis of the data also concerned those schools that had not introduced Entrepreneurship Education due to ignorance. Such schools are isolated in that the educators do not know about innovations in education nor do they appear to believe that they should look outside their own school for ideas and inspiration. It had not occurred to me until then that in a social activity as dynamic as education there were institutions in which the practitioners focused so narrowly on their task that they were unaware of what was happening in some other schools.

1.7 Structure of this Report

This introductory chapter is followed, in Chapter Two, by a review of literature related to curriculum development in general and Entrepreneurship Education in particular. Chapter Three describes the research design and data gathering methods. Chapter Four describes the findings of the research. Chapter Five consists of a brief summary of the findings as well as some deductions and recommendations as well as some thoughts regarding possible further research in this area. The appendices include a table of responses from the interviewees, questionnaires and write-ups of individual interviews with teachers and principals.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Purpose of the Literature Review

The purpose of the literature review is to explore some of the issues that have been identified by other researchers in curriculum development. I wanted to see whether and to what extent constraints and tensions found in other countries during the course of studying totally different emergent subjects would be found in the schools I examined, for my particular subject.

I needed to know what the advocates for Entrepreneurship Education wanted to see in the school curriculum, how they envisaged the subject being taught and what they were doing towards that end. As a result this literature review has two focal points: what has been written about curriculum development in general, and the writings on Entrepreneurship Education in particular.

2.2 Framework for Curriculum Development

2.2.1 A Definition of Curriculum

The meaning of curriculum is a contentious issue that has caused many writers to define it and redefine it. The *Shorter Oxford Dictionary* defines curriculum as a “regular course of study as at a school or university”. Although disagreeing with one another as to the actual definition of curriculum, writers do agree that it goes further than this dictionary definition. What they disagree about is the extent to which the definition should go and in which direction. Curriculum goes beyond what is planned, arranged and put on paper. Some writers claim it has to do with what is actually experienced by pupils during their formative years. But this raises the question of whether curriculum refers to everything the child experiences, both in school and outside, both “undirected and directed” (Bobbitt, 1972 in Jackson, 1992). Cremin, for example, even spoke of curriculum in spheres other than education; the home, clubs, societies and the workplace (Cremin, 1976, in Jackson 1992). If there are many different ways of defining curriculum then any discourse on curriculum should state what definition is being used. For the purposes of this paper curriculum will be those educational experiences planned by the schools and taking place during and/or after school. It will include the unplanned experiences only to the extent that the planned falls short of the experienced.

2.2.2 The Gap Between Intended and Experienced

When discussing the various definitions of curriculum both Stenhouse (1976) and Jackson (1992) refer to the gap between the intended and the actual outcome. What actually happens in education does not always reflect what had been intended (Stenhouse, 1976). There are many different types of curriculum, there is the “official curriculum” which is what is announced that is on offer by the school; the “enacted curriculum” which is what the teacher is authorized to offer; the “delivered curriculum” which is what the teacher actually does in the classroom; and the “experienced” or “received curriculum” which is what the pupil has in fact learnt from the classroom experience (Jackson, 1992).

In addition some writers have identified a hidden curriculum, something that is not planned and could even be malign. Jackson (1992) prefers to call it the unintended curriculum and sees it as the difference between what had been envisioned in the planning stages and what had materialized. Cornbleth (1990) prefers to call it the implicit curriculum. What ever it is called and whether it is good or bad, it still puts a new dimension on how one looks at curriculum.

2.2.3 The Components of Curriculum

A curriculum is made up of content or what is taught, pedagogy or how it is taught, and evaluation or how the pupil is assessed as to whether he has attained an acceptable set standard or not. Curriculum, pedagogy and evaluation form a whole

(Bernstein, 1971). What is taught, or the content, cannot be seen apart from the way it is presented and the way it is evaluated or examined.

The school curriculum is a selection from a vast range of possible knowledge. Just what is chosen to be taught to children is socially determined (Whitty, 1985). It is society that decides what is of value for young people to learn; what they need to know to become valuable members of that society. According to Bernstein (1971, p. 85) "How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principal of social control." To have the ability to make a difference in something such as the school curriculum takes power of various kinds. Different parts of the curriculum, like all aspects of education, are subject to patterns of control by dominant interest groups. Power waxes and wanes between different groups according to perceived needs at different times. With changes in influence between groups and from one group to another, changes are also experienced in the curriculum (Hodson, 1987). Change in the curriculum is brought about in response to decisions made by individuals and interest groups and the dominant forces in contemporary curriculum change are subject groups and professional organizations (Goodson, 1983). "School subjects are supported by powerful subject associations whose main concern is to advance the interests of the subjects they represent rather than education as a whole" (Blenkin, 1992). New subjects, unless they are taken under the wing of an existing subject with the infrastructure laid down, have a struggle making inroads into the curriculum.

2.2.4 How a school Subject Advances to become an Academic Tradition

Interest groups, subject groups and professional organizations are all external to the school. How do school subjects change and how are new subjects formed and developed inside the school? Goodson describes two schools of thought regarding the formation of a school subject, what he calls the establishment view and the sociological view. According to the first school of thought, school subjects are formed by experts at universities who decide what should be taught at school, presumably in the interests of forming an adequate base for continuing the subject at university. He says that this version of events was widely legitimated but believes the situation to be the one he describes as the sociological view.

According to this view of how subjects came into being, Goodson (1983) has put forward a four-stage process whereby a school subject advances to become an academic tradition. He has given each stage a name that explains the level of development at which the subject stands:

- 1) Invention. An idea for an academic subject may come from many different spheres, both inside and outside the school. The ideas for these inventions are available for quite a long period of time and very few inventions lead to further action.
- 2) Promotion. At this stage the invention will be promoted, usually by teachers of subjects which are of low status or which are in danger of being eclipsed. High status teachers will not be interested in promoting any new inventions, as they have no need to strengthen a position that is already strong. Would such teachers

even try to block the promotion of an invention by some one else? Would other medium-to-low status subject teachers try to block promotion of an invention not in their own subject? Who would feel sufficiently threatened to block the promotion of an invention?

- 3) Legislation. At this stage the promotion of the invention has turned it into a subject. To do this the promoters must have forged relationships outside its own interest group to acquire the legitimization to turn it into a subject. Here Goodson talks about two factors that he has labeled "internal affairs" and "external relations". Interest groups are made up of individuals who have adopted a mission for very different reasons. They all have different ways of seeing the cause that is common to them all and they all have different degrees of power within the group. These are the internal affairs. To have their cause given some attention needs the acceptance of those outside the group. These are the external relations. Here the bureaucracy which consists of the different levels in the state education department, is very powerful as it is the main place where efforts to translate pressures from the economic base into educational policy are made (Salter and Tapper, 1985, in Goodson, 1991 pp. 9 - 10). An important part of this stage is the "development and maintenance of legitimating rhetoric which provide automatic support for correctly labeled activity" (Reid, 1984, in Goodson, 1991). It is these rhetorics or arguments in favour of the new subject that will help to establish it.
- 4) Mythologization. At this stage the subject has automatic support, it "has been successfully 'invented', the process of invention and of establishment is complete" (Goodson, 1991, pp. 9 - 10).

The majority of academic subjects are at this fourth stage and have been for some time, so subjects taught in school are to a large extent inherited. An educational curriculum expresses a compromise between an inherited selection of interests and the emphasis of new interests (Whitty, 1985). That does not mean to say that change does not occur, just that it does not occur with ease. Schools resist change, young teachers teach the way they were taught and the older, experienced teachers become set in their ways (Gundem, 1987). Young has a different perspective of why change is difficult to bring about: "Changes will be resisted in so far as they are perceived to undermine the values, relative power and privileges of the dominant group involved" (Young, 1971, p. 23).

2.2.5 Change in the Curriculum

So how does change in the curriculum come about? A subject arises because of a perceived need for it. It is seen that the subject is pedagogically beneficial or it is useful to have that knowledge. There is a distinction between "knowing that" and "knowing how" - between belief-type and procedural-type knowledge (Pring, 1976, p. 18). Most utilitarian subjects are made up of procedural-type knowledge. Layton (1978) describes the life cycle of a subject in terms of stages. In the first stage the subject is taken up because there is a need for it, its utilitarian or pedagogical qualities are recognized. The teachers are not trained in this field and there are no textbooks. In the second stage specialists are beginning to emerge. The subject acquires a backing and is taken seriously. By the third stage the subject has a base in tertiary institutions. However at this stage the original practical, utilitarian and

pedagogical qualities have been taken over by theoretical abstractions. This is what happens if the subject reaches the third stage. A subject does not necessarily develop to that extent. There are many subjects that die out before doing so. Others remain at Layton's second stage and are offered to the less-able pupils. Layton's stages and Goodson's development do not disagree with one another, they merely see the same thing from slightly different perspectives (Layton, 1978).

2.2.6 The Utilitarian Qualities of New Subjects

Other writers researching different school subjects have identified the same reason for a subject coming into being as Goodson and Layton describe in their first stages of subject growth, that new subjects are brought into being as a result of their pedagogic or utilitarian qualities. Gundem (1987) cites the example of teaching English in Norway that started on a wave of pragmatic utilitarian interests. She goes on to show that this subject acquired enormous power and status through its being made compulsory in the primary school and the marks in the English exam being used as selection criteria for secondary school.

2.2.7 The Status of a Subject

For a subject to survive and flourish its status is very important. According to Bernstein (1971), there are two factors that indicate a subject's status; the periods of time allocated to it on the timetable, and whether it is compulsory or optional.

However other writers have identified more ways of assessing a subject's status. A high status subject is formally assessed, taught to the ablest children and taught in homogeneous ability groups (Young, 1971). If a subject is taught to the ablest children then it is not taught to the less able, and so it is not compulsory. If a subject is compulsory and has many time slots it will have high status, but it may be optional in that it is offered only to the able pupils, in which case it will also have a high status.

Subject status is a pervasive and constantly contested feature of school life.

On it depends a whole range of powers and resources, from influence on curriculum decisions, through variations in standard of accommodation, to the sorts of students one gets to teach, and how much choice one has over this.

(Paechter, 1993, p. 349)

High status subjects get more facilities, more finance, more time allocated to them, better text books and more highly trained teachers. There are subject groups for teachers of all subjects but the subject groups of the high status subjects wield more power than the others and more attention is paid to what they say than to lower status subject groups. There is always only so much of anything. Money, for example, is not limitless. Only a certain amount is available. So it is a power struggle between the different subjects to get what they want in terms of material rewards, finance and facilities. It is the same way with the other rewards such as status. What one subject gets can only be acquired at the expense of another. So the most serious constraints to change in the curriculum often come from other subjects, ones with high status which do not want to see changes which might encroach on their power and status.

According to Goodson (1987) "Much of the curriculum debate can be interpreted in terms of conflicts between subjects over status, resources and territory."

There have been numerous attempts to introduce a more technologically-oriented science curriculum (see for example, Hodson, 1987), all of which have failed for various reasons, most of which were due to pressure brought to bear by subject groups with a vested interest in maintaining the status quo. Attempts to introduce courses with a social, industrial or technological bias have generally failed or have been taken up as a lower status subject only for the less able pupils.

According to Goodson, "High status in the secondary school curriculum is reserved for abstract theoretical knowledge divorced from the working world of industry and the everyday world of the learner" (Goodson, 1983, p. 42). From this it can be seen that a subject that is originally adopted for its utilitarian qualities must divest itself of those very qualities if it is to attain a high status.

2.2.8 The State's Role in Curriculum Development

Change in the curriculum is brought about through the pushing and pulling of forces inside and outside the school. The forces inside the school are teachers, principals and pupils. One of the forces outside the school is the State in the guise of politicians and the education departments at their various levels. The state's role in curriculum development has not been studied to the extent it deserves (Taylor, 1993). The temptation is to see the state, with its large and busy education departments churning

out syllabuses, guidelines and statements, as being all-powerful. Later the realization comes that what had been intended, the desired outcomes, are not materializing.

Curriculum is affected by the state in that it is constrained or enabled by existing public policies in education (Cornbleth, 1990). The state has good reasons for its interest in the curriculum as it wants each individual to reach economic independence as well as that each should adhere to the basic laws so as to form a governable nation (Cornbleth, 1990). The state also has other interests such as determining who can teach, who will be educated for how long and what will be taught under what conditions. This means control of finances, both capital and operating, licensing of teachers, and the specification of curriculum and standards of attendance. However, despite the considerable control that the state wields over these aspects of the curriculum, change initiated by it tends not to translate into genuine reform in schools and classrooms (Cornbleth, 1990). She goes on to say that once established, bureaucratization tends to impede major structural change, and so these changes are unlikely to be initiated within the education system. The state can spend money and effort in an attempt to make changes to the curriculum but real change can only happen in the classroom, and frequently those are distant in terms of space and culture. In a country like South Africa where “the state has continued its close regulation of curriculum”, (Christie, 1993 p. 113) the state, with its various national and provincial departments of education, has tremendous influence on the school curriculum. Where national curricula are being designed the civil participation of local authorities, teachers and school subject communities have much less say over what happens in the classroom than they did before (Goodson and Dowbiggin 1993). Top-down curriculum development is unpopular with teachers and professional

bodies as it serves to disempower them. As a result the state likes to give the impression that teachers are participating in curriculum development when in fact it is simply window dressing (Taylor, 1993). By seeming to invite public participation and involvement the state bureaucracy gains the approval of the electorate but does not let the control out of its hands.

The state gained significant power over the school curriculum with the popularization of compulsory education for all. For this to be adopted by any country the state is the only organization that can do it. It needs the state's involvement, sponsorship, funding and control.

Different reasons have been put forward as to why the state would deem education for all a necessity. Some of them are as follows:

- 1) It allowed designation of what would be taught and with it came differentiation regarding what would be taught to whom (Goodson, 1991). In this way people were socialized into an acceptance of the status quo regarding social classes.
- 2) It was considered necessary to provide industry with a work force that would be educated in a specific way (Goodson, 1991).
- 3) To socialize the people of the nation in a specific way so as to build a national identity (Cornbleth, 1990).
- 4) To disseminate a particular ideology, as was the case in Mozambique (Cross, 1993).
- 5) In Zimbabwe the government wished to make the curriculum more utilitarian and move away from the predominantly academic curriculum (Swartz, 1993). In

neither Mozambique nor Zimbabwe did the changes in the curriculum bring about the desired effects in the people but the state had the power and ability to radically change the curriculum and have it implemented in the schools.

In both Mozambique and Zimbabwe the new governments made it their business to try to change the people through education. The fact that it didn't work in FRELIMO'S Mozambique "Shows the limitations of curriculum policies that do not reflect the complexity of the society in which they are implemented" (Cross, 1993 p. 70). FRELIMO hoped to create a unified sense of nationhood through the school system as well as uphold and inculcate values such as equality, work, initiative and responsibility. The exercise was not a total failure as is evidenced by a culture of learning that was developed where it did not exist before (Cross, 1993). But the situation could not be sustained, let alone expanded, due to the lack of financial resources as well as the FRELIMO curriculum's inability to cope with the complex cultural, linguistic and ethnic diversity of Mozambican society.

In Zimbabwe it was decided by the new independence government to introduce a more vocationally oriented curriculum. This seems to have been attempted through the incorporation of some vocational subjects rather than a complete restructuring of the school curriculum. Third World countries see education as the main way of bettering themselves socio-economically as well as bringing about political change that will give them more power (Swartz, 1993). That the attempt to side-line the academic tradition in favour of a utilitarian tradition did not succeed was due to various reasons.

- 1) The same state planners who had produced the previous curriculum were asked to design the new one. These people themselves were products of the academic tradition and did not have the experience to design vocationally oriented curricula. As a result there was a trend for things to be done along the old format.
- 2) There was no attempt to involve any of the stakeholders in the design of the new curriculum.
- 3) The state itself as a major employer in the country still kept to the old academic tradition certification requirements for hiring.
- 4) The school structure was still based on an 'upward-looking' format in that the external examinations were still being seen as the desired goal of education. The subjects being externally examined were mostly academic subjects even though the majority of the students did not go on to university.
- 5) Pupils and their parents still saw the academic certificate as what schooling and education were all about. They still wanted to be part of the academic tradition (Swartz, 1993).

The sequence followed by those countries that adopted universal education for the first time followed similar patterns:

- 1) The pronouncement of a national interest in mass education.
- 2) Legislation to make schooling compulsory for all.
- 3) The formation of state departments of education.
- 4) State authority extended to all schools, the private ones that were in existence before the emergence of mass education as well as the state schools.

The state tries to effect changes in the curriculum in accordance with its views about what should be taught. But no matter how hard it works in the form of various education departments to bring about change in the curriculum it will not necessarily happen. Attempts to effect curriculum change from outside the school take no account of the factors within the school which act as barriers to genuine change (Blenkin, 1992).

2.2.9 Subject Interest Groups

Curriculum development historians have seen the major push for curriculum change coming from the various subject interest groups. This same power is also used to block changes. Change is blocked in various ways. It will be resisted if it is perceived to infringe on the rights, power and privileges of the dominant group involved (Young, 1971). "School subjects are supported by powerful subject associations whose main concern is to advance the interests of the subjects they represent rather than education as a whole" (Blenkin, 1992, p. 14).

Once a subject has established a firm footing in the curriculum it is difficult to dislodge it (Blenkin, 1992). There is a limit to how much can be put in the curriculum and how much will fit on the timetable. New knowledge is constantly being formed and promoted but to be included in the school curriculum it must displace something else.

Changes in the social, political, economic and educational spheres bring about a need to change the curriculum to keep it in line with the current situation or to fulfill a

need that is felt. Change is enabled by groups and individuals who feel strongly that certain changes should be made to the school curriculum so as to achieve a specific aim. The ability of an interest group to bring about change in a particular version of a school subject depends on its status and its resources. Such resources are material as well as "interpretive and linguistic skills, relevant types of knowledge, status and authority" (Rowell & Gaskell, 1987, p. 79).

2.2.10 The Majority of Pupils Fail High Status Subjects

The status of a subject is very important. It determines how much power that subject has and is reflected directly in the power and status of its teachers. Teachers identify with their subject and see their career paths within the subject. As a result subjects are seen as being in competition with each other for resources, time and the ablest pupils. High status in the secondary school curriculum is "reserved for abstract theoretical knowledge divorced from the working world of industry and the everyday world of the learner" (Goodson, 1983).

Hodson refers to formal subjects as those whose characteristics are "domination by examinations, remoteness from industry, commerce and the everyday concerns of the pupils, and a tendency to promote in its pupils an attitude of resignation and disenchantment through excessive emphasis on abstraction" (Hodson, 1987, p. 139).

For all that the pupils themselves find such subjects disenchanting and irrelevant to their lives they still approve of them because of the promise of one day being able to secure a better job with the certification that an examinable subject gives. Their parents, too, feel the same way.

According to Young (1971) in the UK the secondary curriculum continues to be dominated by the formal, abstract aspects of the subject and high status and rewards associated with areas of the curriculum that are formally assessed. As a result of this relevance and intellectual credibility have come to be regarded as incompatible. The subjects that have matriculation status and are designed for the pupils who are deemed to be capable of it have become increasingly abstract and examination-oriented while those for the less able have been oriented towards industry and the environment. This has resulted in both groups of pupils, the able and the less able, being short-changed as well as there being great "differences in terminal knowledge, skills and attitudes" (Hodson, 1987, p. 141).

But simply because a subject has remained at Layton's second stage does not mean that it is not assessed through an external examination. So strong is the power of those subjects which are externally examined, that even subjects for which such exams are not truly suited, fight for the right to have them. Subjects at Layton's second stage do not have a base in tertiary education and subjects that are not offered at university are only examined on Standard Grade in South Africa, not Higher Grade. The distinction is felt in terms of lower status for the subject, its teachers and those pupils who take it.

2.2.11 High Status Subjects Fail the Majority of Pupils

Education needs to keep up with modern trends in society. One meaning of compulsory education for all is that institutional access to education should not be denied to any one. There is, however, a second form of access, that of epistemological access. High status subjects are not always accessible to the children of all social groupings. Despite institutional access they may be denied epistemological access. The academic curriculum itself serves as an instrument of differentiation and exclusion. This is because the school works in a biased manner by demanding of every child what only some children can give due to their cultural capital that reflects the cultural capital of the home. It is these children who are rewarded in school when their social gifts are interpreted as natural ability and interest (Whitty, 1985).

