BUSINESS INVOLVEMENT WITH EDUCATION IN THE DZUMERI RURAL COMMUNITY

by

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Dedicated to my parents,

Anicky and Zacharia
I wish to convey my sincere gratitude and appreciation to:

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Principals of the ten schools in the Dzumeri area who did not only participate as informants, but also showed great interest in the research project as a whole;

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The Almighty God for giving me the strength and opportunity to complete the research project.
SUMMARY

Rural education in South Africa, particularly within the black communities, has suffered neglect under Apartheid education policies. This has resulted in an array of problems which continue to beset the country's education system.

The community, through its various institutions, has a major role to play in the whole education renewal process. The business sector is one such a community institution, which is directly affected by the quality of school education. Countries such as Britain and the U.S. provide excellent examples of close co-operation between business and schools in an effort to prepare pupils in accordance with the needs of the workplace.

The qualitative study conducted in schools, within the Dzumeri community, showed that there is a dire need for business involvement with schools in order to address important areas of mutual concern. It is finally recommended that the government must formulate enabling policies, which will promote business-education partnership activities and ensure proper co-ordination at all administrative levels.
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CHAPTER 1

ORIENTATION

1.1 Background

Bitter political struggles, conflict and endless wars with devastating results are some of the salient negative attributes which are known to be characteristic of the African continent. However, recent political developments in countries such as Namibia, Mozambique, Angola and South Africa have not only served to paint a new and better picture of the African continent, but they have also served to establish a new trend where conflict is replaced by dialogue, war by negotiations and political struggle by economic struggle.

South African unlike its neighbours is the last country in Africa to gain independence from colonial rule. It is also the first country on the continent to reach a peaceful political settlement through dialogue and negotiations. This peaceful political transition from Apartheid to a democratic form of government is still hailed, by many commentators world-wide, as a miracle. Consequently, South Africa presently stands out as a shining example of hope, peace and prosperity in Africa.

Despite its recent political successes, South Africa has to grapple with varied and enormous challenges which still lie ahead. The democratic government will have to grapple with, firstly, the problem of high expectations on the ground, to use the language of the new political era.
The overwhelming majority of the population expect the new government to deliver, as it were, on its election promises which include: better housing, better education, better wages, improved health facilities, clean and running water and most importantly more employment opportunities. Realistic or unrealistic, the expectations are based on the political parties' better life for all electioneering slogan. The onus therefore, rests with the new government and its ability to fulfil its pre-election promises. McGhee (1994:22), surmises that "if the new government stands by its pre-election promises, then South Africa will become not only the economic powerhouse of Africa, but the lighthouse of freedom in what has always been a Dark Continent".

But failure by politicians to deliver will certainly have dire consequences for the newly-found democracy as the City Press (1995.10 September:16) warns:

"there will never be harmony and lasting peace in this country unless black people who are in the majority, have jobs, proper roofs over their heads, schools for their children and health facilities in their doorsteps".

Secondly, the culmination of the struggle for political power has herald the beginning of a new form of struggle - the struggle for economic power. The struggle for economic power is waged by the hitherto economically marginalised black majority and is borne out of the growing
realisation that political power without economic empowerment is not meaningful (City Press. 1995. 10 September:16).

The democratic government is therefore being called upon, not only to meet the basic social needs of the majority of the population, but also to redistribute evenly the country's wealth, which is still largely "in the hands of a tiny minority of the population" (African National Congress [ANC] 1994a:76).

Empowering the South Africa black majority presents an enormous challenge, which will take more than foreign investors and donors pumping large sums of money into the country. Metlife (Sowetan 1995.31August:29), a major, black-owned company, contends that true empowerment of the population, at both personal and community levels, can only be created through education and training. It is Metlife's belief, that education and training will "allow people to develop the experience in leading and managing, and in shaping and forging a future". The ANC's Reconstruction and Development Programme (ANC 1994a:9), a policy document which has been adopted as government policy, also acknowledges the crucial empowerment role of education and training:

"Our human resource policy should be aimed at reversing youth marginalisation, empowering youth and allowing them to reach their full potential. Programme for training, education and job creation will
enable our youth to play a full role in the reconstruction and development of our society".