Increasing access to education on a purely physical level is not enough if it is not coupled with increasing the accessibility of knowledge itself. It is not enough to make school compulsory up to the end of the ninth grade if the sort of content, pedagogy and assessment that the child will receive in those nine years are simply going to make him fail because it is geared towards those with a cultural capital totally unlike his own. It is a very important concern in a country like South Africa where the cultural capital of the vast majority of the population is not in sync with that needed to cope with the sort of education offered.

British sociologists in the 20 years after the Second World War were largely concerned with the problem of increasing access to schooling rather than examining

the nature of the education that they sought to distribute more widely. In most of the studies of working class failure there was a confident assumption that what was taken for granted for education was good in itself and that it was in the interest of the national economy and the individual that he receive more of it. It was hoped that the sociologists could explain why most of the working class children were failing and would provide a basis for policies that would produce equality of opportunity (Whitty, 1985). A further complaint against the high status subjects is that their content is too theoretical and abstract. It is not utilitarian.

Another identified problem with the traditional academic subjects is that they turn pupils off. They do not serve the interests of the child. Pupils see no intrinsic value in the goods that are offered to them. Some pupils accept that they need to learn the work well enough to pass to get accepted into university, or to get a good job but the actual content of what they are learning has no value for who they are themselves. Too much stress at the outset on fixed time tables, syllabuses, textbooks and specific subject matter to be learnt, "upon initiation into this or that kind of knowledge, upon certain highly-worked out, publicly legitimated forms of knowledge, carries too clear a notion of success or failure in education" (Pring, 1976, p. 8).

The impression that is gained by the pupil when he is confronted by the traditional academic subjects is that knowledge is an achievement, frequently to be gained only after continued struggle and risk of failure (Pring, 1976). If education is meant to change a person, to enable him to be more than what he was after education than before it, then this type of education is not succeeding, according to Pring (1976). It is not succeeding because it has not touched the person's interest, his mind or his

being. Education has been "stuck" (Pring, 1976, p. 102) on him but it has not really changed him. This happens because the curriculum takes no account of what the child was before he came to school. It does not try to build on the substantial knowledge that he already has, to grasp his interests and stimulate them to ask further questions. Rather it treats the child like an empty slate to be handed the only knowledge worth having via the teacher or the textbooks. A child is best educated through his own interests as it is these that are of intrinsic value to him. By using his interests it is possible not only to help him understand them better but to encourage him to pursue them more actively and effectively.

The value of what is offered must lie partly in the possibility it provides for giving satisfaction and pleasure, for sustaining interest, for being found to be valuable by the child. If the child does not come to see the value of it, if he remains bored and alienated, possibly even less capable of finding it valuable after the attempts of the teacher, then the child is not being educated. For the educational value of an experience is in the pupils finding value in it. If they do not find value in it the experience is not educational, no matter how clever they become in answering exams on it (Pring, 1976, p. 55).

He has a similar theory to Layton, but whereas Layton is referring to a specific subject, Pring refers to knowledge in general. They both agree that knowledge (and subjects) originally arose for utilitarian reasons. A specific piece of knowledge began as an attempt to find the solution to a specific problem. "Knowledge, then, and the subject matters that are offered through the curriculum are a particular stage in the

active attempt to find a solution to a problem" (Pring, 1976, p. 57). But the solution to the problem is essentially one of knowing how to solve it, how to perform.

We are so concerned with knowing 'that' that we forget that much of this kind of knowledge is a very sophisticated reflection upon 'knowing how', an attempt to make explicit and put into statements the principles that are already operating in successful practice. Educational theory is divorced from educational practice, the knowing ~~how~~, about which it is theorizing (Pring, 1976, p. 19).

By turning school education into 'knowing that' instead of 'knowing how' the system is failing in two respects, to interest the child and thereby change him, and it is failing to impart the sort of knowledge that will be of use to the person once he has left school. This has a bearing on what is selected for learning at school.

Education should not be about some one person or group deciding what is worthwhile knowledge and what is not. Society decides what should be learnt by the child while he is at school but there is a difference between what is judged by society to be useful for the child and what the child intrinsically values for its own sake.

From the child-centered point of view there is a deep-seated suspicion of an educational programme that presupposes some objective hierarchy of values in which, say, classical music is better than pop, even though the majority of pupils might think otherwise (Pring, 1976).

2.2.12 Selection, Differentiation and Streaming

Knowledge is expanding all the time so selection has to take place. Deciding how to select is a difficult question. Accepting that Pring is right, that the selection should be in tune with the pupil's interests, how does the teacher come to grips with a selection about which she has no appreciation due to age, cultural and educational gaps between her and her pupils? Pring says that the art of teaching lies in bringing in contact the current interests of the pupil and the socially developed traditions of thought and behavior.

The one must be put at the service of the other. School education should be as much concerned with developing the art of practical judgment as it is with achieving academic success, especially in those who need a little prompting. The curriculum has become academic. It has lost its roots in the often practical world with its practical problems and perplexities which generated the more systematic, theoretical investigation in the first place. Theory is of little use without the judgment to recognize the concrete cases to which it is applicable (Pring, 1976, p. 94).

An important aspect of curriculum that has been touched on in the preceding discussion is differentiation. All the writers that I have covered who have discussed streaming have been implicitly or explicitly against it. So why is it so extensive? Why are some subjects deemed to be just for the able pupil and others more suited to the less able? What are the reasons that teachers and schools might want to differentiate whole subjects, certain contents of subjects and why would they want to

stream the pupils? The Taunton Report (in Goodson, 1987) suggested that some pupils, for whatever reason, would not stay in school beyond a certain age. For those pupils it would not make sense to give them part of a subject that they would not be carrying on to its conclusion. Those might be the very subjects that it would be advisable to start at a later age when maturity would make the contents and concepts more accessible. The pupil who stayed longer in school was the one who could afford to. Those were the students whose parents could afford to pay for their upkeep in contrast to those who would have to go out and supplement the family income. The students who could afford to stay at school until the age of 18 or 19 were also those who brought cultural capital to school with them from the home. So it is understandable that the able student who stayed longer and who sat for external examinations as entry to university, versus the less able student, who left school some years earlier, was not capable of sitting those exams and who had no pretensions to going on to university, came to epitomize two different social classes in England.

This seemed to be an accepted situation until a call came for a more equitable curriculum, one that was acceptable to democratic principles, "a school for every man's child" (Rowell & Gaskell, 1987, p. 79). This was the call in British Columbia, but in fact there was still discrimination within the school itself as there were three different courses; University Programme, General Programme and a vocational programme, of which this last does not appear to be a recognized course as the initial lower case letters indicate. Parents and students regarded the General Programme to be inferior and opted for the University Programme. This led to fears that standards would fall. So in spite of "a school for every man's child" differentiation and

discrimination still took place as well as the acceptance that not all pupils are capable of succeeding on the academic courses.

Two other countries in which the call for the abolition of discrimination in school education policy occurred, were Norway and England. These attempts at providing equal opportunity for all children, irrespective of their social class, met with varying success in these three different places. In Norway Gundem shows how this problem was at the center of the decision that children should learn English at primary school. They had for some time accepted the principle that all children should remain together for the first 7 (later extended to 9) years of their school lives. During this time neither streaming nor differentiation took place. The argument arose with the introduction of English. What English should be taught to which children? It was suggested that the rural pupil did not need English to the same extent as the urban pupil. This was a hotly contested issue and Gundem talks of the "pain of discrimination" (Gundem, 1987, p. 56) caused by selection and streaming procedures. But this was not the only reason that Norwegians were against differentiation. Selection was considered to be "functioning to reproduce the class society and undermining what was seen as the true function of education: to further the democratization of the Norwegian society" (Gundem, 1987, p. 52). She considers this attitude to be politically and ideologically justified but goes on to say that the "official and main legitimization [for selection] was of a pragmatic and utilitarian kind" (1987, p. 52). It is simply easier to teach complex concepts to a group of homogeneous, able children than to a mixed ability class.

In England Dixon (in Ball, 1987) considers the streaming of pupils in the English class and the decision to differentiate the content for the different streams. He was against streaming, as he believed that it was essential for pupils to have a wide range of experience and background in the same classroom. Such streaming creates elitist school populations.

In spite of the reasons why selection, differentiation and streaming should not take place it is still tolerated and, in fact, widely used. Rowell and Gaskell (1987) found in the teaching of science that the majority of teacher groups recommended the streaming of students into alternative courses. No doubt for the same reasons that Gudem (1987) found. But selection, differentiation and streaming also have to do with attitudes towards curriculum change. There are those who see change as deterioration from a golden age of perfection (Blenkin, 1992). Where it has always taken place, anything else would be seen as interference with an entrenched system.

2.2.13 A Possible Solution

The school curriculum must be updated and developed on a continual basis to keep what is taught in line with life as it is lived. Calls from politicians and industrialists to overhaul the curriculum occur at times when they feel their country is being threatened. In the 1990's most countries were feeling threatened by the globalization of economic life, and the new information technologies (Goodson, 1993 and Young, 1971). As a result governments are increasingly becoming aware of the importance of a combination of both skill and knowledge in the same person, across the

population as a whole (Young, 1993). Hence the need to combine education and training in the same curriculum rather than dividing them between academic, for the elite, and vocational for the less able. Young gives some ideas of how a future curriculum should probably look, in order for it to provide for a society that needs to be both productive and democratic in the 21st century. Such a curriculum would have to be unified rather than divided between educational and vocational, flexible and modular rather than based on courses and specialist subjects, and continuing, as in life-long learning (Young, 1993).

It is increasingly recognized that the low status of vocational programmes and the narrowness of A levels are not separate issues, but interdependent and part of the same problem - a system that is dominated by selection (Young, 1993, p. 22).

He goes on to say that only in the UK and the USA is post-compulsory education and training based on a minimalist role for the state. He is also profoundly interested in the system of qualification saying that the present system of qualification is based on selection rather than the empowerment and participation of learners. One way of moving in the right direction would be to do away with the separate academic and vocational tracks and replace them with a modular and integrated system of routes (Young, 1993).

2.3 Issues in Entrepreneurship Education

A need for school learners to be taught Entrepreneurship Education is being articulated internationally in a number of different sectors of society, including business, education and government. South Africa is no exception. This is being seen in various Educational journals both in South Africa (Gouws, 1996) and the rest of the world (Urbanic, 1995). It is necessary to take a look at how those articulating this need define Entrepreneurship Education as it has a direct bearing on what and how they feel such a course should be presented. When defining what they mean by 'entrepreneurship' many writers confuse the practice with the practitioner. Consequently some describe entrepreneurs and others describe entrepreneurship.

Kourilsky, as an educator in the field of Entrepreneurship Education, has described entrepreneurship according to how she believes it should be taught as a school subject. "The signature of true entrepreneurship is characterized by recognizing a gap in the market, facing up to the risk and actually running the business" (Kourilsky, 1995, p. 12). She is the only author who mentions that the business must actually be in existence. This is based on her experience as an educator who has encountered many Entrepreneurship Education programmes which are simulations and which she does not consider to be "true entrepreneurship" (Kourilsky, 1995, p. 12). She feels very strongly about the need for Entrepreneurship Education in schools and the importance of its three components; the recognition of a need, the preparation of resources in the presence of risk to cater to that need, and the actual running of the business. Unless one has actually grappled with the problem of starting a business these factors do not necessarily impress themselves on an observer.

The *Concise Oxford Dictionary* describes an entrepreneur as, "A person who undertakes a business or enterprise, with the chance of profit or loss." The concept of risk is implied in the phrase "chance of ... loss" as is the concept of recognizing a gap in the market implied by the word "undertakes".

Robertson's definition of an entrepreneur considers a different aspect (1997). He is impressed with the freedom that entrepreneurs experience, to the extent that for him it is the driving force behind entrepreneurship. He mentions the risk but the concept of recognizing a gap in the market is only implied.

An entrepreneur is one who is interested enough in work-place freedom to be willing to risk personal resources in an enterprise designed to provide products or services to others. Entrepreneurs will willingly accept and manage risks in exchange for the freedom to reap the rewards that accrue to the producer of needed products or services in an economy (Robertson, 1997, p. 3).

Bruwer's definition comes close to Kourilsky's true entrepreneurship with all three essential elements when he says, "An entrepreneur is a person who is able to recognize an unfulfilled need in the marketplace, and use this opportunity to start a business, in the face of uncertainty" (Bruwer, 1997, p. 5). Mare (1996), too, identifies the need to recognize a gap in the market but he makes no reference to risk, either explicitly or implicitly. "An entrepreneur is a person who initiates new

circumstances through innovative action and is able to capitalize on opportunities in his striving to generate wealth" (Mare, 1996, p. 4).

Stander (1996), in his book written specifically for school Entrepreneurship Education courses, describes an entrepreneur as one who, "provides capital, takes risk, provides value to the consumer, adds value and earns an income in the process" (Stander, 1996, p. 4). It is possible to see the areas of concern in some of these advocates' writing. Where Kourilsky stresses the importance of the business actually being run, Stander takes that for granted but stresses the importance of "adding value, providing value" (Stander, 1996, p. 4). He does not approve of young entrepreneurs simply buying goods and reselling them. Robertson, Kourilsky, Bruwer, Mare and Stander are all advocates for Entrepreneurship Education and their definitions reflect that to a certain extent. The references to Robertson, Bruwer, Mare and Stander are contained in books which have been written on how to be an entrepreneur. That could be why they have taken it for granted that the business will actually be run.

The following two definitions are to be found in Business Economics textbooks which do not profess to be advocates for Entrepreneurship Education. "The entrepreneur brings together land, labour and capital in the correct relationship and co-ordinates them in a single project or organization to produce goods and services" (Eksteen et al, 1986, p. 26). Although recognizing a gap in the market is implied in "bringing together" there is no reference to risk. This school textbook, which is designed for Grade 10 pupils, is teaching 'what' not 'how'. The university textbook written by Cronje et al (1st edition 1987) is even further from Kourilsky's definition, "[an] entrepreneur is ... the founder of a new business enterprise [and] includes all

active, innovative owner-managers" (Cronje et al, 1987, p. 414). That the accepted concept of an entrepreneur has changed in the decade since this book was first written is indicated by the definition in the 5th edition of the same textbook,

Entrepreneurs innovate and take risks. They employ people. They provide services and, through new combinations of materials, processes and products, create new products for new markets. Entrepreneurship entails the establishment of a business and the risking of capital in mobilizing resources to satisfy society's needs and make a profit (Cronje et al, 2000 p. 491).

The school textbook and the earlier edition of the tertiary textbook have missed out entirely on the element of risk. Business Economics' approach to Entrepreneurship is more formalised in that it describes Entrepreneurship, what it is, rather than teaching how to do it. Even some textbooks on Entrepreneurship Education itself (Mare, 1996) miss out on the risk element that other advocates see as an integral part of Entrepreneurship Education. For the most part those that have had experience in presenting a course on Entrepreneurship Education in the school agree that recognising a need and taking a risk are essential components of Entrepreneurship.

The issue about Entrepreneurship Education is that in many ways it stretches the boundary about how one necessarily sees a school subject. Outcomes based education sees skills and practice being combined with knowledge to form a whole. Business Economics, on the other hand, does not attempt to teach entrepreneurship, merely to describe it. That at least is better than Economics textbooks in which the word "entrepreneurship" is not mentioned at all (Botha, 1996). In a previous edition

of *Business Economics for Std 9* there is a list of qualities essential for all entrepreneurs. It is hard to imagine anyone who could have all those qualities. It gives a message that people are either born entrepreneurs or not; that it cannot be taught. The attitude of such a textbook is to leave the learner unchanged, it has no bearing on skills and competencies. The only purpose of listing the qualities of an entrepreneur is to rote-learn them for reproducing in a test. The actual affect it has on the learner is to tell him what he cannot be instead of teaching him how to be that, in spite of deficiencies, real or imagined, at the outset.

The whole point about the 1990's approach to entrepreneurship is that it can be taught. "The successful entrepreneur is not born but made" (Bowler in Mthembu, 1997, p. 34). Advocates of Entrepreneurship Education say that yes, certain characteristics are necessary, but a) it is not necessary to have all to be a successful entrepreneur, and b) many of these characteristics can be taught. It is important that children are taught about the world in which they live and that means they should be taught about the world of work and their options in it, not only as job-seekers but as job-creators. If education is to be a preparation for life, it must be closely related to the kind of society in which pupils are expected to live their lives (Botha, 1996). The school curriculum should form part of the context of the learner's life (Cornbleth, 1990).

Different writers have given different reasons why they believe that Entrepreneurship Education should be part of the school curriculum. Some say that the only way the economy will grow is for more people to drive it by starting more and more small businesses. All over the world big businesses are failing, causing massive

unemployment (Urbanic, 1995 and Kourilsky, 1995). It will be the task of entrepreneurs starting small business to offer the employment opportunities which are needed. People need to see entrepreneurship as being a job option, to be a job-creator rather than a job seeker (Kriel and Booysen, 1995). Entrepreneurship becomes increasingly important not just as a means of opening up jobs for school-leavers and those made redundant by the collapse of big business, but to drive the economy. In few countries these days, is the growth rate of the economy sufficient to absorb the school-leavers which enter the job market each year. This problem is even more marked in countries like South Africa where the population growth far outstrips the growth of the economy. According to Schumpeter, the entrepreneur's continual innovation is the source of growth and change that characterises modern capitalistic societies (Schumpeter, 1911).

Naturally most writers base the need for Entrepreneurship Education on a number of factors, not simply the need for economic growth or the need to redress unemployment. Kourilsky (1995) sees the driving force for Entrepreneurship Education in the schools to be threefold; the demand for it, the employment situation and the state of the economy. Fewer writers mention the desire of the pupils themselves for learning entrepreneurship in school although this has been seen to be the case. In a survey done in America a very large percentage, 69%, of high school pupils expressed a strong interest in starting and running their own businesses (Kourilsky, 1995).

Gustafson sees the value of Entrepreneurship Education going much further than that which is embodied in the three reasons given above. It "frames an ideal context for

students to address perennial questions concerning their identity, objectives, hopes, relation to society, and the tension between thought and action" (Gustafson, 1993 in Kourilsky, 1995, p. 14).

There is thus plenty of motivation for Entrepreneurship Education to be taught, but this raises the question of why it should be taught in schools specifically. According to Kourilsky (1995) when children enter school they have a far greater natural affinity for entrepreneurship than when they leave school. Clearly there is something in the school curriculum which is suppressing or deadening the entrepreneurial spirit. This could be the hidden or implicit curriculum as identified by Cornbleth (1990). Pupils soon learn that they must behave in a certain manner in the classroom, sit still, do the work required of them and submit such work within a certain period, to achieve an acceptable grade at school. This precludes using initiative and lateral thinking, the very qualities which are required for effective problem solving in an exercise such as entrepreneurship. "Among the messages that might be communicated ... are that one's own thoughts and feelings are unimportant, that patience and passive compliance are rewarded while initiative and originality are not" (Cornbleth, 1990, p. 71). This further implies that successful Entrepreneurship Education depends on teachers of all disciplines moving away from these defensive teaching methods. On the other hand, is it possible for one teacher to successfully create an atmosphere in which initiative is encouraged in certain time-slots on the timetable only?

Perhaps it is the task of the school curriculum to encourage and build on whatever entrepreneurship talents the learners have. It also stands to reason that by including a course in the GET (General Education and Training) level of education, all children

will be caught in the net. Entrepreneurship Education is one of the areas specified by the Committee on Teacher Education Policy (COTEP) as being a necessary part of GET.

In the latest Draft Progress Map: January 1999 for the Economic and Management Sciences produced by the GDE (Gauteng Department of Education) and the GICD (Gauteng Institute of Curriculum Development), "Running Your Own Business" is a sub-strand of the strand "Making a Living" which forms part of the syllabus right from Grade 1. However it is only in Level 6 (Levels 5 and 6 relate to the senior phase, grades 7 to 9) that it is envisioned that pupils will actually run a business.

According to research done by Robertson (1997), children whose parents are entrepreneurs are more likely to become entrepreneurs themselves. They see how to seek out an opportunity and take advantage of it. They also see the possibilities one has of going into business for oneself. These children are what Jean Lave describes as "legitimate peripheral participants to the practice" (Lave, 1991, p. 76), in this case the practice is entrepreneurship. So there are children who are acquiring entrepreneurship skills other than in the school context. Robertson claims that all learners must be given the same opportunities as those of the children of entrepreneurs and the only way of ensuring that is to include it in the school curriculum (Robertson, 1997).

Steve Mariotti (1996), founder and President of the National Foundation for Teaching Entrepreneurship in the US, makes a special point that it is not only the children of the lower socio-economic level who should be receiving Entrepreneurship Education

at school. The implication is that there are those who believe it is particularly important for "at-risk youths" (Kourilsky, 1995, p. 14). For these learners education tends to focus on job-skill training which, when combined with their social circumstances, leaves them with the impression that the world of work is one of taking a job. Kourilsky (1995) and Kriel and Booysen (1995) stress that all learners would benefit from Entrepreneurship Education. For the children in the lower socio-economic levels it could be seen as a critical curricular issue, but it is of importance to all school learners, and of increasing importance to the middle and upper socio-economic levels. There are many students who find that in spite of having done well in school, and even those with degrees, cannot get jobs that reward them sufficiently for their qualifications and their academic skills (Kourilsky, 1995). Even those children who learn about entrepreneurship in the home would benefit from the re-emphasis and the more structured school curriculum form.

Mariotti (1996), Kourilsky (1995), Kriel and Booysen (1995) and Stander (1996), all advocates for the inclusion of Entrepreneurship Education in the schools, go even further by saying how they believe it should be taught. Entrepreneurship is not a school subject which is learnt purely by sitting at a desk, taking in content, and then being evaluated through the medium of tests and exams. It must involve identifying a need in the community, taking a risk and running the business. Real entrepreneurship does not occur without the important elements of need recognition, risk and the actual running of the business (Kourilsky, 1995). These writers believe that to teach real entrepreneurship the learners themselves must identify a need, find their own capital and actually run the business in the face of the very real possibility that it could fail. To do anything less is to short-change the Entrepreneurship Education

curriculum. The KwaZulu Natal (1996) syllabus for Entrepreneurship Education states that unless both sides of the programme, theory and practice, are undertaken it is best not to do it at all. There are those who are not presenting Entrepreneurship Education in this way but they are not writing anything in defence of their position. Teaching Business Management is easier and safer and as a result many schools opt for that version of Entrepreneurship Education (Kourilsky, 1995).

Kriel and Booysen are two teachers who are running their Entrepreneurship Education programmes in the way advocated by Kourilsky. They have created a course which they feel gives their pupils the "the freedom to venture, to explore and to take risks; even to fail" (Kriel and Booysen, 1995, p. 101). Apart from learning about commerce and how to run a business the pupils learn important skills such as accountability, planning, time-management, and market research with the all the relevant problem solving that they entail.

Entrepreneurship Education is a course that offers much more than certain core skills involved with starting and running a business. In two case studies involving children from disadvantaged backgrounds in New York, Entrepreneurship Education dramatically altered their nature and over-all attitude (Mariotti, 1996). Kriel and Booysen have also noted an increase in self-worth demonstrated by pupils as a result of the entrepreneurship programme, especially amongst those who do not usually achieve well academically.

To sum up, Entrepreneurship Education could take the form of a set of principles, declarative knowledge such as Business Economics does, or it could take the form of

a practice. Where entrepreneurship is not practised it does not move out of the classroom to extra-mural activities. There are instances in which the practice is taking place in the absence of theory. For example, some schools encourage their pupils to run businesses as a fund raising project such as for charity or for the matriculation dance. These schools do not view it as Entrepreneurship Education nor do they do it for any educational value beyond that of being aware of the need for exercises in charity or fund raising for school activities.

At a teachers' training college in Durban Entrepreneurship Education has four periods a week for the whole of the first year for the Business Studies students. The students produce detailed business plans which are evaluated on paper and in an interview by a panel of lecturers and independent business people. However two of Kourilsky's essential elements, those of risk and actually running the business are omitted. As a result, the effectiveness of the third element, that of recognising a need, is not put to the test. Kriel and Booysen stress that the failure of the business is not equivalent to failing the subject as valuable lessons can be learnt from failure, sometimes more emphatically than those that can be learnt from the success of a business venture.

In contrast to the Durban teachers' training college there is a teachers' training college in the Boland that has started an Entrepreneurship Education course with the help of the NGO (Non Governmental Organization) FEBDEV (Foundation for Economic and Business Development) in which all three of Kourilsky's essential elements are present. Hence we can see that there is tension about how people understand what should be taught and how it should be done. In this research project I have tried to explore the dimensions of Entrepreneurship Education, what is happening with

regard to it, what is being done, what is being tried, what has failed and what has never been done.

2.4 Conclusion

It is clear that the passage of an emergent subject is not an easy one, particularly if that subject has an important practical component and needs no formal examination. This inevitably leaves it low down on the developmental scale, and although that does not mean that it will not become a subject, it does mean that it is always in a precarious position; one in which it could be eclipsed at any time to make space for some other, more theoretical subject which depends on an exam.

CHAPTER THREE

RESEARCH DESIGN

3.1 Introduction

Starting in the early to middle 1990s there has been a call from advocates in various sectors of the community to introduce Entrepreneurship Education into the school curriculum. These advocates were teachers, businessmen, NGOs, lecturers in tertiary institutions and state employees in education departments. Some schools began to respond to this call and introduced Entrepreneurship Education into the curriculum in spite of the fact that there was no official syllabus provided by the national department of education, neither pre-service nor in-service teacher-training in Entrepreneurship Education. Entrepreneurship Education thus provides an ideal opportunity for the examination and tracing of how a felt need in society is taken up and becomes part of the school curriculum.

The research was conducted by means of interviews with teachers, heads of departments or principals of twenty-four secondary schools in the Greater Johannesburg area. Twelve of the schools were offering an Entrepreneurship

Education programme and twelve were not. There is no implication that in general 50% of schools in this area have adopted an Entrepreneurship Education programme. The initial random sample indicated that roughly two thirds of the schools were not offering the course. Other schools which are offering it were found through tracking and deliberately included in the research.

3.2 Research Aims and Objectives

As mentioned in the introduction to this report, I wanted to find out what it was that the advocates wished to see in the school curriculum under the heading of Entrepreneurship Education; why they considered it to be important and how they wanted to see it taught. From those schools which have introduced Entrepreneurship Education I wanted to investigate the process and tensions involved in translating the perceived need for entrepreneurship into the lived curriculum. From those schools which have not introduced Entrepreneurship Education, I wanted to know whether this was due to ignorance, apathy or deliberate intention.

3.3 Research Questions

The questions which I attempted to address fall into three main categories;

1. Why is Entrepreneurship Education considered to be important?
2. How and why is Entrepreneurship Education being presented in some schools?
3. Why is it not being offered in other schools?

3.4 Research Methods

Qualitative evaluation and research methods provided the tools for understanding the process and tensions involved in translating the perceived need for Entrepreneurship Education into the lived curriculum. The research design used here displays all eight of the characteristics of qualitative research identified by Maykutt and Morehouse (1994) to a greater or lesser degree:

1. The research design has an exploratory and descriptive focus in that I am interested in exploring the process whereby Entrepreneurship Education has been incorporated into the curriculum at some schools. The process has been different at different schools and the research sets out to describe these differences as well as the similarities.
2. The design evolved over a period of time as the data was being collected. Certain themes began to emerge which were not foreseen which meant that new questions needed to be added to the questionnaire while others became redundant as they showed that they were not revealing anything of interest.
3. Although the research began with a random sample, tracking of leads took place and schools were included purposely as it became clear that they needed to be included in the sample.
4. Where possible data was collected in the natural setting. Interviews were conducted face-to-face with teachers at their schools on some occasions. Where this was not possible interviews were conducted telephonically. I visited some schools' market days and saw the businesses in operation.

5. The emphasis is on the "human-as-instrument" (Maykut and Morehouse, 1994 page 45) in that the researcher is the collector of the data as well as the culler of meaning from that data.
6. The method of data collection was qualitative in that it resulted from in-depth interviews, observation and the collection of relevant documents.
7. Data analysis began soon after the start of the data collection. This meant it was an on-going research activity and was primarily inductive.
8. The results of this research study are presented within a rich narrative which is referred to as a case study. The cases in question were twenty-four English-speaking secondary schools in the Greater Johannesburg area.

3.5 Research Procedures

The research procedures followed were those outlined by Cohen and Manion (1989).

An area of interest was selected from which a specific research problem was formulated, namely; how a felt need in society is introduced into the school curriculum. The second stage was concerned with choosing a setting and that being schools, a random sample was chosen from a list of high schools in the Greater Johannesburg area which are used by Johannesburg College of Education as sites for the students' School Experience. As a result the schools on the list were all English Language schools. Also, the list did not include any schools in Soweto or Alexandria as it is presently JCE policy not to send their students or lecturers into the townships. As well as those schools randomly drawn other schools were purposefully selected, as it came to light that they needed to be part of the selection.

At the third stage questions were formulated into a sequence of questionnaires encompassing the extent and range of information required to meet the research objectives. There was a separate questionnaire for those schools which offer Entrepreneurship and those which do not, so the first question was, "Does your school offer a course in Entrepreneurship Education?"

The fourth stage was concerned with the choice of methods or sources necessary to provide the information desired. The method chosen was that of personal interviews where possible, otherwise telephonic interviews with the relevant respondent. The specific source was the person who was prepared to answer the questions. Usually this was the person or persons responsible for running the course but occasionally it was the principal or a Head of Department. It was decided against using postal questionnaires due to their low response rate, and because of the open-ended nature of some of the questions. As a result the respondents, even in the personal interview cases, did not see the questionnaires. This was also an attempt not to put words into the interviewees' mouths.

The fifth stage involved implementing the research, collecting and analyzing the data. The sixth stage was the interpretation of the data and the drawing of inferences there from.

3.6 Validity and Triangulation

Validity in a qualitative study, such as this one, is a more complicated concept than in a quantitative study. Validity concerns the relationship between concepts and indicators (Brown and Dowling, 1998). Through studying the literature on curriculum development various concepts have been identified; e.g. a school subject has a specific status which is indicated, amongst other things, by the time allocated to it on the timetable (Bernstein, 1975). Status is the concept, amount of time allocated is the indicator and the timetable is the empirical setting. By examining the timetable and adding up the hours or periods per week one should be able to derive an indication of the status of a specific subject. One would expect to code each subject correctly in order of importance or degree of status according to the time allocated to it. "This would be an assertion of face validity" (Brown and Dowling, 1998 page 26); the sum of periods or hours being a plausibly valid indicator of status. However there are subtleties which the timetable, on its own, does not show.

On the face of it different groups of subjects have different status from other groups and equal status to one another within a group. A Grade 8 group would consist, for example, of subjects such as English and mathematics. Both of these subjects would have the same number of periods according to the timetable. Another Grade 8 group could consist of general science, geography, history and accounting all of which have the same number of periods allocated to them but not the same as those subjects in the first group. What is not immediately apparent from examining the timetable is the different status of subjects within a group. Take for example the two Grade 12 subjects mathematics and Business Economics. They have the same number of

periods allocated to them. There are also non-examinable subjects on the timetable such as Guidance and Physical Education. As the final matriculation examinations approach these periods are often appropriated and used as extra mathematics periods. Such changes to the timetable are carried out in many schools but are not formally written into the timetable and so are not obvious when using the timetable as the empirical setting.

In addition to relying on face validity, the results of coding according to one indicator may be compared with the results of coding according to another indicator which has previously been demonstrated to be valid. A statistical measure of agreement, or correlation, between the two coding results provides a measure of the criterion validity or convergent validity of the new indicator (Brown and Dowling, 1998, p. 26).

According to Bernstein (1975) there are other indicators of a subject's status such as whether it is compulsory or optional, whether the contents of a subject stands in a closed or open relation to the contents of other subjects and what type of pupil, whether able or less-able, is steered towards that subject. These and other indicators could be used to provide a measure of the criterion validity or convergent validity of the chosen indicator. If the indicator is new and untried it may be possible to demonstrate that it bears out an already known relationship between two theoretical variables. "This comparison provides a measure of the construct validity of [the new] indicator" (Brown and Dowling, 1998, p. 26).

One of the most important concepts with regard to Entrepreneurship Education is its status as this has a direct bearing on its viability as part of the school curriculum. To obtain valid data in this research project it is important to be aware of the limitations of using specific indicators on their own. As a result several indicators have been used in the case of subject status, time allocated, whether the contents are open or closed, the type of pupil which is steered towards it and whether it is compulsory or optional.

"Triangulation is the use of two or more methods of data collection in the study of some aspect of human behaviour" (Cohen and Manion, 1989, p. 233). Six types of triangulation have been identified, namely; Time, Space, Combined levels, Theoretical, Investigator and Methodological triangulation (Based on Denzin's typology in Cohen and Manion, 1989, p. 236). The only that was used in the collection of data for this research was Space triangulation. In collecting the data from twenty-four schools an attempt was made to interview different people in different schools and in so doing bring a broader perspective than would have been obtained from studying only one or a few schools. However it cannot be said that the schools were culturally that different from one another in that they were all English speaking, urban schools in the same province.

3.7 Research instruments

The research instruments used were questionnaires put to the respondents at personal interviews or telephonically, observation and collection of relevant documents. The

questionnaires were not given directly to the interviewees; they were used more as a reminder to the researcher.

For those schools which do not offer Entrepreneurship Education, I wanted to know why not. Was it because they had never heard of it? If they had heard of it, had anyone brought up the suggestion that it should be offered at that school? Had the school in fact had a promoter (Goodson, 1983) whose status was not high enough to result in action? Perhaps the school did not feel that such a subject was right for what they felt their school stood for in education. Perhaps there was not anyone who was prepared to tackle it. At most schools which have flourishing Entrepreneurship Education programmes it is the Accounting and/or Business Economics teachers who have taken charge of it. Perhaps the school does not offer either of those subjects.

Of those schools, which do offer it I wanted to know who the promoter within the school was, and from where he had got the idea. I also wanted to know who the teacher was who was running the programme. This is not necessarily the person who was the original promoter. As Entrepreneurship Education is a very new area in schools teachers have not had training in it. This makes the first few years of the programme a learning experience and so I wanted to know when it was first introduced as this would have a bearing on the level of expertise they had acquired.

I wanted to know why the school introduced it. What did they think was important about Entrepreneurship Education to lead them to introduce it? Should learning more about business be part of a child's education? Should children learn about business to give them a viable option to being a job seeker? Was it introduced for its

utilitarian aspects? What about the pedagogical qualities of Entrepreneurship Education? Does it help children with their understanding of other subjects such as Mathematics, Accounting and Business Economics? Does it enhance and enliven the theory of these other subjects? As I wanted the teachers to come up with their own ideas rather than my putting words into their mouths I did not ask these questions as I have written them but I was looking for answers to these questions in what they said.

An important part of what I was trying to find out is how Entrepreneurship Education is being presented. I wanted to know what grades were receiving it and whether it had its own slot on the timetable. Was it presented during school hours or extra-murally? Was it compulsory or optional? If it formed part of the timetable how many periods was it allocated and what had it replaced? If it was part of another subject like Accounting or Business Economics, had it replaced specific content of those subjects or was it squeezed in at the beginning or endings of those periods?

As Entrepreneurship Education has only recently been introduced into teachers' training colleges as part of teachers' training I did not expect teachers to have had training but I asked what training they had had because I am aware that NGO's have been active in this field, although their main thrust has been towards Technical colleges and Teknicons rather than schools.

There is a wide variety of ways of presenting something like Entrepreneurship Education. It could be an integrated field of study; it could consist of theory alone or it could be a mix of theory and practice. The practice itself, that of running a business, could take place on an on-going basis, inside and/or outside the school, or it

could be restricted to a single market day or a series of them. Most schools do seem to have a set period for the running of the business whether it is a single day or half a year.

Obviously it is easier to follow a course that has already been mapped out by someone else. There are quite a few of these on the market by now, ranging from *Ventures*, which is a complete kit produced by TTO (Triple Trust Organization), to the extensive files produced by FEBDEV for use by those teachers who have completed their week-long training; to textbooks which outline each step for the teacher, like *Winning Ideas. Entrepreneurship for Grade Seven* by Pam Wyness (1995). So I asked what course the teacher was following and what textbook or resources were being followed.

I wanted to know to what extent, if any, the evaluation of Entrepreneurship Education was dependent on reports or feedback obtained from the marketing by the pupils of their goods or services. Evaluation of a course such as this is a problem. One of the purposes of evaluation is to be assured that the pupil has reached a certain standard. But standards are difficult to ascertain. When running a business pupils often learn more from failure than they do from success. The successful ones frequently do not sit down and question what it was that they did right, whereas the ones whose businesses did not do so well look for answers and very frequently find them; particularly when they have successful businesses right next to them with whom they can compare their own efforts.

Pupils also need to be evaluated as a spur. I wanted to know if assessment took place, what was assessed, and at what stage of teaching the theory or running the business that it took place. Was any form of feedback required at the end of the exercise? If so what form did it take, oral and/or written?

I expected the teacher to encounter two major problems in Entrepreneurship Education: getting the pupils to come up with their own idea for a product or service (recognizing a gap in the market) and obtaining the start-up capital. So one of the questions I asked was, "Did you have any trouble getting the pupils motivated? If so what did you do about it?" Answers to this question were interesting and very varied.

With regard to where the pupils got the start-up capital, there was surprisingly little problem encountered here. This might have been because none of the schools which cater to the really impoverished areas were offering Entrepreneurship Education or had even heard of it.

3.8 Research-gathering Problems

There were three main problems which I encountered when collecting the data. The first had to do with the limitations of the telephone, the second resulted from some of the interviewees' attitude towards me and the third resulted from ignorance of Entrepreneurship Education as is explained below.

The main difficulty I encountered in doing the research was getting the right person on the telephone. Teachers are usually in the classroom and cannot come to the telephone. Phoning at break is not all that satisfactory as the time is short and I was loath to take up time which I know the teacher needs in order to relax before going back into the classroom. If I left a message for the teacher to phone me back that was frequently the last I heard of it. Naturally schools are hesitant to give out staff's home phone numbers. I did have a few opportunities of going out to the schools to interview the teachers in person. This was the most satisfactory in terms of getting a good interview and being sure of seeing the teacher. All I had to do was wait until she was ready to see me. Sometimes it is even possible to give the class a task while being interviewed whereas the teacher is understandably not able to absent herself from the classroom to talk on the telephone for twenty-plus minutes. I found it very frustrating to spend several hours at a time on the phone without having managed to get a single interview.

Many of the teachers to whom I spoke were convinced that I had a hidden agenda, even after I told them what my interest in Entrepreneurship Education was. A couple of people insisted that their schools were covering Entrepreneurship Education even though it was clear that they were not. It was as though I was finding them deficient and was going to do a report on them. I soon realized that I had to say that I was not concerned whether or not they were offering the course, only why. This was the case particularly with the private schools.

Finally, the number of schools which have never heard of Entrepreneurship Education was off-putting. At one stage it seemed to me that all I was getting was

schools which do not offer Entrepreneurship Education and I was beginning to feel that this research project would be why schools are not offering it rather than how a felt need in the community gets incorporated into the schools.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

This research project is about Curriculum Development, how a felt need in society becomes reality in the school curriculum using Entrepreneurship Education as the vehicle. This chapter combines the analysis and interpretation of the data collected at various schools in the Greater Johannesburg area in relation to curriculum development. Working with schools that have introduced an Entrepreneurship Education programme, it examines why they believe it is important to teach entrepreneurship in schools, how the course is being run, the facilities being offered the course in the way of space on the timetable, teacher training and type of pupil, and the difficulties, if any, which have been encountered or experienced in the attempts to implement Entrepreneurship Education. It also examines those schools which have not introduced Entrepreneurship Education in an attempt to discover the reason for this.