In concurrence with the above views, Bot (1991:16), distinguishes three beneficiaries of education and training, namely: the individual, the society and the economy. However, Bot is quick to indicate that South Africa's education and training system has hitherto failed dismally to empower the individual, the society and the economy. It is against this background that the quality of education - black education in particular, has often been described as mediocre and highly suspect.

Problems surrounding education and training, in mainly black schools, are varied, but for the purpose of this research, only seven areas of concern will receive attention.

The first problem relates to the nature of school education. For many years education in South Africa has been academically oriented with little emphasis on the teaching of life skills (Bot 1991:16). This academically orientated education system, has led to the present problem of shortage of skilled workers in the country's workplaces. This resulted in the general low productivity of South African workers, unemployment and poverty. The introduction of career-oriented education, is thus a critical challenge confronting the democratic society (Loynes 1991:28).

The second problem centres around the relevance of school education. According to Davies (1992:175) relevant education is supposed "to link
the individual needs, interests and abilities of every pupil to the changing manpower needs of the country, as determined by the changing growth rates of the economy". To a large extent education in South Africa, remains alien to the manpower and economic needs of the country, hence the strong calls for more relevant school education.

The third problem deals with the unequal provision of education to all races in the past. The Apartheid policy of unequal provision of education, based on racial grounds, has resulted in huge backlogs in black education (Hofmeyer & Buckland 1992:21; National Education Co-ordinating Committee [NECC] 1993:134). Massive shortages of classrooms, textbooks, teaching and learning aids and overcrowded classes are some of the common features prevalent in the traditionally black schools. The Sowetan (1995.6 September:4) explains the situation in the mainly rural Northern Province as follows:

"The province needs to build about 35 000 classrooms to attain a teacher-pupil ratio of 1:40. The area has been hardest hit by the shortage of classrooms while, in contrast, it has a large number of teachers who are unemployed".

Closing the gap between traditionally black and white education, will obviously not happen overnight, in view of huge discrepancies that exist

The fourth problem concerns the curriculum. Strong accusations are continuously being levelled against the curriculum followed in
traditionally black schools. According to Graham-Brown (1991:154) the curriculum was meant to undermine both the intellectual capacity and the culture of the black pupil. Consequently it had a negative impact on the provision of the human resource as required by the country's economy. It is against this background, as outlined above, that calls rose up for the reassessment and restructuring of the curriculum which "has largely run its course" (Loynes 1992:23).

The fifth problem is illiteracy. Illiteracy stands out as one of the most serious drawbacks in any attempt to empower society both socially and economically. The Sowetan (1995.8 September:33) gives the following statistics regarding literacy in South Africa:

"Fifteen million people - out of 45 million - are estimated to be in need of basic education... At least 46 percent of the African, 34 percent Coloured, 16 percent Indians and one percent of White population are illiterate. Illiteracy rates are significantly higher in rural areas than urban areas and the 1986 National Manpower Commission reported that 30 percent of South African workers had no formal education..."

In view of the above statistics it is clear that quick and decisive action needs to be taken to decrease these alarming illiteracy figures especially within the black community.

The sixth problem exists in the area of school governance. The traditional
school governance system is mainly criticised because of its failure to "accommodate parents, teachers, students and other key social forces in the governance process" (NECC 1993:156). The advent of democracy has seen promising developments in the area of school governance where the old school committees are being replaced by the more representative Parents Teachers Student Associations. However, the question still stands as to what the role of other 'social forces' in the school governance system is.

Last but not least, is the problem of the quality and supply of teachers. The democratic government has inherited a teaching force which is not without its own problems. Some parts of the country have an oversupply well qualified teachers, whereas other areas are manned with a majority of poorly qualified teachers. A crisis already exists in Maths and Science education where there is a critical shortage of well qualified teachers (Sowetan 1995.31August:1). In-service training of teachers, especially in Maths and Science remains one of the most practical solutions to the problem.

Undoubtedly, the role of the school in South Africa as an important empowerment agent, is stifled by among others, the problems cited in the foregoing paragraphs. The implications of the failure of school education, to prepare pupils for meaningful participation in the county's socio-economic development, can only be grave. Two central implications need to be pointed out.
Firstly, is the economic implication: According to Stals (The Star. 1995. 29 August: 16), the governor of the South African Reserve Bank, South Africa's economy "is not competitive enough to maintain an economic growth rate at a level high enough for its own needs". He further indicates that the major problem lies in the labour market where workers are constantly demanding higher wages while productivity remains low. The role of education and training in increasing economic growth and productivity in the workplace, cannot be overstated (Republic of South Africa [RSA], Department of Education 1995: 61).