The chapter starts with a brief discussion of the themes that emerged from this research, followed by two portraits in Entrepreneurship Education, Wykeham

Collegiate and Junior Achievers. This is followed by a detailed discussion and analysis of the findings using the conceptual framework developed in Chapter Two.

4.1 Themes and Trends

At the start of this research project there were certain themes that I expected would emerge. Some of these themes are those which researchers into curriculum development have already identified and described. One such is the status of a subject and how it influences the time allocated to it, the facilities allowed it and the type of pupil which is steered towards it. Another theme is the link between the status of the initiator of the new subject and the success of that subject. The higher the status of the initiator of the new subject the greater the success of that subject. I looked with interest to see if these and other trends or themes would emerge in my own research and was gratified when they did as I felt that it validated my work.

Themes that had specifically to do with Entrepreneurship Education I expected to emerge in this research to a greater or lesser degree. Kourilsky (1995) lists the three essential elements of Entrepreneurship Education to be identification of a gap in the market, the acceptance of risk and the actual running of a business. She has noted that at some schools teachers try to make things easier for their pupils by eliminating one or more of these elements. Again, in my study I found schools where teachers have done the same because they believe that otherwise the course would be too difficult and pupils would not do it.

There were also some answers to specific questions which I expected to form a pattern on the basis of the behavior of human nature. For example money, or the lack of it, is frequently used as an excuse for not doing something. I expected teachers, pupils, even schools as a whole, using the difficulty of locating start-up capital as a major reason for not getting involved in Entrepreneurship Education. Not once was this shown to be a specific problem at those schools where Entrepreneurship Education is being offered, nor was it used as an excuse at those schools where it is not being offered. Since most of those schools which are not offering Entrepreneurship Education had never heard of the subject before, this is perhaps not surprising. At some of the schools situated in poorer areas I asked what the interviewee believed would be the major reason which would prevent Entrepreneurship Education from being introduced, fully expecting the answer to be, "Inability to raise the start-up capital." I was surprised when this was not the case. Instead lack of interest by teachers and pupils was given as the most probable reason.

An example of an expected trend which manifested itself was one which Cornbleth (1990) wrote about regarding the lack of response the state gets when it tries to introduce something to the schools. She was writing about conditions in the United States and so I did not expect that to be the case in South Africa where we have been used to a top-down situation in which schools and teachers wait to be told what to do and then do it. Not a single school I interviewed had been influenced one way or the other by the state's endorsement of Entrepreneurship Education.

Themes and trends which were not expected also appeared. It was surprising to note the influence a single advocate had, either directly or indirectly on a large percentage of the schools offering Entrepreneurship Education; that of Wykeham Collegiate. It was like a strand running from school to school, sometimes obvious and at others hidden, only to be exposed when I asked the right questions. There were some schools where it was not possible to form any link with Wykeham Collegiate. The teachers who introduced Entrepreneurship Education could not remember where they first got the idea. Perhaps they saw something in a newspaper, magazine or on television or heard someone mention something about it, they could not remember.

These are the cases where I believe the strand is invisible but it is still there.

Wykeham Collegiate has done a lot to advertise Entrepreneurship Education, through a paper read by one of the teachers at a conference for Economic and Management Sciences held in Durban in 1995 (which is where I myself heard about it), articles in popular magazines, *Fair Lady* and *Your Family*, participation in Entrepreneurship Education Initiative forums, interviews on television, presentations given at various conferences as well as the many prizes this school and its pupil-businesses have won. Wykeham Collegiate has not only been my inspiration but has the best Entrepreneurship Education programme that I have seen and as such is described fully later in this chapter.

Another trend which appeared over and over again was the way in which teachers linked Entrepreneurship Education with the least able pupils, the fact that they regarded creating a job to be less demanding than holding down a job. Entrepreneurs and civil servants are surely on opposite ends of the initiative and risk-taking scale.

In this respect teachers are civil servants and perhaps have a higher regard for people

who are successful job applicants than for those who run their own businesses. I did not go into the question as to whether the teachers' attitudes regarding the relative importance of Entrepreneurship Education for the less-able pupils is held by other sections of the community.

On the other hand there were trends which I had expected and which did not appear to be of any importance, for example the issue of start-up capital. I also expected the question of whether or not to use a text book would be of more importance than it turned out to be. None of the schools either supplied the pupils with textbooks or expected them to buy them.

4.2 Entrepreneurship Portraits

In examining the actual Entrepreneurship Education programmes in place it was inevitable that they would be compared, however unintentionally, with an ideal in the minds of the interviewer and the interviewee. When this was shown to be the case the ideal was either the Entrepreneurship Education programme run by Wykeham Collegiate or the work done by Junior Achievers. When looking at the answers to the question, 'Where did the idea of introducing Entrepreneurship Education into your school originate?' only three answers emerged; Wykeham Collegiate, Junior Achievers and, "I read about it somewhere." These are two compelling reasons for giving a description of what Wykeham Collegiate and Junior Achievers do in the field of Entrepreneurship Education.

4.2.1 Wykeham Collegiate: The Best Example

Wykeham Collegiate has been my inspiration and the inspiration of many of the schools which I interviewed as well as the inspiration, I suspect, of the KwaZulu-Natal Education Department. I have yet to find a school that comes anywhere near them in their Entrepreneurship Education programme. When formulating my questionnaires for collecting the data I had Wykeham Collegiate in mind as the ideal against which other Entrepreneurship Education programmes would be judged. For this reason it is necessary to present a full description of what that school does under the banner of Entrepreneurship Education.

Entrepreneurship Education was introduced into Wykeham Collegiate by Leone Hogg, the Lady Principal at the time. She asked the Head of Department for Commercial subjects, Wanda Booysen, and Anne Kriel, the Accounting teacher, to introduce Entrepreneurship Education as a practical element to enliven the Business Economics classes. The principal took a lively interest in the project and held weekly brainstorming and development meetings with the teachers involved. According to Wanda Booysen Ms Hogg was someone who was way ahead of the pack, particularly when it came to education. Although originally it was thought of as part of Business Economics it was offered to all pupils in Grade 8 from the start, branching out to include lower and higher classes.

When some parents and members of the governing body objected on the grounds that:

1. It would make the girls too materialistic;
2. *Their* girls didn't need to know how to support themselves,

the principal refused to acknowledge their objections. Judging from the amount of publicity the school has gained right around South Africa and the number of prizes they have won she was correct to stand firm.

Originally the course was offered to all Grade 8 pupils. The following year it was extended to the Grade 9's and the Business Economics Grade 10 pupils, as they had not had the opportunity previously. It was also extended to any one in the high school who wished to do it as an extra-mural as well as to the Grade 7 pupils in the primary school.

The teachers drew up their own textbooks from overseas sources, as there was nothing in South Africa at the time. These textbooks were required by each of the pupils as they contained individual assignments which the pupils had to complete in their own time as well as in the classroom. This included going to the Media Center and viewing a collection of videos on Entrepreneurship Education.

The pupils were required to find a gap in the market and singly or in small groups to do market research, research suppliers and do a costing analysis. An exception was made for the Grade 7 pupils with regard to the size of the group. The class as a whole ran a single business, along the lines of a private company in which all the members of the class were shareholders with various responsibilities.

Obviously the pupils started small and some remained that way but they were urged to think big and some have become involved in supplying retail outlets around South Africa as well as overseas. One Grade 8 pupil is believed to be the youngest entrepreneur to have got a loan from the Small Business Development Corporation.

Complaints came from the tuck shop regarding unfair competition and from the matron of the hostel who said that the girls were not eating their meals. At a Governing Body meeting it was decided that no restrictions would be placed on competition. This resulted in a huge improvement in the tuck shop; prices came down, hours of trading increased and the variety of food broadened.

The pupils were given a set period of time in which to run their businesses after which they had to produce financial statements. They were then given the choice of winding up their businesses or continuing for their own gain.

Over the years the Entrepreneurship Education programme has become very sophisticated. The businesses have to pay a business-licensing fee to the school as well as taxes. The businesses have to be audited by pupils in the Grade 11 Accounting class who have to be paid for their work. The money which the school collects is used to buy equipment for the use of the Entrepreneurship pupils. They have bought such equipment as a colour printer, and other office machinery. The pupils themselves have bought things like cell phones to be able to continue their businesses. It has reached the stage where pupils have had to be told to turn off their cell phones before coming into class.

The teachers of Entrepreneurship Education believe that this course is important for a number of reasons.

1. The pupils need to realize that there is an alternative to becoming a job seeker, that of being a job-creator.
2. The lessons about problem solving are demonstrated in an active way through Entrepreneurship Education.
3. There is more to be learnt from failure than there is from success.
4. Pupils must be prepared to risk failure in order to gain success.

Originally the programme was carried out on an integrated subject system. Subjects such as Accounting, Business Economics, Mathematics, Life Skills, English and Computer Sciences were all involved in the programme. Unfortunately this is no longer the case because integrated studies is still fairly new among senior school subject specialists and it did not work as successfully as had been hoped. Some of the pupils' businesses have become so successful that it is a worry to their parents regarding the state's attitude towards income tax.

The business community has also become involved in that a local bank has taken on some pupils as agents. These pupils identify others who wish to have bank accounts and they open one for them and are paid commission by the bank. In this way children in Grade 8 are opening their own bank accounts, writing cheques and balancing their bank accounts. Although writing out cheques is taught in Accounting and Business Economics, many people, particularly the more able ones, do not get a chance to do this for real until they leave university and get a job, at which stage they

do not remember any of what they learnt in the classroom in a lesson that was only a mock-up anyway.

The course is evaluated along the lines of continuous assessment by means of assignments. The school has developed such a high reputation for its Entrepreneurship Education programme that the pupils are very keen to involve themselves. When it comes to start-up capital the parents are prepared to help in this regard. But at the moment this course has such a high standing that even banks are prepared to put up the money.

4.2.2 Junior Achievers: Leading the Way

Junior Achievers is an NGO and has been in South Africa since 1979, some time before the call for Entrepreneurship Education was given. The funding comes from overseas, through embassies, as well as from local parastatal organizations and corporations such as Ultra High (industrial diamonds, part of De Beers), 3M and South African Breweries. The funds are usually given with some form of condition. For example the Dutch Embassy requires that Junior Achievers target urban youth, whereas some government statements require that rural provinces be covered.

This organization originated in America in 1919. After WWI the state and some private foundations in America were worried about the returning soldiers and how they would be integrated back into civilian life. Many of them had not finished school but it was too late for them to go back to school. So the Junior Achievers

Programme was founded to give these young men some training for the job market. Hence it was not originally formed to teach people to be job-creators but to be successful job seekers.

The founder in South Africa was Steve Black. At that time JA (Junior Achievers) was attached to the Wits Business School and the motivation was to prepare young people for the job market. At the time of JA's introduction to South Africa jobs were more easily found than they are today. Hence the focus has had to change from job seeking to job-creation. One way one can see this change is the frequent reference to 'entrepreneurship' in their material which was not part of JA's vocabulary 20 years ago.

The way JA works is that an official contacts a school and asks if someone may come by to explain what it is all about with the object of gaining the pupils' participation. The activity is aimed at the Grade 11 pupils so that they will be mature, but not get in the way of the matriculation exams as it might if Grade 12 pupils were involved. If the school agrees then JA has to abide by the method the school devises for them to introduce what they do. For example a school may ask them to talk to the pupils directly. This can cause a problem when several hundred pupils who do not understand that they cannot all participate confront them. Due to the way JA runs their programme and the limits on their funding the course is only available for a handful of pupils from each school.

At other schools the principal may elect to be interviewed and says that he will take it from there. At yet other schools the JA official may get to talk to some of the

teachers. How it works is very much at the discretion of the school. If the school agrees to sign on then it chooses a number of pupils who will be invited to attend the JA course. The management at JA is not happy with this arrangement for a number of reasons. To begin with it does not expose the whole school to what JA has to offer. Unfortunately this cannot be helped because of the lack of funds. Secondly the school does not necessarily choose the pupils who will make the most of this programme. The schools choose their best academic candidates as they see them as ambassadors for the school; the teachers have a better relationship with the academically successful pupils than with the others, and something like JA is seen by the teaching staff as part of the reward system and obviously this would go to the academically able pupils. Successful entrepreneurs are not necessarily the brightest students. According to the JA staff member interviewed, successful entrepreneurs are focused, they follow a hunch and are ready to take risks. Rational people (who do well academically) are not necessarily like that.

JA tries to recruit from all schools, but new schools take a long time to decide to sign on. They are dubious and suspicious and require several visits before deciding one way or another. As a result JA does very little recruiting of new schools. They are more inclined to take on schools which approach them. The most successful schools are those with a teacher who is prepared to be the link. Even though JA's sponsors frequently make conditions as to which children must be targeted it is difficult and expensive to introduce new schools as they need a lot of time and convincing before they will sign on and due to shortage of funds JA does not have the time to pursue new schools. As a result they tend to favour those schools which contact them. From the schools which I have interviewed I have noticed that it is the more privileged

schools which have taken an interest in JA and that have teachers who use their initiative to sign on. Reading between the lines it would appear that their sponsors would prefer JA to be involved with the less privileged, or historically disadvantaged schools.

Pupils and their parents have to sign various forms, one of them being an indemnity form. The course takes place after school hours at the offices of a sponsoring company or at the offices of JA in Parktown. It lasts 33 hours, 3 hours a week for 11 weeks, usually an hour an afternoon on three afternoons a week. In other words, this will last a full school term. Just lately some schools have requested that they continue with the business for longer than one term. One school is in the process of carrying on their business for the whole year, even though the pupils have received their certificates. JA has been criticized in the past for being a 'flash in the pan', the course runs for a term and then it is all over, so those schools that want to continue for longer are providing an answer to this.

Only a few children from each school are chosen. A company is formed of about 30 children. The ideal is to get pupils from different schools so that they learn to work together with people from different places and different backgrounds. There is a certain amount of attrition as children fall out for different reasons; transport problems or lack of interest, so JA usually recruits about 40, more than they need to get the number they want of about 30.

The children decide what to do. Obviously JA gives a certain amount of guidance here. The children have to go out and do market research. They have to find out if

the market wants what they have thought of making and selling. Value added is created. Either the children make (assemble) the goods themselves (ear-rings) or get them made to certain specifications (T-shirts). The children find the gap in that it is their decision what to do and then they must go out and do the market research; can they find friends and family who will be prepared to pay for the goods? In the meantime JA finds out about suppliers and costs. The pupils then have to do their own specific costing, calculate the break-even point and come up with a selling price. The children are made very aware of their target market and how to do market segmentation.

JA's traditional model is for the entire group to form a company and run a single business. It was felt that this was the best method as it meant that different people would be in charge of different sections of the business as managers. However in 1999 they piloted a different format in Cape Town in that the group was formed into several different businesses. This was at the insistence of one of their sponsors who claimed that too large a group gave many children the opportunity to sit back and let others do the work. The Johannesburg branch is also thinking of forming smaller groups of about ten. This still does not provide the risk which is one of Kourilsky's three elements of entrepreneurship, but it is less of a comfort zone than a group of 30.

The start-up capital is raised in the following way: The children raise their own capital by buying shares from JA but as these shares are bought on credit it is in fact JA that is putting up the money in the first place. Where is the risk? It all lies with JA as they have the problem if the company does not make a profit. It is therefore in

JA's interests to guide the children so that they do not make a mistake in what they choose to do and how they do it.

At the end of the period the business is wound up and the profits are divided into dividends and paid out to the participants. Have these companies ever made a loss? If so, did the pupils have to pay the money to JA to cover the loss? Frequently there is more to be learnt from failure than from success. Certainly the young entrepreneur thinks more about why things went wrong when he fails than why things went right when he succeeds. Are JA's entrepreneurs given the space to fail? I hesitated to ask these questions as I did not wish to appear to be critical of the work that is being done there.

4.3 Defining Entrepreneurship Education in the School

It is not always easy to differentiate between those schools which offer Entrepreneurship Education and those which do not because of the diverse ways in which it is being interpreted by the schools. It seemed obvious that this would depend on the definition of Entrepreneurship Education used for the purposes of this research. Initially I decided that the distinguishing features would be as follows; if the school called a particular part of the time table "Entrepreneurship" or if the pupils were encouraged and helped to run businesses for their own gain then I would accept it as a school in the 'yes' category. Schools in which pupils were required to do fund raising were placed in the 'no' category. During the course of collecting the data I came across a school which offered a time-tabled subject to a specific Grade 10 class

called "Entrepreneurship" which had a text book, 7 x 30 minute periods a week, was tested and examined but which consisted purely of theory, did not have any practical side and so did not have the three essential elements identified by Kourilsky (1995). It was at that stage that I decided that Kourilsky's three essential elements were more important than what schools chose to call subjects and so for the purposes of this research Entrepreneurship Education is defined as a section of the curriculum, whether time-tabled or extra-mural, in which the school encourages and helps pupils to run their own businesses for personal gain. But I was confronted with the problem of a school, the only one as it happened, that had a specific, timetabled subject called "Entrepreneurship" which I had placed in the "no" category. This did not make sense, so in spite of my definition I had to place this school in the "yes" category.

4.4 The Gap Between the Intended and the Experienced

Frequently there is a gap between what is intended for the curriculum and the actual outcome as it is practiced in the schools (Stenhouse, 1976 and Jackson, 1992).

According to the advocates for Entrepreneurship Education, it is intended for all pupils at all schools. The first obvious gap between the intended and the experienced is that not all schools are offering Entrepreneurship Education. Secondly, even at those schools where it is offered, it is not always being offered to all the pupils.

Thirdly, there is a wide variety between the ways in which the researched schools are conducting their Entrepreneurship Education programmes. The methods described by some of the advocates for Entrepreneurship Education, namely Kourilsky (1995)

and Kriel & Booysen (1995) have been accepted as the correct ones for the purpose of this research project. Other methods are not necessarily all wrong.

Advocates for curriculum change usually know how they want those changes brought about. Those advocates for Entrepreneurship Education who have described (Kourilsky, 1995; Kriel & Booysen, 1995; Gustafson, 1993; Stander, 1996) what they believe to be the correct methodology are, to a large extent, in agreement. The wide divergence then, in the way schools are interpreting Entrepreneurship Education is an indication of this gap which exists between the curriculum as it is intended and as it is actually practiced in the schools.

Kourilsky (1995) believes that there are three essentials for Entrepreneurship Education to be a valid educational experience:

1. Identifying a gap in the market, or finding a business idea.
2. The acceptance of risk.
3. Actually running the business.

All three have to be present. If one or more of these elements is missing it is not true Entrepreneurship Education. To begin with the entrepreneur must identify a gap in the market. In other words the pupils must find their own business idea. This is not always happening in the schools. Teachers appear to be reluctant to allow the pupils to make their own mistakes and so they suggest to the pupils what to do by giving them lists from which to choose. Sometimes the teacher informs the pupils what they will do with out even giving them a choice.

Teachers want their Entrepreneurship Education courses to be a success. For that to occur the pupils must run businesses but if they simply do not come up with an idea there are no businesses. One of the problems teachers encounter with this programme is motivating the pupils. Some of the teachers have the personality to motivate pupils and get them going. Unlike examinable subjects, motivating the pupils in Entrepreneurship Education can be a problem. Methods of motivation and evaluation techniques used in Entrepreneurship Education are discussed further on.

One teacher said that she felt she had to choose the idea (in that school a single business is run by the whole group) because she trusted her experience over the pupils'. This means that the pupils never get any experience, nor do they learn to trust their own instincts.

At another school the teacher said that she chooses the idea, as she does not wish the pupils to run the risk of losing their money. This brings us to the second of Kourilsky's three essentials; the acceptance of risk. An entrepreneur runs risks. He runs the risk of losing his money, of wasting his time and of making a fool of himself. There are many risks in the business world. The greater the risk is, the greater the potential reward. Where there is risk there is also the possibility of failure. But people learn from their failures to a much greater extent than from their successes and this has been commented on by Entrepreneurship Education advocates (Kriel & Booysen, 1995) as well as the teachers to whom I spoke. Business failure in Entrepreneurship Education does not mean failing the course.

The pupil chooses his own business idea and risks his own money, time and reputation. Finding the capital to start the businesses did not prove to be a problem at the schools researched. Ways used by pupils to raise the start-up capital is discussed further on.

One way of minimizing the risk is by diluting it through sharing the responsibility between a large group. According to Kourilsky (1995), this is to short-circuit the goal of the Entrepreneurship Education programme. Some of the schools researched believe that the only way to make a success of the course is to use large groups. Others however agree with Kourilsky and do not allow pupils to work in groups larger than two. Large groups teach pupils how to work together but they do not learn individual responsibility. For the same reason schools in which pupils run businesses to raise money for charity and not for personal gain were not included in the "Yes" category. Entrepreneurs go into business to make money. The pupils must feel personal loss from failure of the business and personal gain from its success for this element of the course to be present.

Finally, the business must actually be run for it to be a true test of Entrepreneurship Education. Some of the schools interviewed stop short of actually running the business. But it is this final step that proves whether all that has gone before is on course. There is no test of whether the correct gap in the market or a viable business idea has been identified and no risk if the business has not actually been operating. For this reason such schools were not included in the "Yes" category. Running a mock-up of a business is not running a business and is therefore not considered to be valid entrepreneurship.

One school which falls into the category of those which do offer Entrepreneurship Education but which do not have Kourilsky's three elements of Entrepreneurship is School N1. The *Business Economics* teacher has a very successful entrepreneurship component in the Business Economics Grade 10 class. So far he has not gone that further step which would have the children actually running their businesses rather than just describing it in a project and a presentation. The reason he has not done this is because it had not occurred to him that it would be possible.

To return to those schools which are not running Entrepreneurship Education programmes; they represent a gap between what is intended and what is actually taking place. If changes and additions to the curriculum are made through the pushing by dominant interest groups, where are the interest groups in schools where Entrepreneurship Education is not being offered? Why are these schools being overlooked? Are they being overlooked in other aspects of education as well? It might be possible to differentiate between those schools who have heard of Entrepreneurship Education and those which have not; those which choose not to do it and those which have not got around to it yet. This is discussed further on.

4.5 The Utilitarian Qualities of New Subjects

A subject arises because of a perceived need for it. Most subjects start off as utilitarian; it is useful to have that knowledge. The recognition of a subject's utilitarian or pedagogical qualities is Layton's first stage in the life cycle of a school

subject. Usually it is the teacher who recognizes these qualities and is prepared to go to some trouble to move into the second stage because he has no training and the material which he needs is not readily available.

Why is it that there are schools where there are no teachers who perceive the pedagogical and utilitarian benefits of Entrepreneurship Education? From the answers given by the teachers there seem to be various reasons.

1. The pupils are far too academically minded to need something practical like Entrepreneurship. i.e. What ever the child requires from his education it is already being supplied to him.
2. Some schools feel that what is offered to their pupils through Junior Achievers (although limited to specific pupils, usually academic achievers) is sufficient and so that part of the pupils' education is already being satisfied.
3. Anything that is not directly tested in the matriculation exams is a waste of time and can only be a distraction to the pupils. This shows an unwarranted faith in the matriculation certificate to open doors for the pupils once they leave school. It is an attitude displayed by many teachers at many different types of schools. Even though the interviewee himself says that Entrepreneurship Education is important because people must learn to become job-creators rather than job-seekers, he lets slip elsewhere in the interview that it is more important for the less-able pupil to learn how to work for himself rather than the more able as the latter presumably will have less trouble finding a job. The fact that the jobs simply are not there to be had has not really made an impression on the teacher.

So the faith in certification remains. It is not surprising then to learn that it is not only the teacher who feels this way but the pupils and their parents as well.

Various reasons were given why teachers believed it to be worthwhile for children to practice entrepreneurship at school. Amongst those given were:

- a) The state of the economy in South Africa
- b) The high rate of unemployment.
- c) The need for people to become job-creators rather than job seekers.
- d) It is creative and fun.
- e) It brings the theory learnt in Accounting and Business Economics to life.
- f) It provides Business Economics with an outcomes focus.
- g) It provides the less-able pupil with options once he has left school.
- h) The more gifted pupils will also have more options after (or even in place of) tertiary education.

Almost without fail, when teachers are asked to give their reasons why they think that Entrepreneurship Education in the school is important, they refer to the fact that the less able pupil is going to have to be self-employed to survive when he leaves school. Teachers seem to unconsciously pigeonhole the pupils into one of three categories;

- 1. Those who will go on to tertiary education and then get a job.
- 2. Those who are not able to go on to tertiary education (possibly due to financial constraints) but will go straight into a job after leaving school.
- 3. Those who are neither capable of succeeding in tertiary education nor of holding down a job (in the formal sector).

It is for this last category that Entrepreneurship Education is most important in their view. It is interesting to note that they consider holding down a job to require more ability than to create a job. To extend this idea, it appears that the powering of the economy of the country is to be dependent on the least able of the population.

When asked if they do not consider it to be important for the bright pupils to learn about entrepreneurship all answered that indeed they did. It is important for all pupils. Some went on to say that it is the bright pupils who make the greatest successes of their businesses. And yet there are very few schools which make this option available to their bright pupils.

This goes to prove what a number of researchers of curriculum have found, that utilitarian subjects have no status. Subjects with status are assured a place on the timetable; they get the most funding, the most time, the most facilities, the most qualified teachers as well as the most able pupils. Sections of the curriculum, which are most useful, which can be used by pupils immediately in a practical manner, have the lowest status. And subjects with low status get the least time, funds and facilities as well as the least able pupils. That leads on to the next section.

4.6 The Status of a Subject

The status of a subject is important. It gains status from the time allocated to it and whether it is compulsory or optional. (Bernstein, 1971) Subjects, which are formally

examined, need to have slots on the timetable. Subjects, which are an entry to further education, are compulsory, and attract high status. Clearly Entrepreneurship Education is neither of these. It is a practical subject of immediate use; there are no exams and there is no tertiary level for Entrepreneurship Education.

In the beginning when a new course is introduced it does not have any status in its own right. Status is borrowed or assumed from other quarters, either from the initiator of the new course, the status of the teacher who is in charge of it, or the parent subject under whose name the course is presented. The higher the status of the person who introduces the idea to the school the more successful is the Entrepreneurship Education programme. It does not have to be that individual who actually runs the programme. At School Y1 it was the principal who wanted Entrepreneurship Education introduced. He handed it to the Accounting and Business Economics teacher and gave him the periods on the timetable for all Grade 8 pupils. It was therefore not seen as only applicable to a certain type of pupil but to all. The teacher did not have to convince those who had the power that it was a worthwhile exercise.

Another school where the principal was the promoter is School Y9 which is a private school. At a conference of principals of private schools Wykeham Collegiate in Pietermaritzburg was able to spread the word about their Entrepreneurship Education programme and it was there that principals were introduced to the concept of pupils starting and running their own businesses. The principal of a school as promoter is a powerful figure. He is able to get the message across to other subject teachers that this is something he is interested in. He is also able to get the message to parents and

pupils that he regards it as a serious activity. He encourages collaboration with other schools. If he says he wants space on the timetable then he gets it without having to convince others of the worth of his suggestions.

At School Y10 Entrepreneurship Education was introduced by the Head of Department for Economic and Management Sciences. She is something of a mover and shaker and claims to have the full support of her principal. However it came out that he was against anything that would constitute competition for the tuck shop. He also did not make time for it on the timetable; it had to be accommodated in the Business Economics syllabus. Once she assured him of these two provisos he was happy to let her go ahead with it.

School Y6 is one where the Accounting teachers introduced Entrepreneurship Education. There is no HOD for this subject and the teachers complained that they had no representation at meetings where decisions were made about their subject. Again the principal agreed to the introduction of Entrepreneurship Education but then left it to the teachers to fit it in where they could.

At School N7 it was the Media Center teacher who wanted to introduce Entrepreneurship Education but she was told that she could only go ahead with it as an extra-mural exercise. It has not been a success there as this teacher was not given any form of support by the principal or the Accounting and Business Economics teachers in spite of the fact that the media center teacher does not have any business or entrepreneurship training. Nor was any time allocated on the timetable.

At most schools it has been the Business Economics teacher, with varying degrees of success, who has introduced Entrepreneurship Education. None of these has had the success of the schools where it was introduced by the principal or Head of Department, and none has had the low success rate as that where the media center teacher attempted to introduce it. Because at most schools Entrepreneurship Education is actually taught in the Business Economics class it is not surprising that it has a similar status. One of the reasons why Business Economics has a low status is because it is introduced in Grade 10. Pupils do not know what it is about so they choose it as a matriculation subject by default rather than because they find it interesting. It is usually seen as an option if one is not bright enough to do mathematics. Mathematics, having a high status, obviously relegates Business Economics, as the alternative, to a low status. That does not mean that those pupils who do opt for Business Economics never choose Mathematics. There are many who do both.

Interestingly enough at those few schools where I have seen Business Economics introduced as a compulsory subject in Grade 8, the subject has a much higher status and attracts many pupils to choose it as a matriculation subject in conjunction with mathematics. This bears out what Bernstein says, that compulsory subjects have a higher status than those that are not.

4.7 The State's Role in Curriculum Development

Not a single school of those interviewed has introduced Entrepreneurship Education as a result of advocacy by the state, either national or provincial. In spite of endorsing Entrepreneurship Education in COTEP statements as well as including it in Economic Management Sciences, one of the eight learning areas, schools are hardly aware of any push by the state to have it included in the curriculum. This further endorses what Cornbleth (1990) says, that decisions made by the state rarely get translated into action by the schools.

However, schools have been in the habit of receiving directives from the education departments in the form of syllabuses. Gauteng Department of Education has not produced a syllabus for Entrepreneurship Education. Had they done so and distributed it to schools the situation may have been different. KwaZulu-Natal Department of Education produced such a syllabus in 1997 and this may have had an effect on schools in that province.

The fact that some schools have never even heard of Entrepreneurship Education is an indication that the Education Department has not succeeded in getting the message across in this regard. This indicates a huge gap between intention and reality.

Despite the considerable control the state wields over control of finances, licensing of teachers, specification of curriculum and standards of attendance, change initiated by it tends not to translate into genuine reform in schools and classrooms (Cornbleth, 1990). The State plays a role in attempting to effect curriculum change from outside

the school but it does not necessarily succeed (Cornbleth, 1990). This research has shown that it is the case in Gauteng with regard to Entrepreneurship Education.

4.8 Change in the Curriculum

Curriculum change is blocked when it is perceived to infringe on the rights, power and privileges of dominant groups. This could have happened in schools which have chosen not to offer Entrepreneurship Education, particularly those schools which feel they have the image of an 'academic' establishment to maintain.

Schools which have heard about Entrepreneurship Education and have chosen not to introduce it were amongst the minority of those interviewed. At school N6 it was the principal who brought the matter up at a staff meeting. Something in the way he did so must have communicated itself to the members of staff because although invited to, no one volunteered to run the Entrepreneurship Education programme and the idea was scrapped. In this case the principal cannot be considered to be the initiator. If he had wanted Entrepreneurship Education to be introduced it would have been done. The person interviewed was a head of department. When I first phoned and asked the secretary if Entrepreneurship Education was offered she replied, "This is an academic school."

For most of the schools which are not running Entrepreneurship Education programmes the interviewees' talk with me was the first they had heard of it. One of the questions I asked was whether they thought that it was a good idea to introduce

such a course. Without fail they agreed that it was. Very soon I began to wonder if that was what they really felt and this was born out by the answer to a further question I had. I started this research with the belief that pupils' biggest problem would be the lack of start-up capital. Most of those schools which are not offering Entrepreneurship Education are previously disadvantaged and I believed that poverty in the community would have a bearing. As a result one of my questions was, "What is the most likely reason that Entrepreneurship Education will not be introduced here?" I expected the answer to have something to do with the need for start-up capital and was surprised to hear, "Lack of interest on the part of the teachers." This was in spite of the answer to a previous question in which I had asked if the Business Studies teachers would be prepared to run such a course and was told that they would.

Changes in the social, political, economic and educational spheres bring about a need to change the curriculum to keep it in line with the current situation. Previously disadvantaged schools have made a tremendously significant change in what they are offering their pupils; a chance to sit a statewide matriculation exam. This has put tremendous pressure on them to reach a standard much higher than that to which they were used. As a result their full focus is on this exit exam and the teachers do not see their way to going off at a tangent by offering something like Entrepreneurship Education which is not examinable and which they can not see as being of any direct help in passing the matriculation exams. In this respect the teachers are responding to change; to social, political and educational change. If they are not responding to economic change as well then it is possibly because they do not believe that it is within their power to make a difference.

4.9 Facilities for Entrepreneurship Education

As with all new subjects, there is a lack of facilities for Entrepreneurship Education. Types of facilities I was interested in finding out about were; teacher training, textbooks, the origin of the course followed by the teachers, specific time set aside for theory, special time earmarked for marketing the goods and services of the businesses and moral support given by the principal. With regards to the first point; none of the teachers have had any specialized training in Entrepreneurship Education. This is not surprising as teachers' training colleges are only now, to a limited extent, introducing Entrepreneurship Education. The NGO's which have made it their job to train teachers in Entrepreneurship Education, such as FEBDEV, have concentrated on the technical college sector. I was interested to see if this training offered by FEBDEV had somehow percolated through to the schools. However, judging by those schools I interviewed, it appears not to have done so.

School Y1 is the only one to follow a prescribed textbook that was specifically designed for the classroom, *Winning Ideas; Entrepreneurship for Grade 7* by Pam Wyness (1995). Targeting Grade 7 pupils as it does, it is possible that this book is in wider use in primary schools, which were outside the scope of this research report. Although directed at Grade 7 pupils it is just as appropriate for Grade 8. The teacher based his course on this book but it was not required that the pupils have their own copies. This seems to be a reasonable attitude as Entrepreneurship Education is a two period per week course for only one term in Grade 8. As such it is not good economics to expect pupils to have their own copies for a course of such short duration.

School Y12 also follows a prescribed textbook but the entrepreneurship course that is offered there is not considered to be a complete one for the purposes of this research project as it does not contain any of the three elements of entrepreneurship identified by Kourilsky; namely (1) identifying a gap in the market, (2) taking a risk, and (3) running the business. The subject Entrepreneurship which is on the timetable at this school consists of theory alone without any practice. It is offered to a specific set of Grade 10 pupils who have to leave school at the end of Grade 10 and continue at Technical college. This course was devised purely as an introduction to technical college. The deputy principal, whose idea it was, decided to offer the most popular subject at technical college and that turned out to be Entrepreneurship, theory only. The textbook followed here is the one prescribed by technical college.

The courses followed by the majority of the teachers were ones which they drew up for themselves from a number of different sources. In some cases teachers have based their course on the textbook drawn up by Booysen and Kriel which was written specifically for use at their own school, Wykeham Collegiate. But although some of the teachers interviewed used this book in drawing up their own courses, none of them used the book as it stands, nor did they draw up their own text books for distribution to the pupils as Wykeham Collegiate did. As a result there is a great deal of variation of emphasis put on theory. Some schools see market research with written reports, SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and the drawing up detailed business plans as essential to running a successful business. In this case it is very helpful for pupils to have their own textbooks showing what to do, detailed explanations of how to do it and alternative ways of drawing up reports.

Other teachers prefer to cover these sections superficially as they do not have the time to cover them in detail. This brings us to the next facility, that of specific slots on the time table for the theory work.

Very few schools have given Entrepreneurship Education its own slot on the timetable. At most schools interviewed the Business Economics teacher, and occasionally the Accounting teacher, is expected to accommodate Entrepreneurship Education in a few minutes at the beginning or end of regular classes in those subjects. At a few schools Entrepreneurship Education has a block of periods within the Grade 10 Business Economics Syllabus. In 1996 four chapters were removed from the syllabus by the education department and nothing was put in its place. Some of the schools have used this space for Entrepreneurship Education. At Schools Y1, Y8 and Y9 Entrepreneurship Education has its own slot on the timetable for two periods per week for one term for all Grade 8/9 pupils. It is presented under the heading of Life Skills/Hobbies and has replaced something else they used to do.

4.10 The Components of the Entrepreneurship Education Curriculum

Curriculum is made up of Content - what is taught, Pedagogy - how it is taught and Evaluation - how the pupil is assessed. These components form a whole and cannot be seen separately (Bernstein, 1971). It is in this area that the differences between the various schools' interpretation of Entrepreneurship Education is most striking.

Advocates for Entrepreneurship Education agree that the subject should be a balance between theory and practice. In this respect the schools seem to concur as there are

not any which ignore the theory entirely. Where they differ is the amount of theory which they offer their pupils. Some schools have a teaching block of several weeks duration in which the Business Economics Grade 10 periods are devoted to the theory of Entrepreneurship. Other schools squeeze Entrepreneurship Education into five minutes of the regular Business Economics and/or Accounting lessons. At these same schools running a business is open to any of the pupils in the school but if they do not happen to be in the relevant Business Economics or Accounting classes then they must glean what they can about the theory after school hours. This obviously affects the way the subject is taught, or pedagogy. At some schools Entrepreneurship Education takes place only as an extra mural activity. This presupposes an entirely different approach by the teacher and the pupils towards the subject.

At some of the schools where Entrepreneurship Education was compulsory different forms of assessment were used to motivate the pupils. Although all teachers agreed that formal testing was not the way to approach Entrepreneurship Education, many had instituted a set of assignments related to the starting up of a business, with due dates for submission and marks. The KwaZulu-Natal syllabus also suggests that formal testing is not the way to approach this subject.

The types of evaluation found at the schools varied from no formal evaluation at all to a series of assignments. Class tests, Cycle tests and end-of-year exams was the evaluation used by School Y12 but this course is the one that does not have any of the three essential elements of an Entrepreneurship Education programme. Taking risks is not pleasant. But risk is an essential element of Entrepreneurship Education (Kourilsky, 1995). Many teachers found it difficult to get pupils motivated, so much

so at School Y8 that Entrepreneurship Education was dropped. Most teachers have resorted to allocating marks for Entrepreneurship Education assignments and adding them to the regular subjects, Business Economics and Accounting, in order to get the pupils started. At other schools the teachers stressed the importance of monitoring the pupils' efforts and giving approval and encouragement to keep them going. Some of the principals I spoke to commented on the need for dynamic and creative teachers to be able to sustain something like Entrepreneurship Education. One Entrepreneurship Education teacher I spoke to said he could not get it going in his primary school because the pupils were not sufficiently needy. When I pointed out that the pupils at Wykeham Collegiate were anything but needy he replied that the success of the course there was entirely due to the charisma and creativity of the teachers in charge of it. He did not see the irony in his attitude that when something fails it is the fault of the children, when it succeeds it is due to the teachers. Many teachers agreed that profit was a motivating force but only acted as such once profit was being made.

4.11 Selection, Differentiation and Streaming

Ideally Entrepreneurship Education should be offered to all pupils. At present this is only so at some of the schools interviewed although all the schools agreed that that was the way it should be. As such there should not be any form of selection, differentiation or streaming with regard to who receives Entrepreneurship Education and who does not, as well as with regard to the form of the course offered.

In actual fact selection and streaming does take place in a number of schools due to the constraints put on the subject. Because few principals are prepared to give Entrepreneurship Education its own slot on the timetable it has to be taught, for the most part, in the Business Economics classroom. Business Economics is a low status subject that is often aimed at the less-able pupil. As a result that is the target market for Entrepreneurship Education as well. And that appears to be happening with the teachers' blessings, although they are quick to say they feel it should be offered to all pupils. The fact that teachers are constantly saying that it is the less-able pupil who is in greater need of Entrepreneurship Education shows that they are happy with the form of selection that is taking place.

4.12 Integrating Entrepreneurship Education

Fully integrating Entrepreneurship Education with other subjects was not taking place at any of the schools interviewed although two of the schools had some cooperation between Entrepreneurship Education and Art and English where topics overlapped, Schools Y 5 and Y11. Wykeham Collegiate has shown that it is a wonderful theme for integrating subjects but even they have abandoned this form of presenting the programme. The reason given by Wanda Booysen of Wykeham Collegiate was that integrated studies is still fairly new among senior school subject specialists and it did not work as successfully as had been hoped. Other schools, even those directly using Wykeham Collegiate as a role model, had not attempted it at all. The idea was that the English class instructs pupils on how to hold board meetings, make presentations, write business letters, reports and adverts and conduct interviews. The Accounting

class shows pupils how to draw up cash flow statements and financial statements, find the break-even point and keep day-to-day accounting records. The Business Economics class gives lessons on business administration and marketing. The computer class teaches how to make the best impression by drawing up business plans, adverts, announcements, reports and other written material on a word processor.