Secondly, the social implications: The bitter fruits of the ailing education and training system are evident in the present massive shortages of skilled workers as well as the high illiteracy figures which has resulted in the high rate of unemployment, poverty, ill-health and the spiralling wave of crime (Samuel 1992: 110). To make the situation worse, the alarming high crime rate has resulted in what is called brain drain - the emigration of skilled and professional people (The Star. 1995. 20 July: 8).

Having established some of the problems confronting the country's education and training system and the implications thereof, the need for an innovative and creative solution becomes clear. In an attempt to seek solutions to the problems that confront the country's education, two important questions arise: Whose concern is education and who worries about the non-delivery of schools? The traditional view says that education "is just the concern of the school, the state and the family" (Van Schalkwyk 1086: 264). Development world-wide shows that there is a
general movement away from the traditional view. The business sector, among other social sectors, is directly affected and has vested interest in what goes on at school. This is so, because of the "interdependent relationship" which holds between business and education (Pretorius 1993:126). On the one hand the business sector "depends on education [the school] to supply [the business sector] literate and learned people with specific expertise, skills and attitudes" (Pretorius 1993:125).

The business sector also expects "formal education to produce workers who are literate and trainable" (Davies 1992:170). On the other hand Badenhorst (in Pretorius 1993:125) contends that education (the school) expects the business sector "to provide the people it has trained with jobs". In the South African context a mismatch exists between the needs of the economy (business) and the output of the school (Charney 1983:34). As a result "educationists, industry and government have all become alarmed by the growing mismatch between the skills possessed by school-leavers and those demanded by the job market" (Charney 1983:33).

In view of the potential role that the business sector can play in revitalising the ailing education and training system to ensure that it is in line with the socio-economic needs of the country, Godsell (1992:140) poses the following question:

"What can business do to assist South Africa to move to an education system that offers both quality and opportunity?"
There is no general consensus on the overall size of business involvement with education in South Africa. This is so because there are no comprehensive and formal statistics in this area (Swainson 1991:96). What is clear though, is that to some extent co-operation between business and education was undermined by the apartheid policy as Swainson (1991:95) explains:

"Under Bantu Education in the 1960's the state discouraged private sector involvement in education. The early 1970's saw state education policy for the first time permitting private sector investment in education and training facilities for blacks in the urban areas of South Africa".

The above-said policy did not only serve to disempower the rural black in particular, but is also served to perpetuate the "general imbalance of the past which favoured urban rather than rural areas" (Hartshone 1992:145). It is therefore in the rural school where problems in South African education, as outlined in the foregone paragraphs, are the most serious as observed by Graaff and Gordon (1992:208):

"Of all black children who have been subjected to the notorious Bantu Education system, rural children are simultaneously the most disadvantaged and the most ignored. They are the most disadvantaged because their school buildings are the most rickety, their teachers the least qualified, and the available school places the least adequate".
In the South African education scenario it is the rural school whose need for more business sector involvement is paramount. Developments world-wide indicate that businesses are being urged to play an even bigger role in education. According to Lusterman and Gorlin (1980:1):

"Proponents of an active role for business reason that insofar as the problems arise because young people are not given a complete and realistic understanding of the preparation they require, those who will ultimately employ them [business] must be part of the remedial process".

In agreement with the later Loynes (1992:230) explains:

"The days where the employer (business) passively observe from the sidelines while all planning and structuring of syllabi took place are passed. The employer is now being asked to take his place alongside parents and education as an equal partner".

The business sector is therefore not only require to participate in the restructuring of the education and training system, but it is also called upon to assist in finding a remedy for the ailing education in especially the rural schools, where the need is the greatest.
1.2 Statement of the problem

For South Africa to sustain its newly-found democracy, ensure peace and economic prosperity, empower her population and meet the genuine expectations of people on the ground, the existing education and training system needs to be remedied as a matter of urgency. The business sector has certainly an important role to play in the whole education and training remedial process. The crucial question is: What role is business prepared to and capable of playing in correcting the fundamental shortcomings that exist, particularly in the areas of:

- rural education financing;
- provision of educational and other facilities;
- introduction of career-oriented education;
- in-service training of teachers;
- school administration and governance;
- curriculum change and development; and the
- elimination of illiteracy among the rural inhabitants.