4.13 Conclusion

The passage of this emergent subject has, so far, not been an easy one. This can be placed, to a large extent, at the door of its low status, which in turn, is due to its practical component and its lack of an examination. Only at the school which does not have a practical component and which does have an examination, has it become a 'subject' with timetabled periods comparable to other subjects. Already at one school it has slipped off the curriculum, School Y8. At other schools, where the promoters themselves do not have high status, Entrepreneurship Education will exist only as long as those teachers find time to spend on it during Accounting and/or Business Economics lessons. Should pressure of work for the examinable subjects become too great then the possibility of Entrepreneurship Education being dropped is high. An example of where this could happen is School Y6. The low status of Entrepreneurship Education is demonstrated by those schools which have heard about it and have not considered it worth introducing, Schools N5 and N6. A positive note is struck by those schools which are keen to get started and which I believe will succeed in doing so, Schools N7 and N10. Those schools at which the teachers had

never heard of it are a sad indication of the gap between the intended and the experienced. What is even sadder is the lack of interest even after they had been told about the call for the introduction of Entrepreneurship Education into the curriculum, Schools N8, N9, N11 and N12.

CHAPTER FIVE

CONCLUDING REMARKS

This chapter consists of a summary of the main findings and a discussion of my deductions and recommendations regarding the implementation of Entrepreneurship Education in schools and areas where further study of this subject could yield some interesting results. As the findings of the research have already been incorporated in detail in Chapter Four this is only a brief overview.

5.1 Summary of the Main Findings

Advocates for Entrepreneurship Education believe that it has utilitarian and pedagogical qualities for learners and that the acquisition of such knowledge and skills would be of benefit to the individual as well as to the broader society and the economy of the country as a whole. They believe that its value lies in its emphasis on procedural-type knowledge and as such it should be taught as a combination of theory and practice. They have not indicated in what form it should be taught; whether as a

subject, as part of an integrated curriculum, as an extra-mural activity or as a supplement to an existing subject. They have preferred to leave that to the discretion of teachers in individual schools. The dispersion of their ideas amongst educational institutions is slow and the interpretation by educators in schools is varied.

Teachers who have developed or initiated courses or activities on Entrepreneurship Education have cited a wide variety of reasons why they believe it is important to teach it in schools. (See Appendix 2) In the majority of cases I studied, Entrepreneurship Education is taught as a practice and not simply as a body of declarative knowledge. In only a few schools is it offered to all the pupils of a particular grade. Without exception teachers said that they believed it should be extended to all pupils as a compulsory component of the curriculum. Where this is not happening they expressed the hope that in the future this would be the case.

Difficulties experienced by teachers in their attempts to introduce Entrepreneurship Education into their schools have been wide and varied. These are as follows:

1. A lack of interest displayed by various stakeholders; principals, Heads of Department, Business Studies teachers and pupils. At no schools were the parents cited as having an opinion, one way or the other. This raises the question of the level of importance educators give to the opinions of parents regarding the education of their children.
2. Lack of training in Entrepreneurship Education. None of the teachers had had any training in this field. Although all of those who present the programme have training in Business Economics, Economics and/or Accounting they all felt disadvantaged by the lack of specific training.

3. Timetabling has emerged as a problem. At those schools where the initiator of the idea to introduce Entrepreneurship Education did not have sufficient status the programme had to be squeezed into Business Economics and/or Accounting lessons. At several of such schools the teachers told me that they had the support of their principals but I would like to suggest that this support was only lip-service. This was the case at School Y10. The initiator who was then the Head of Department for Economic and Management Sciences has since been promoted to the position of principal. It would be interesting to find out if her increased status has resulted in Entrepreneurship Education being offered to all pupils in the school and given its own slot on the timetable, which is what she told me she would like to see happen.
4. Some of the teachers felt isolated in that they had no yardstick by which to measure the success of what they were doing. Some expressed the desire to forge links with teachers at other schools where Entrepreneurship Education programmes are offered. Those schools which do have such links with one another feel they have benefited hugely from the cross-pollination that has taken place.
5. Motivation of the pupils was cited as a problem in many of the schools in the sample. At School Y8 this problem contributed towards Entrepreneurship Education being scrapped. Some of the schools have solved the problem of motivating the pupils by requiring that they complete assignments. At other schools teachers said that the profit motive of the pupil's businesses was a positive force.
6. The lack of importance attached to Entrepreneurship Education. Many teachers expressed the opinion that Entrepreneurship Education was subjected to the Cinderella syndrome. This is directly linked to its lack of status; that to which other utilitarian subjects are subjected.

The positive outcomes or possibilities, which have emerged from these attempts to introduce Entrepreneurship Education, were reported to me with excitement and enthusiasm by the teachers and correspond very closely to the reasons why they thought it was important to teach it. (See Appendix 2)

5.2 Implications and Recommendations

Having identified certain problems with regard to introducing Entrepreneurship Education into the school curriculum, it would be interesting to formulate solutions. Put briefly, the problems relate to lack of information, lack of interest, lack of training and lack of resources. The first problem to overcome is the introduction of the idea into all schools, making sure that they all get the message; that they all know of the concept. This needs dedicated hands-on involvement by advocates. The teachers at Wykeham Collegiate have done a tremendous amount of work in this area but it appears to be mainly amongst their own type of school; that is, private schools for the privileged section of society. Their presentations at conferences for principals of private schools and conferences of IEB (Independent Examiners Board) Business Studies teachers have had tremendous impact for the delegates at those conferences. This research has found that those schools which had never heard of Entrepreneurship Education were, without exception, government schools situated in disadvantaged areas.

The second problem is to convince someone, preferably someone with status, within each school of the advantages of introducing Entrepreneurship Education. In an

attempt to do this I agreed to give a presentation on how to run an Entrepreneurship Education programme at the Teachers' Center at JCE early in the year 2000. I was assured that the programme of events reaches all schools in the Greater Johannesburg area including Soweto and Alexandria. The response was gratifying; sixty-plus teachers phoned through bookings. On the day more than half of them cancelled saying that they had since had a directive from GDE to send Economic and Management Sciences teachers to a conference that was being held under their auspices. That there was a clash was a pity but it resulted in every one of the teachers who did attend being from private schools. Many of them had already introduced Entrepreneurship Education programmes. They wanted confirmation that they were doing the right thing thus indicating teachers' need for on-going support. Perhaps Entrepreneurship Education needs a dedicated advocate in the employ of the GDE who will hold presentations at different schools for all the schools in a particular area.

The third problem is to see that these schools have help in starting up their programmes as well as on-going assistance. Perhaps teachers at schools in a particular area could get together to co-ordinate their programmes. Market days could be staggered and opened to the pupils of the participating schools. Where schools are slow to arrange themselves into groups this could be initiated by GDE.

What this research has not done is to determine whether and to what extent existing Entrepreneurship Education programmes are fulfilling the teachers' expectations. A lot of claims have been made for the inclusion of Entrepreneurship Education in the school curriculum. Is it delivering? Are the expectations of the advocates being realized? This research was restricted to educators. What of other stakeholders such

as pupils? Teachers said that Entrepreneurship Education made Accounting and Business Economics more relevant, more interesting and more fun for the pupils. Is this really how the young entrepreneurs felt? What influence has it had on those pupils who have since left school? Has it interested them in starting their own businesses? Do they feel that being a job-creator is an option? Has Entrepreneurship Education helped them in problem solving? If education is meant to change people, to enable them to be more than what they were after education than before it, then has Entrepreneurship Education succeeded in what it set out to do? How do parents feel towards their children's businesses? Were the businesses always the children's work or did the parents help? An interesting comment comes from Wanda Booysen. She told me that at one of the KTV Market Days she saw the parents putting up the business stalls. When their children wanted to get involved they were told to go away and not to interfere.

Since this research was limited geographically it would be interesting to find out what impact, if any, Entrepreneurship Education has had elsewhere, particularly in rural areas. This research was also limited to only one of the two new Learning Areas, Entrepreneurship Education. What of Technology? These two new learning areas have other links: In Entrepreneurship Education pupils learn what the market wants, in Technology they learn how to make it which is logically followed by Entrepreneurship, where they learn how to market it. Some of the educators I spoke to recognized the natural link between the two. Both these learning areas are utilitarian and practical, they both lack training, facilities and resources and hence their fates could very well be the same. In 1939 J.A. Peddiwell showed what he

thought of the fate of practical and utilitarian subjects in his satire on curriculum *The Saber-tooth Curriculum*:

"These new activities of net-making and operating, snare-setting and pit-digging are indispensable to modern existence," [the thoughtful men] said.
"Why can't they be taught in school?"

The safe and sober majority had a quick reply to this naïve question.

"School!" they snorted derisively. "You aren't in school now. You are out here in the dirt working to preserve the life and happiness of the tribe. What have these practical activities got to do with schools? You'd better forget your lessons ... if you want to eat, keep warm and have some measure of security from sudden death." (Peddiwell, 1939, p. 7)

APPENDICES

APPENDIX 1: QUESTIONNAIRES

Questionnaire A To Secondary Schools in the Greater Johannesburg Area

A1 Does your school offer a course in Entrepreneurship Education?

If the answer to this question is yes then the interview will continue with this questionnaire. If the answer is no, then I will move on to ask the questions set out in Questionnaire B.

A2 When did you first consider introducing Entrepreneurship Education?

A2.1 What year was it first introduced?

A3 Who was the originator? Principal, teacher, parent? From outside the school?

A3.1 Where did the originator get the idea?

A4 Why was it considered important?

A4.1 Should pupils learn more about business to broaden their education?

A4.2 Should children learn about it to give them a viable option to being a job-seeker?

A4.3 Other reasons?

A5 What grades are receiving it?

A6 How does it fit into the timetable?

A6.1 How many periods per week are being allocated?

A6.2 What has it replaced on the timetable?

A6.3 Is it an extra-mural activity?

A6.4 Is it squeezed into another time-tabled subject such as Accounting or Business Economics?

A6.5 What subject-teacher actually presents the course?

A7 What training have the teachers received in Entrepreneurship Education?

A8 What form does it take?

A8.1 Theme?

A8.2 Integrated field of study?

A8.3 Theory only or theory and practice?

A8.4 Single selling day or continuous business?

A8.5 If continuous how long? Six weeks, six months, indefinite?

A9 What course is being followed? (FEBDEV, TTO's Ventures, textbook, own Syllabus?)

A10 How is the programme evaluated?

A11 Who supplies the start-up capital?

Questionnaire B: To those secondary schools which do not offer any Entrepreneurship Education programme.

- B1 Have you heard anything at all about Entrepreneurship Education?
- B1.1 Are you aware of initiatives run by organisations such as KTV which operates a market day for children in all the main centres in South Africa?
- B1.2 Would you like to know more about why Entrepreneurship Education is considered to be important to school children?

- B2 Has anyone at the school considered running a course in Entrepreneurship Education?
- B2.1 Does the school offer Business Economics and/or Accounting?
- B2.3 Would the teachers in charge of those subjects be interested in running an Entrepreneurship Education programme?

- B3 Has the school ever considered running such a course?
- B3.1 If so, why did it not materialise?
- B3.2 If not, is there any particular reason why not?

- B4 What, in your opinion, would be the most likely reason why Entrepreneurship Education is not introduced in this school?

APPENDIX 2

Schools which are offering Entrepreneurship Education

	School Y1	School Y2	School Y3	School Y4	School Y5	School Y6	School Y7	School Y8	School Y9	School Y10	School Y11	School Y12	School Y13
Offered to which pupils?	All Grade 8 pupils	Open to all	B.E. & Acc Gr 10 & 11	Only B.E. Grade 10	Only B.E. Grade 11	Only Acc. Grade 11	Only B.E. Gr 10 - 12	All Grade 8	All Grade 9	Only B.E. Grade 10	Only Grade 11 B.E.	Only one Grade 10 class	Open to all
Compulsory	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
How time-tabled	Life Skills	B.E. and extra mural.	B.E. & Acc.	B.E. class	B.E. class	Acc. Class	B.E. class	Hobbies period	Life Skills	B.E. class	B.E. class	Time-tabled	Extra mural
Material used	<i>Winning Ideas</i>	J.A. material	Various sources	J.A. material	Own, Wyk'm based	Own, different sources	Own, different sources	Own, Wyk'm influence	Own, Wyk'm based	Based on Isa v.d. Aardt	Own, Wyk'm based	Tech. course	JA based
When & how marketed	Market Week	Entrep. Day	Market Day	Any time	4 week selling at breaks	Market Days	Any time 2 Market Days	Market Day	Sports Days & other	Market Days	4 weeks at breaks	Not	Full year
Integration	None	None	None	None	Art & English	None	None	None	No longer	None	Art & English	None	None
Teacher train.	None	None	None	None	None	None	None	None	None	None	None	None	None
Initiator	Principal	Teacher	Teacher	J.A.	Teacher	Teacher	Teacher	Teacher	Principal	HOD	Teacher	Deputy Head	Teacher
Where did the idea originate?	Wyk'm thru private school	J.A.	Read about it	J.A.	Copied Wyk'm	Read about it	Wyk'm at IEB confer.	Wyk'm	Wyk'm at principals' confer.	HOD's idea	Read about Wyk'm	Tech. influence	Teacher's idea
First year	1997	1996	1997	1996	1995	1999	1995	1998	1996	1998	1996	1999	1998
Assessment	None	None	None	None	None	Assignments	Assignments B.E. exam	None	None	Assignments	Assignments	Tests and exams	None
Motivation	Profit & teacher approval	Profit and fund raising	Profit & teacher approval	Well disciplined	Profit & teacher approval	Marks for Acc.	Marks for B.E.	Difficult	Profit & teacher approval	Marks for B.E.	Marks for B.E.	Marks	Profit

Schools which are not offering Entrepreneurship Education

	School N1	School N2	School N3	School N4	School N5	School N6	School N7	School N8	School N9	School N10	School N11	School N12	School N13
Heard about it?	No, but teaches theory	Yes, thru' previous staff	yes, thru' Teachers' Center	Yes, thru' J.A.	Yes, thru' media	Yes, thru' J.C.E.	Yes, thru' media	No	No	Yes, thru' other schools	No	No	Yes, thru' Technical college
Good idea?	Yes	Maybe	Maybe	Maybe	Maybe	Not for them	Yes, says Media Center teacher	No	No	Will start in 2000	No	Maybe	Offers theory only
Reasons against	None	Lack of staff	Lack of interest	J.A. involved	Tuck shop	E.E. not academic	Can not get help	Against school code to sell	Lack of interest	None	Lack of interest	E.E. is not matric related	Practical work not academic
Reaction of Bus. Studs. teacher	Positive but hesitant	Maybe interested	No real interest	Too busy	Too busy	Lack of interest	Lack of interest	Lack of interest	Lack of interest	Teachers busy training	Too busy on school work	Lack of interest	Not seen as important

Reasons why schools offering Entrepreneurship Education thought it important to do so.

School Y1	School Y2	School Y3	School Y4	School Y5	School Y6	School Y7	School Y8	School Y9	School Y10	School Y11	School Y12	School Y13
Broaden s pupil's outlook, practical , teaches problem -solving. Takes the mystery out of business.	Because of its desirable practical compon ent. Fund raising, develop business skills, Link with Technol ogy	Brings relevanc e to B.E., builds indepen dence. Vital for the less able.	It is an importan t life skill, could help the less-able	Spice up B.E. classes, it is fun, practical good for the less-able	Brings relevanc e to Acc. It is fun, practical advertise s Account ing to future FET pupils. Practice backs up theory.	State of the econom y, job-creation, specially less able. B.E. outcome s, challeng ing & exciting.	It is a life skill, also problem -solving	It is the only real-world activity as school is very academi c	It is importan t for prob'lem -solving, for less-able pupils.	It makes B.E. more relevant, interesti ng, particula rly less-able pupils. Preparati on for life.	Importa nt for less-able pupils	It is base for self-employ ment for the less-able pupils

APPENDIX 3

INTERVIEWS WITH SCHOOLS

School Y1

I spoke to the Business Economics and Accounting teacher of this government school who told me that he runs a course in Entrepreneurship Education. It was introduced in 1997. The idea originated with the principal whose wife is the HOD for Afrikaans at an up-market boys' private school. The principal of this private school had attended a conference for principals of private schools at which Wykeham Collegiate teachers gave a presentation on their Entrepreneurship Education programme. The principal of School Y1 was very impressed with what he saw at his wife's private school and decided to introduce it into his school. The reaction from the staff was interested acceptance. If any of them had doubts they did not voice them.

The teacher in charge of Entrepreneurship said that he thought this course is important because it broadens the pupils' outlook, it gives them an opportunity to find out how a business is run, it teaches them problem-solving in a practical way and it might eventually lead them to start their own businesses although it is too soon to tell. It certainly took the mystery out of what business is all about.

The programme is offered to the Grade 8's slotted into the timetable under Life Skills and is allocated 2 periods per week for the first term only. In this slot it reaches all pupils, no matter what their subject choice and ability. It has replaced other Life Skills topics. The syllabus closely follows that outlined in the text book *Winning Ideas* by Pam Wyness (Wyness, 1997) and which was written for Grade 7 pupils. This book has a good balance between theory and practice and is very easy to follow, even for teachers who have had no training in Business Economics or Entrepreneurship Education. It is, however, rather simplistic and the theory is superficial. It is not necessary for each pupil to have a copy of this book; it is sufficient if the teacher has one.

The teacher in charge has had training in Business Studies (Accounting, Business Economics and Typing) but has had no training or previous experience with Entrepreneurship Education. The last week of the term is designated Market Week and the pupils sell their wares during breaks and after school. So although it carries on for more than a single day there is no question of the businesses being carried on continuously. There is no integration with other subjects such as Mathematics, English or Accounting. There is no evaluation of the work/businesses produced by the children. Motivation is provided by close teacher-supervision, approval and encouragement and the profit motive. Life Skills is one of those subjects on the timetable like Guidance which does not carry a mark. The parents supply the capital on a formal "parent-banker" basis whereby a written loan contract is signed and the parents must be paid back. In the event that the child loses the money and cannot pay the parent back then certain jobs or chores are specified which must be completed as a form of payment.

I asked the teacher whether he had any problems motivating the pupils to do something like this which forces them out of their comfort zone. He said that initially he did but that it was self-generating once the children started to make money. An important part of this programme is that it carries on for a whole week rather than just a one-off on a single day. The pupils can see what the others are doing, where they themselves are falling down and what they could do on the next day to improve. However they are not in a position to learn from what an older group did the previous year as for the Grade 8's it is their first year in the school.

School Y 2

My interview was with the principal. This school offers a form of Entrepreneurship Education in which the children run their own businesses for money on the school premises with the guidance and help of the teachers, some during their Business Economics lessons, and others who do not take Business Economics, get their help after school, as an extra-mural.

They started this as part of the extra-mural curriculum in 1996 and they were lead into it from having been involved with JA. There are about 30 to 40 different stalls where goods and services are sold on the last day of the first term and which is called Entrepreneurship Day. It is run by the Accounting and Business Economics teacher who is also the convener of the matriculation dance and who originally came up with this idea as a method of raising money and developing business skills. The children do not get to keep all the money they make as a percentage is levied to defray the costs of the dance.

All the Grade 11 pupils are involved but only those who take Business Economics get help during those lessons. There are no specific periods time-tabled and there is no evaluation. Pupils who do not take B.E. do the preparation for their stalls after school. This programme was originally started as a fund raiser. It has evolved into Entrepreneurship Education to bring it in line with 90's attitudes towards Entrepreneurship Education. The principal feels it is important for its practical component. The concept of start-up capital does not really come into it as the pupils are encouraged to make things themselves and they would get materials or ingredients from home. In this way it has an important link to Technology, the other of the two new learning areas. The course they follow is the one laid down by JA.

School Y 3

I spoke to Head of Department for Commercial subjects. This school does offer Entrepreneurship Education. It was first introduced in 1997. The idea comes from a teacher who is very creative and who saw a need to encourage entrepreneurship amongst the pupils. "It builds independence and gives them the opportunity to implement what they learn in the Business Economics classroom." The school also sends the pupils job-shadowing for a week. The HOD felt it was vital for the less-able pupil to have hands-on business training.

Pupils, either singly or in small groups decide on a product or a service that they are going to offer for sale to others in the school. This requires that they come up with an idea after having identified a gap in the market. They then proceed to plan what they are going to do in terms of quantities, costing and break-even point. On a given day the businesses are opened and the children run the risk of losing the time, effort and money that they have put into it if they have read the market wrong, or not bothered to read it at all. This is one of the few schools which mentioned these entrepreneurial skills.

Entrepreneurship is offered to the Grade 10 and Grade 11 Business Economics and Accounting pupils during their regular Business Economics and Accounting lessons. It has not replaced anything else in the syllabuses, rather it is given a few minutes at the beginning or end of regular lessons in Business Economics and Accounting. The teachers have not received any specific training in Entrepreneurship Education.

The school holds a Market Day on which the pupils run their businesses and sell their wares. The Grade 10's did not take the exercise seriously until they saw the Grade 11's making a lot of money. Perhaps that will happen each year, that those who have not done it before do not see the point until they are actually in the position of making money. The teacher believes that it is important to run it for two grades, the newcomers learn from those who have done it before. It emphasizes what the teacher at School Y 1 said, "Once the pupils start making money they become very enthusiastic."

There is no particular course or textbook that is followed. The teachers have been doing some reading up on entrepreneurship from the many books available on running one's own business and developed their own syllabus. There is no evaluation of the businesses but again, close teacher supervision ensures that businesses are actually run and the pupils are doing what they are supposed to do. If there is no evaluation what happens if a child refuses to do anything or defaults? Motivating the Grade 10 pupils is sometimes difficult but is managed through close teacher-supervision and encouragement. The Grade 11 pupils do not need the same degree of motivation as they have done it before and are less hesitant. The pupils supply their own start-up capital and the market day is usually held late September.

School Y 4

I spoke to the principal who told me that the school offers Entrepreneurship Education and has done so since it was first introduced in 1996. This was not a new idea for this school as they have been involved in JA for a number of years and also offer a post matriculation course that is geared to the catering industry. The Entrepreneurship Education faltered some-what in 1998 as they had the wrong teacher in charge of it. When I asked what sort of teacher was the right sort he said that it needed someone with creativity and energy. It turned out that the teacher they had in charge of Entrepreneurship that year was not only the wrong teacher for that course but wrong for any sort of teaching. It does, however, illustrate something that

I heard from several sources, that the Entrepreneurship Education teacher needs to be creative, innovative and enthusiastic.

The idea of offering Entrepreneurship Education came from their association with JA who helped them set up the syllabus and get it going. The principal considers it to be an important part of life skills particularly for the less able, although when pressed he said that all pupils should learn about Entrepreneurship as it is an important part of the world in which they live. At present only the Grade 10 Business Economic pupils are receiving it but the principal believes that it should be offered to all pupils as part of Life Skills. The pupils do Entrepreneurship Education as a concentrated block within the periods allocated to Business Economics. When asked what it had replaced in Business Economics to allow the space for it, he said he was not sure but he thought that some of the sections had been taken out by the education department and not replaced by anything else. In fact certain sections have been taken out of this syllabus.

The teacher who offers it now is not specifically trained to offer Entrepreneurship but has had training in Business Economics. The pupils form companies and run their businesses both at school and in their communities. There is no specific market day. It is not an integrated field of study as no other subjects are involved. The course followed is that of JA and the programme is not formally evaluated in that marks are not allocated. No specific textbooks are required other than the material supplied by JA. The teacher monitors the businesses and business report-backs are made by the pupils in class which constitutes the motivation to get them going. The pupils find their own start-up capital, presumably from their pocket money or from parents. Neither motivation nor start-up capital seemed to cause much of a problem now that the right teacher is in place. These pupils appear to be well disciplined and in the habit of performing tasks at school when required to do so.

School Y 5

I spoke to the Business Economics teacher who told me that this school does have Entrepreneurship Education. It was introduced in 1995 by the then Business Economics teacher who has since left but who I managed to track down and talk to. This is a very creative teacher who had heard through the media what some other schools were doing in the way of Entrepreneurship, specifically Wykham Collegiate. As her interest was Business Economics she saw it primarily as a means of bringing some life into the Business Economics class, so that the pupils could have some much-needed practical experience that would bring some fun into what the teacher saw as a dull syllabus. She sees it of particular value for the less-able pupil.

The course is offered to Grade 11 Business Economics pupils and the theory is presented during the normal Business Economics time slot. It has not replaced anything else on the timetable and so is squeezed into normal lessons. The businesses are run at school during a four-week period during breaks and after school. The Art and English classes also take an interest in Entrepreneurship

Education where it overlaps so there is a certain amount of integration. The teacher has had no special training in Entrepreneurship. She drew up her own course using material devised by Wykham Collegiate for their course and the teachers there have given her help. Pupils keep the profit and suffer the losses of their businesses. They provide their own capital. Running a business is compulsory for the Grade 11 Business Economics pupils although there is no evaluation. The pupils are motivated by teacher encouragement and the profit motive.

School Y6

I spoke to the two Accounting teachers who run the Entrepreneurship Education course. The school appears to offer several different types of Entrepreneurship course. The Accounting teachers have wanted to do something in the way of Entrepreneurship Education in the classroom for quite a few years but only finally raised it as an issue in 1998 and it was implemented for the first time in 1999. They had heard about Entrepreneurship Education as a subject, they thought they had read about it somewhere.

The school has always had trading ideas. It started out many years ago as a form of raising money for charity. As such there was not any personal interest for the pupils in the success or failure of their ventures.

The teachers considered that it was important to offer an Entrepreneurship Education programme because:

It is practice which backs up the theory in the Accounting class. This school does not offer Business Economics, just Accounting. The teachers feel very strongly that it is only seeing something happen in practice that one understands what all the theory is about and remembers how to do it.

Both teachers are trying to build up the status of their subject in the school. They are trying to persuade pupils to take it as a matriculation subject. In other words, to them status is gained through having the FET (Further Education and Training) pupils choose to do their subject. They know that Accounting does not have the same status as Mathematics and Science. In fact any subject that has an HOD has higher status since there is no Accounting HOD. This means that decisions which affect Accounting are taken by HOD's of other subjects during HOD meetings at which the Accounting teachers do not have direct representation.. For example, when extra periods fall vacant for the Grade 12's it is the HOD's of other subjects who decide that Accounting does not need to be allocated any extra time. There is no Business Economics at this school which would serve to swell the ranks of the Economic Sciences department.

The Grade 11's receive this programme during their Accounting lesson. It is part of Accounting and does not have special time on the timetable. The teachers have not had any special training. As this is the first year that they are doing Entrepreneurship Education it has not been decided what form it will take. The pupils will be selling their goods, maybe on a special Market Day towards the end of September, otherwise

they will just sell informally at school. The teachers have devised their own syllabus from various books they have read on starting up and running a small business.

Assessment is an important aspect of this course. The pupils were given an assignment sheet explaining exactly what they have to do and how the programme will be assessed. The pupils are required to start a business on their own or in groups of two for six months. There are two assessment stages:

In March they are required to give a presentation to the class describing their businesses and hand in an advertisement devised for a newspaper or magazine.

In September they are required to submit an Income Statement for the six months from April and a business report as well as answer a questionnaire about the value of keeping records as well as what business skills they have learnt. The start-up capital comes from the pupils' own pocket money or from parents. There is no specific instruction to cover this.

Motivation does not appear to be a problem in this school. Although this is the first time the Accounting classes are running an Entrepreneurship course, this school has a long history of raising funds for charity through the individual efforts of the girls. The pupils are also exceedingly well disciplined and are in the habit of performing the duties required of them by the school.

Included is a short description of some of the other activities the school has which raise money. Since 1996 there has been a Market Day held on the last day of the year for pupils from Grades 8 to 11. One of the teachers came up with a method of occupying the pupils in such a way that they would come to school on the last day of the school year. Pupils are invited to rent a stall, bring their wares and sell them to one another. They are not allowed to bring food as this would serve as competition for the tuck shop. Parents are also invited to participate. Members of staff, too, have stalls if they want to. No one is forced to have a stall. Those who do not are also deemed to participate by buying.

Instructions on what and how to do it are given during assembly and during Guidance, it is not thought to be necessary to timetable it. The opportunity to sell is open to everyone. As well as this there are many committees which are constantly coming up with ways of fund raising and these may include running businesses. Special days on the calendar are commemorated by selling appropriate goods to the staff and pupils to raise money for charity or for sport and social clubs. Such days are Valentines Day, Easter and Mother's Day. On the first day of spring the Grade 11's hold Potted Sports which is a type of fair, just for the pupils, in which the girls raise money for charity.

With all these businesses and special fund-raising days I asked if the teachers did not find it an onerous task to continually ask the children to bring money to school. The teachers said not for themselves, but they felt it was very taxing for the parents. The school funds are very high for a government school and on top of it the parents are constantly being asked for money, usually more than once a week.

School Y7

This school has an Entrepreneurship Education course which was started in 1995 by the Business Economics teacher to whom I spoke. In 1994 she went to an IEB conference where she heard about the Wykeham Collegiate Entrepreneurship Education course. When she reported to the principal he was very keen that it should be incorporated into the Business Economics syllabus.

The Business Economics teacher feels that it is important to teach Entrepreneurship Education at school because of the economic situation in South Africa. "People must make their own jobs particularly the less-able who won't cope with tertiary education." Entrepreneurship Education will also teach them to be better employees if they have a better idea about how businesses are run. Entrepreneurship Education is important because it is a life skill. It also helps to bring out the outcomes based aspect of Business Economics. It is a challenging and exciting exercise. It should be for everyone but at present it is only offered to the Business Economics pupils in grades 10, 11 and 12."

Entrepreneurship Education is part of the Business Economics syllabus at this school and so it falls into that slot on the timetable. It makes use of the space created by the removal of several chapters from the Grade 10 syllabus by the education department. Grades 11 and 12 do not need as much theory time as the Grade 10's do as they have done it before.

The teacher has no specific Entrepreneurship Education training. Market days are held once or twice a term, but the businesses are on-going during the year. No particular course was followed. The teacher developed her own syllabus using a number of sources. There is continuous assessment with a small amount of examinable content which is formally tested. The motivation of the pupils is not much of a problem. Once they have reached Grade 10 they have already become accustomed to what the pupils ahead of them have done. Particularly as they do it in three different Grades, they know what to expect.

This school is involved in an inter-school competition with School Y10 and School Y11. A description of this competition is given with School Y10 interview. But it must be noted that only the best pupils' businesses are entitled to enter into this competition.

The pupils use their own money for the start-up capital with a proper loan agreement if they borrow from their parents. The pupils have to pay the school tax, 5% if the business is manufacturing and 10% if it is retail. The pupils are not allowed to compete with the tuck shop.

School Y8

The first teacher to whom I spoke told me that this private school does not offer Entrepreneurship Education to the pupils in the high school, although a form of Entrepreneurship Education is offered in the junior school, in Grades 4 to 7. The

junior school has a Market Day for which the pupils make things to sell. These Market Days have a theme. The previous year it was "Teddy Bears" and this motif was included wherever possible in the things which the pupils sold. The junior school uses the Ventures kit which was developed by TTO. She subsequently remembered that the previous year, 1998, Entrepreneurship Education was included in Cultural Time which is a compulsory extra-mural. The Accounting teacher, to whom I then spoke, ran it. This school does not offer Business Economics. The Accounting teacher told me that Cultural Time is made up of a number of activities such as flower arranging, chess, bridge, decoupage, making teddy bears and other social and craft activities. She had heard about the success which Wykeham Collegiate was having with their Entrepreneurship Education programme and so she decided that she would introduce it as her contribution to Cultural Time for the Grade 8's.

The pupils are free to choose what they want to do, a different thing each term. Because Entrepreneurship Education is difficult (according to this teacher) few pupils chose to do it. As a result it was made compulsory and all the Grade 8 pupils had to do it for a term. This programme was introduced in 1998 and it was a reasonable success. However a problem arose the following year. This teacher works part-time and as she was given an extra class she was taken off the Cultural Time roster. No other teacher was prepared to take it over.

The main reason it was dropped appears to be the lack of anyone who was prepared to continue with the programme after the promoter gave it up. That no-one else was keen to continue appears to have been the difficulty in motivating the pupils.

School Y 9

I spoke to the History subject teacher whose tasks incorporate Sports and the Entrepreneurship Education programme which has been offered since 1996. The principal went to a conference of Principals of private schools and there heard about Wykeham Collegiate's Entrepreneurship Education programme. She was fired with enthusiasm and decided that this was what her school needed. It was the same conference attended by the principal of another private school who also returned fired with enthusiasm for introducing an Entrepreneurship Education programme.

This school is proud of its classification as an academic school which offers neither Business Economics nor Accounting. As a result it was felt that the pupils should be exposed to something that was more closely aligned to the real world; something practical which they could actually *do*. I thought this an interesting association of ideas. At another school which regarded itself as an academic school they spurned Entrepreneurship Education because it was not academic enough and this school adopted it because they felt it offered a practical side which was lacking in their academic atmosphere.

The task was handed to the History/Sports teacher (as she had studied Business Economics although not taught it) and the Computer teacher. It was decided that one

of them should go down to Pietermaritzburg and study what Wykeham Collegiate was doing. This task fell to the Computer teacher as the other was on a hockey tour.

This school offers Entrepreneurship Education to the Grade 9 pupils in one period per week for six months. As it did not really fit in anywhere it was decided to re-arrange the timetable for subjects such as Music Appreciation and Divinity, giving half-year slots so that Entrepreneurship Education could be included. The pupils are given some theory during this time, gather together in their business groups, make decisions and have discussions. The selling is done outside the classroom, either out of school or in school at specified occasions. One of these is the school's Open Day, others are sports events, and play festivals. There is no specific Market Day.

The teachers have not had any Entrepreneurship Education training other than what was received when visiting Wykeham Collegiate. At first it started out as a joint effort by this teacher and the computer teacher during the computer lessons. It has since changed to just this teacher with no integration with the computer lessons. No particular textbook is used as a source and there is no prescribed textbook for the pupils. Wykeham Collegiate handouts were used in the drawing up of the programme, as were other South African books on small businesses. The pupils are required to get into small groups, and decide what they are going to do to form a business which will make a profit.

As the activity is not formally assessed the motivation has to come through close teacher-supervision and encouragement. Because they carry on the businesses over a period of time both in and out of school the pupils are motivated by making a profit. The start-up capital can be borrowed from the school, in amounts of about R50. Pupils also have the option of borrowing from their parents but interest must be paid if the initial loan is not re-paid within a certain specified time, irrespective of whether the loan was granted by the school or a parent.

I got the impression that very little in the way of business management theory is given to the pupils as the teacher does not have the background. She feels embarrassed that the pupils' businesses are on the small scale that they are. This attitude may be due to the fact that the only other school Entrepreneurship Education programme with which she is acquainted is Wykeham Collegiate which is a very successful one and which is organized by qualified and dynamic Business Economics and Accounting teachers. The teacher feels that more theory should be done on Business Management but the school does not have teachers with the requisite Accounting and Business Economics expertise. All the same, what her pupils are doing is not really very different from what is being done in most other school Entrepreneurship Education programmes that I have come across while conducting these interviews. Most pupils, at both this school and others, feel happiest with making and selling food, along the lines of a cake and candy sale. Just recently the school introduced a Technology class and it is hoped that this will be linked to the Entrepreneurship Education course so that the pupils will make something and then sell it.

No formal assessment is done of the course. At the end of the six month period which is the duration of the businesses the pupils have to produce a written project which describes what they did right from the start, almost in the form of a diary.

School Y 10

This school offers Entrepreneurship Education. It was started in 1998 as something added on to Business Economics but the focus shifted in 1999 to one of greater importance according to the HOD Commerce to whom I spoke.

The HOD introduced it as she "thought it was high time pupils were required to get involved in the world of business". She could not be more specific about how she got the idea. The principal was against it when he thought it might present competition for the tuck shop which is privately run as a business. Opposition fell away when he was assured that this would not happen and he has become fully behind the programme.

The reason the HOD thinks it is important is because the pupils are matriculating without the necessary life-skills. "Entrepreneurship Education is the base for self-employment. Pupils who do not do maths for matric see Business Economics as a last resort. Those are the pupils who need to be self-employed." But she does not see it as a subject reserved for the less-able pupils, it can be given across the board. Business Economics is beginning to attract the more able pupil as well and they do very well in Entrepreneurship.

It is offered to the Grade 10 pupils. This school operates on an eight-day cycle with 10 periods allocated to Business Economics per cycle. Entrepreneurship is part of Business Economics where it has replaced that part of the Grade 10 syllabus which was taken out (4 chapters) of the syllabus in 1996. Nothing else was put in their place by the education department. Assignments are marked as part of Business Economics.

The teachers do not have any Entrepreneurship Education training but the HOD herself was in business before she turned to teaching and so has had practical experience. The businesses are run for two terms, from the end of the first term to the end of the third term. Each term a day is assigned as Market Day. There is also a competition held with two other schools. Only the best pupils are put forward for the competition, as is the case in the other schools as well. A panel of judges made up of members of the governing bodies and teachers from the schools assesses them. Some businesses have put up the money for the prizes. The pupils give a presentation with their business plan, profit figures and answer questions. Pupils must have incorporated the concept of value-added.

No particular textbook was followed and no textbook is prescribed for the pupils. *Entrepreneurship and New Venture Management* by Isa van Aardt isbn 186864006x was used as a resource when drawing up the programme as well as other sources. The compulsory part of the programme is evaluated by continuous assessment. The pupils have to present an oral assignment in which they describe what they are doing

and submit a business plan with a logo designed by them as well as examples of stationery. The pupils come up with their own start-up capital, either through pocket money or a parent-loan.

School Y11

I spoke to the teacher who has since left but who introduced Entrepreneurship Education to this school in 1996. The original idea was hers as the Business Economics Teacher.

She thought it was a good idea to introduce entrepreneurship as the Business Economics syllabus was dull and needed something fun and practical to make it more interesting. She also feels it is important to prepare pupils for their future. These pupils are interested in business and Entrepreneurship is the practical 'outworking' of the syllabus. Pupils either choose Business Economics because they are interested or they become interested through their having chosen it. The teacher feels that it is a pity that Entrepreneurship is restricted to the Business Economics pupils as it is a course that should be followed by all, particularly the less-able.

It is offered to the Grade 11 Business Economics pupils and it is carried out during the normal Business Economics time slot. The teacher has had no specialized training in entrepreneurship only what she knows through being a Business Economics teacher.

The businesses are on-going for four weeks when selling takes place during breaks. There is a certain amount of integration with other subjects as some aspects are covered in the Art and English classes. The teacher drew up her own course with the help of the Wykeham Collegiate textbooks as well as with help from certain information obtained from the Durban University. There is some assessment in the form of assignments and some test questions which are incorporated into the Business Economics mark.

School Y 12

This was a personal interview with the Typing and Business Economics teacher who runs the Entrepreneurship courses. There are two entirely different forms of Entrepreneurship Education offered at this school; a time-tabled subject for a single grade 10 class and an extra-mural called 'The Business Club' for which any pupil may sign up. Although described separately both courses are included in the section for schools which do offer Entrepreneurship. When the criteria for my definition of Entrepreneurship Education are applied it becomes clear that the timetabled subject 'Entrepreneurship Education' does not fit as it is pure theory without any practice. However I do not find that it makes sense to put a subject called 'Entrepreneurship' into a section headed 'Schools which do not offer Entrepreneurship'. This is the course described here.

The timetabled subject Entrepreneurship came into being in 1999. The idea stems from the deputy principal who devised a course for pupils who, it was felt, would ordinarily leave school at the end of Grade 9. These pupils have an entire course specifically devised for them which is an introduction to technical college. The reason why Entrepreneurship was chosen to form part of this course was because it is one of the most popular technical college courses. The Entrepreneurship course offered here is really an introduction to Entrepreneurship, the Technical college course.

This course was considered important because it offers the less-able child something to do. Two interesting quotes:

"What are pupils going to do when they leave school at the end of Grade 9?"
Attributed to the deputy head, who introduced this course.

"This is a practical child who would normally end up starting his own business; the less-able child who will end up running his own business." The Business Economics and Typing teacher.

In response to a question: "Yes, the brighter child will go on to matric and will get a job." This teacher clearly sees entrepreneurs as nothing more than survivalists. Even after my prodding she didn't find anything odd in what she was saying. In other words Entrepreneurship is not a viable option to being a job seeker. These pupils do not have the ability to be successful job seekers. This course is only offered to this particular class of Grade 10. These children will have to leave school at the end of the year as this course is an entry to technical college, not to Grade 11 at this school.

The course is presented in five 40-minute periods every week for the full year. When the other Grade 10's go to Business Economics this class has its Entrepreneurship course. The teacher has had no specific training in Entrepreneurship but she trained as a Business Economics teacher and she has been teaching the subject for the past 21 years. Entrepreneurship here takes the form of pure theory. It is not integrated with any of the other subjects on the timetable. There is no practice. Pupils are urged to join the Business Club (which will be described next) but only 5 of the 26 members of the class have done so. The teacher stressed that she relates everything she does in class to the real world; that examples she uses to explain concepts are readily available in the pupils' lives. She has devised a syllabus that draws on the Technical college syllabus for Entrepreneurship as well as using ideas from various books on entrepreneurship. There is no textbook for the pupils and the course is assessed in the normal manner of class tests. At the end of the year there is a written exam lasting two hours.

School Y 13 (Same school as Y12, different programme)

This is the other course which is being run at the same school as the course described in 'School Y12' and was introduced in 1998. It is a highly successful exercise. The teacher showed me a newspaper cutting of an illustrated (picture of her and some of the pupils) article about what they had done the previous year.

This was the teacher's idea as she feels that it is not only important to learn how to start a business but also how to carry out some of the procedures, for example, stock-taking, costing, setting prices and packaging. This club is open to all pupils of the school regardless of which Grade they are in or whether they take Business Economics or not. It does not fit into the timetable at all and is held after school hours as an extra-mural.

The Business Club must obviously have some form of theory, it has to be explained to the pupils what they are doing and why, but it is mainly about the practice. There is no market day and pupils do not identify a need. Nor do they experience any risk. The capital is accumulated by means of shares. The pupils or their parents buy shares in the business and there is no set amount of shares that the pupils have to buy. Because everybody does the same thing as a unit there is no risk involved. The teacher explained that this was done to avoid of the fear of failure that the pupils would experience. In doing so she has negated two of Kourilsky's three requirements for a meaningful Entrepreneurship Education programme, that of identifying a gap and facing risk.

The teacher locates a supplier of a particular product, buys the goods and then they are distributed amongst the members of the club to sell. They do not sell at a specific venue or on a specific day. However she does encourage the pupils to have a stall at KTV's market day in June. Each term there is a different product available. These are usually in the form of gift packs. I asked her if she was familiar with the concept of value-added. She said that they do add value to certain things. For example last year before Mothers' Day they bought different toiletries in bulk, formed an assembly line and packaged them together with a final wrapping of cellophane and colored ribbon. She showed me a toy that she was buying in bulk as this term's article. This toy was on sale 13 March 1999 at the school's fete.

The toy was quite cute but I could not help feeling that the pupils would have much more pride in what they were doing if they were encouraged to make the things themselves. I asked the teacher if she had not considered incorporating Technology in this entrepreneurship endeavour and so encourage the pupils to make their own items. She was clearly not impressed with this idea implying that it would make it all far too complicated and detract from the business side of the Business Club.

There is no evaluation of this programme. It lasts the full year and at the end of that time the business is wound up and the pupils get back their initial capital plus profits. As well as this the pupils are paid a "wage" in the form of a set amount for each article that they sell. There is no particular course that is followed but it is clear that the teacher is attempting to teach the elements of Business Economics. There is also a very strong JA influence in what she is doing here. Each term department managers are appointed for that particular term's project.

This teacher has gained a lot of praise for what she is doing at this school and yet it is interesting to note that she can run two such divergent programmes and still not have captured the essence of what entrepreneurship is in either one. On the other hand she does not presume to call the Business Club The Entrepreneurship Game or anything like that.

Schools not Offering Entrepreneurship Education

School N1

This school does not run an Entrepreneurship Education course but the Business Economics teacher has introduced an interesting little section on Entrepreneurship in his Grade 10 class which could easily be developed into Entrepreneurship Education.

He claims it as his own idea which he first introduced it in 1998. He himself was introduced to the concept through his studies at technical college where he covered Business Studies subjects. He did not qualify as a teacher but he appears to be coping well in the classroom with plenty of enthusiasm and competence.

He considers this Entrepreneurship component to be an important way of making Business Economics more relevant to the lives of the pupils. He said that he felt that all pupils should learn more about business to broaden their education but the way in which he hesitated made me believe that he feels the prime importance is for the Business Economics pupils to learn about business (not *all* pupils). I got the distinct impression that it is his belief that the academic pupils should not be bothered with it. Again, he said that children should be given a viable option to being a job seeker, but this was one of my first interviews and it is possible that I had allowed my own feelings to become too apparent and he was saying what he thought I wanted to hear and that the thought had not crossed his mind. After this I made a note to be careful how I phrased my questions in future. I want to hear what the teachers think, not what they think I want to hear.

This little section is being offered to the Business Economics Grade 10 pupils as part of the subject Business Economics so it does not have any special timetabling. It has not replaced anything else; rather it has been squeezed into the section on Marketing. The teacher has not received any training in Entrepreneurship Education, just Business Economics.

The course takes the following format: The children each choose a product which they have designed and which they will make or have produced for them and then they will market it themselves. It is all theory and the projects consist of a poster and a speech which is given to the rest of the class. No actual production or selling takes place. No business plan is drawn up. The pupils enjoy it and the standard of the imaginative effort and the work put into the poster is very good. As a small part of Business Economics I thought it looked both interesting and fun but there is no recognition of a gap, no risk and no actual business.

The teacher is following his own ideas on entrepreneurship and is not using any particular textbook either for the pupils or for his own resources. Obviously the manner in which he is conducting this section of the work is influenced by his Technical college studies.

The pupils are evaluated on their speech and poster. The motivation here is the marks which form part of their Business Economics record mark. As there is no risk nor any special motivation other than the assessment mark is necessary.

The teacher seemed interested in Entrepreneurship Education but it is a very large school and he is a very junior teacher. He did not appear to believe that he had sufficient push to get such a project adopted. He had not heard about other schools conducting Entrepreneurship Education courses.

School N2

I spoke to the principal who told me that this school does not offer Entrepreneurship. He has heard of the push for Entrepreneurship Education in schools but has not made an effort to find out more as he does not really feel that it applies to his school. Why did he feel this way? Is his school considered to be too academic? Is Entrepreneurship Education considered to be too practical? Would the pupils or their parents have difficulty accepting this as part of the curriculum? It wasn't possible to get him to be more specific about this. These were questions that I asked in various forms but was unable to get him to commit himself.

The school offers both Business Economics and Accounting. The principal said that he felt that the teachers might be interested in knowing more about Entrepreneurship Education but I was left with the distinct impression that he only said that to be polite. In retrospect it was not a good idea to ask if the teachers would be interested in learning more about Entrepreneurship Education as the interviewees all thought this was introductory to my offering to enlighten them. This is probably why they all said yes. They didn't want to appear ungrateful. It is also probably why they expected me to then send the information.

The school used to have a section in Business Economics Grade 10 where the pupils made something and then sold it. It was introduced to help with the teaching of Production (making an article) and Marketing (selling the product) It was not a form of either Entrepreneurship Education nor Technology. The articles that were made were then sold in the pupils' own time to their own contacts. There was no central school base for selling the goods such as a market day. There was no evaluation of the production of the goods or the marketing of them. This exercise came to an end when the teacher who introduced it left the school and no one has considered it necessary to re-introduce it, in this form or in any other.

School N3

I spoke to the guidance teacher who told me that this school does not run any Entrepreneurship Education programme "at the moment". The impression was that it could happen any minute. Later in the conversation I realized that it is not going to happen but the guidance teacher did not like to give the impression that her school was deficient.

This teacher had heard of Entrepreneurship Education through a presentation given by Japie Stander at the Teachers' Center at JCE but had not heard of the annual market day organized by KTV nor was she aware that the education department was advocating that schools should go ahead and introduce Entrepreneurship Education into the curriculum.

She said she would be interested in finding out why Entrepreneurship Education would be of benefit to school children. Again, I got the impression that she would need convincing of this. The school offers both Accounting and Business Economics. It was felt that if it were introduced then it would probably fit into the Life Skills programme. The school has never thought of having such a course in spite of the teacher having been to one of Japie Stander's presentations.

The interviewee thought I had a hidden agenda but she couldn't work out what it was. When I explained that I was doing research for an M.Ed. she immediately accused me of getting teachers to do my research work for me. She thought that I wanted her to introduce Entrepreneurship Education and then the teacher involved would write up a report which I would then use. Again this was one of the first interviews I had and I realized that I would have to let my interviewees know that I expected nothing more than to talk to them.

The teacher expressed interest in Entrepreneurship Education to the extent that she wanted me to send her all the information about it and then she would look at it. When I said I preferred to tell her where to find the information for herself she was less interested.

School N4

I spoke to the Business Economics teacher. This school does not have an Entrepreneurship Education course but the Grade 11 pupils follow the Junior Achievers Programme. The teacher had heard of Wykeham Collegiate and the successful Entrepreneurship Education programme that they have there. She knows about the KTV Market Day and is well aware of the educational benefits that are to be derived from such a course.

The school offers both Accounting and Business Economics. When asked, the teacher said that she was sure these teachers would be interested in running an Entrepreneurship Education course. She, however, was too busy to do anything about it. She asked me to send a fax with all the information on it. Although I make it clear to interviewees that I am not in the business of promoting the subject they assume that because I know about it that I will do the preparation for them. This is an attitude that I have met in other schools but had thought was confined to those schools where members of the teaching staff are low on initiative. I was surprised to find it in an up-market private school which places a high value on excellence and the teaching staff are chosen for the quality of their dedication and initiative.

This school's attitude could be due to the fact that they feel that by being part of Junior Achievers they are satisfying the need for this particular part of the curriculum.

This could very well be true as it is more than likely that it was the school which got in touch with Junior Achievers, not the other way around. As an affluent school this is not the sort that JA would have actually targeted in terms of the conditions made by their sponsors. However, it was explained to me by an official at Junior Achievers that persuading schools to enter their programme is time-consuming and therefore costly and so they always take on schools which approach them.

The school had at one time thought about running an Entrepreneurship Education course. Round about 1994 or 1995 some of the teachers became interested in Enterprise Education devised by the Wits Business School together with Junior Achievers. In those days there was close co-operation between Wits Business School and JA. It was decided then that the school did not have the time to run a general course for all pupils and presumably they left it that a selected few would attend JA.

This interview was somewhat disjointed and the interviewee contradicted herself several times, particularly when she said that the Commerce teachers certainly would be interested in offering an Entrepreneurship Education course and then later saying that the school had felt they did not have the time, nor did she have the time but would I send her the information anyway. This is not an uncommon reaction from teachers at up-market schools that are not offering Entrepreneurship Education. They are proud of their school and on the defensive when they feel that someone is implying that they are being deficient. They want to show that if there is something that their pupils are not getting, they do not need it. But at the same time they do not want to refuse to show any interest, as that would give a negative impression. I think that is why they ask me to fax them information. The ball is then in my court and they can happily go on with their lives and forget all about it.

School N5

This school does not offer Entrepreneurship Education although they are well aware that there is a push for it. The person to whom I spoke is the senior Business Economics teacher. Through various media (TV and newspapers) he has heard about KTV's market day as well as the push for Entrepreneurship Education in schools. He is aware of the importance of this subject and the benefits it would have for the pupils.

The school offers both Accounting and Business Economics and the teacher was emphatic that the teachers of those subjects would be interested in running such a programme. He said that the school had actually thought of introducing Entrepreneurship Education in the past but had rejected it for two reasons:

1. Nothing is allowed to compete with the tuck shop. I told him that other schools also have the same dilemma. They solve it by ensuring that whatever the pupils make (and sell) is not available at the tuck shop. After all, pupils' businesses do not have to be about food. Some schools do not allow any food to be sold. On the other hand when this very problem arose at Wykeham Collegiate they decided to allow direct competition with the tuck shop and this resulted in a much higher standard at the tuck shop in the way of extended trading hours, lower prices, and a greater variety of goods.

2. The teachers do not have the time. This always sounds like a feeble excuse to me, especially in the light of his having told me that the teachers would be prepared to introduce something like this.

As has happened with other schools, he asked me if I would fax him material on Entrepreneurship Education, even though it is highly unlikely that anyone at the school will be interested in actually applying the information.

School N6

I spoke to the Accounting teacher at this school who told me that they do not offer Entrepreneurship Education. When I first phoned to enquire the secretary answered, "This is an Academic school." An activity such as Entrepreneurship Education is not considered to be important enough for academic pupils.

The Accounting teacher, however, said that the new principal had suggested the idea when the latter first arrived at the school. No one was interested in running an Entrepreneurship Education course nor in seeing it introduced and so nothing came of the idea. Although it was the principal who had brought up the matter he had no particular interest in it himself and so he cannot be regarded as the promoter.

The teachers and principal are aware that Entrepreneurship Education is a requirement for teacher education and that it forms part of Curriculum 2005. I got the impression that although members of the staff at this school are willing to concede that Entrepreneurship Education is important they are only paying it lip service to it and are not prepared to consider it seriously.

School N7

This school is a very interesting case as it was the only example of a school where the promoter was desperately interested in introducing Entrepreneurship Education but had not been able to do so. Entrepreneurship is not offered in the normal school timetable. The Media Center teacher was keen to speak to me. She wishes to introduce it as an extra-mural activity. She wants to do so as soon as possible but does not know how to go about it. She phoned around to some business colleges to ask their advice but had no luck. She can not remember where she got the idea or when, only repeating that she feels it is very important for the pupils to know how to run some sort of business for when they leave school.

She wants to offer this activity to all secondary students who are interested. It does not fit in the timetable at all since she is the only one who sees the need and has not been allocated any periods on the timetable. Her actual words were, "There is no time on the timetable." From that I gather that Entrepreneurship Education has such a low priority that they are not prepared to offer her any time. As the promoter of the activity she does not have any status that will help her to introduce it other than as a voluntary extra-mural.

This school offers both Accounting and Business Economics but the teachers of these subjects are neither interested in organizing Entrepreneurship Education nor in helping the Media Center teacher in her efforts. I gave her contact number of School Y1 and with the help of that teacher I have confidence that she will get Entrepreneurship Education up and running.

School N8

I spoke to the guidance teacher who told me that they do offer Entrepreneurship Education. I then realized that she was confusing Entrepreneurship Education with entrepreneurship which is a small section discussed as part of Guidance which does not go any further. She got information for that section from the Department of Manpower. She has never heard of Entrepreneurship Education as an actual activity and doubted that it would work in her school, as the pupils would not be allowed to sell anything on the school grounds. This prohibition on selling within the school grounds is incorporated in the school code. When pressed for the reason for this she reluctantly said that it was in an effort to eradicate the selling of drugs from the school grounds.

The school offers both Accounting and Business Economics but the teachers would not be interested in introducing anything new. "The pupils have enough to keep themselves busy in the way of their school work." Although it was not stated it was clear that the teacher did not consider that something like Entrepreneurship Education would have anything to offer the pupils.

School N9

This school does not offer Entrepreneurship Education and the guidance teacher to whom I spoke has never heard of it. Both Accounting and Business Economics are offered. The teachers of these subjects might be interested in introducing Entrepreneurship Education according to the guidance teacher. But when asked what could hinder its introduction the answer given was lack of interest by the teachers and the pupils. In spite of saying that he personally did not have the time and that he did not think the other teachers would be interested he wanted me to send him the information even though I told him how to find it out for himself. As can be seen from the answers given the teacher contradicted himself and seemed to want to tell me whatever would terminate the interview the quickest.

School N10

I spoke to the guidance teacher who told me that this school does not offer Entrepreneurship Education yet. The teacher has heard about it and would like to introduce it at her school. She is new to this post and has plans to include Entrepreneurship Education as part of expanding what is offered in the careers department. It will most likely come into the timetable as Life Skills. She said that she did not know how she would make up the course on Entrepreneurship Education

at the moment, but she is participating in a Life Skills workshop to be held shortly at another school. The workshop will last for 4 or 5 evenings for 3 hours as well as two Saturdays later in the year (1999). Only these two schools will be participating so it seems to be an intensive form of cross-pollination.

In spite of the fact that this school does not offer either Accounting or Business Economics the likelihood of their introducing Entrepreneurship Education is strong as, not only is the HOD keen, but also the other school participating in the workshop has a very successful Entrepreneurship Education course itself. The Entrepreneurship Education course will most likely get off the ground in the year 2000.

School N11

I spoke to the deputy principal who told me that this school does not offer Entrepreneurship Education. He has not heard about the push to have it included as part of the school curriculum. The school was approached by Absa to enter the bank's competition. This is a competition held in conjunction with Die Johannesburg Sake Kamer. As a result the literature was all in Afrikaans and the members of the Sake Kamer tended to target Afrikaans language schools but it was not restricted to them. This is the only school I spoke to that knew anything about this competition. Afrikaans language schools were not canvassed for this research project.

The teacher believes the school has young entrepreneurs, although he could not be specific as to why he believes this other than to say that many of the pupils help their parents in their businesses. This comment seemed to be an indication that it was felt that the school did not need Entrepreneurship Education as part of the curriculum.

This school offers both Accounting and Business Economics but the deputy principal could not say whether any of the teachers would be interested in offering Entrepreneurship Education until they had been asked. The school has never considered doing it. The interviewee said that there are too many other commitments for the pupils, like doing their school work and passing matric, for them take on something like this.

This was a most unsatisfactory interview. The interviewee was reluctant to give answers that would in any way commit himself. When I invited him to give an opinion he became hostile. He wanted me to send him information on Entrepreneurship Education even though he had said that neither the teachers nor the pupils would be interested. I told him where he could find it for himself.

This school is situated in Lenasia and could be considered to be 'previously disadvantaged.' While collecting the data for this project I became convinced that poorer schools and previously disadvantaged schools do not see activities that are not directly linked to exams as having any educational value. Increasingly I am coming to feel that the 'previously' disadvantaged schools are still disadvantaged because they still have the same structures and teachers as they had before.

School N12

This was a personal interview with the HOD of Commercial subjects. This school does not run anything in the way of Entrepreneurship Education. The teacher has heard about KTV Market Day, but she did not know that there was any movement to introduce Entrepreneurship Education into the schools.

Both Accounting and Business Economics are on offer. The teacher said that she thought that the staff would be prepared to run such a programme. I didn't find this answer convincing and so I went on to ask, "What do you think might get in the way of such a programme getting off the ground?" This elicited a most interesting answer, "The governing body would be very against anything that might lead the pupils away from their school work." I was expecting the answer to be that raising the capital would be a major difficulty for such a deprived area.

I would like to say something about this school. It is about five years old and is situated in a new suburb off the Golden Highway near Lenasia. I would estimate that only about 20% of the pupils are Indian, the rest are black and most likely come from the near-by squatter camps. (I heard later that many of the residents of this fairly new area buss their children to ex-model C schools.) Discipline is the worst I have seen anywhere and there is no pride in the school; the grounds or the uniform. Pupils stay outside the classroom and play all day and come *inside* only if and when they please. It is sometimes difficult to hear what is going on in the classroom because of the noise from those outside. When I asked why that was allowed I was told that there is no way of forcing the children to attend classes. The grade 11's and grade 12's are way behind in the syllabus and the matrices are unlikely at this rate to finish the syllabus before they sit the exams. The teachers feel that they are doing their best and cannot do any more. They appear to be demoralized and apathetic. The situation is so dire that the thought of the governing body having any idea of what is in the best interests of the pupils, let alone being in a position to implement it, is ludicrous.

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