In light of the above, the present study seeks to answer the following question:

To what extent and in what specific way is the business sector currently (or was previously) involved with schools in the Dzumeri rural community, in view of the various problems that beset education particularly in the country's rural areas?.
The above problem can be further disintegrated into more specific questions as follows:

- What is the role of the community, in general, in education upliftment? Which community institutions, apart from the business sector, are already involved in education upliftment in the research area and in what way?

- What forms do business-education involvement assume?

- In which areas does education (schools) benefit from interacting with business?

- Which motives underly the involvement of the business sector in education?

- Which problems militate against the success of business involvement in education?

- What do schools expect from their business partners and what role should business play in future?

Having outlined the research problem the aims of the study are discussed below.
1.3 Aims of the study

The essential purpose of this study is to examine the past and present involvement of the business sector with educational institutions (schools), in the Dzumeri rural community, in a bid to bring about the desired changes and improvements, thus adding quality to rural education. It is the researcher's aim to put into perspective the role that the business sector is playing in empowering the rural youth through education upliftment.

The more specific aims of the study include:

- To explore in general, the role of the community in education and the particular role of the business sector in education upliftment.

- To investigate business-education involvement in the two highly developed countries of the world, namely Britain and the United States of America, and to relate the two countries' achievements with the emerging education and training policies in South Africa.

- To conduct a qualitative study in schools within the Dzumeri community in order to find how and to what extent the business sector is involved with the local educational institutions.
To make recommendations based on the research findings, of ways and means of enhancing business-education involvement in the South African contexts.

1.4 Research method

In order to familiarise himself with the topic under research, the researcher studied widely the relevant literature. The main sources of information were books, journal articles, newspapers, papers read at conferences, school records and departmental circulars. Use has also been made of information gleaned from the electronic media such as radio and television.

The qualitative approach was adopted in conducting the enquiry. Indepth interviewing was used as a data gathering technique. The semi-structured interview guide was used as a data gathering instrument. A more flexible approach was adopted during the interviews. Ten school principals were selected as key informants for the study. Judgement sampling was used in selecting the informants. The main reasons behind the use of the qualitative approach in conducting this enquiry are as follows:

- to ensure that the actual experiences of the informants are reflected thus bringing to light "people's lived experiences" which is a fundamental characteristic of qualitative data (Miles & Huberman 1994:10);
to reveal the research findings that are based on a particular context in order to facilitate understanding and avoid wild generalizations (cf Marshall & Rossman 1995: 43-44);

- qualitative research is suitable in analysing the needs of the socially disadvantaged and in developing policies and innovation plans for developing communities (Lemmer 1992: 294);

- because of its reliance on spoken words rather than numbers, the qualitative approach does not lend the research into problems such as the manipulation of data associated with quantitative research, which may lead to the distortion of research findings.

Detailed discussions of some of the most important characteristics of qualitative research appear in chapter 4.

1.5 Definitions of important concepts

Concepts that will be used throughout the study need to be defined.

1.5.1 School

The school "is a social institution providing education for young children from the approximate age of 5 and half years to 18 or 19 years" (Strauss 1993:5).
1.5.2 Community

A community can be defined as a group of people within a geographical bounded area who interact and are interdependent.

1.5.3 Blacks

The term Black refers collectively to all those South Africans classified as Africans, Coloureds and Indians (Pillay 1990:30). For the purpose of this research the term Black is limited to mean only Africans.

1.5.4 Education system

Education system refer to "the sum of all the educational activities undertaken in a purposeful and systematic way in a community" (Van Schalkwyk 1986:6).

1.5.5 Business

Business refers to any commercial enterprise or a profit-making undertaking. For the purpose of this study, terms such as business, industry, private sector, business sector, world of work, workplace, commercial world, business enterprise, etc. will be used interchangeably.
1.5.6 Education and training

According to Cooper and Northedge (1995:193-194), education is about learning new ideas and generally broadening one's mind socially, culturally, intellectually and politically within a democratic society. Training refers to learning practical skills to be used in a particular context (Cooper and Northedge 1995:194).

1.5.7 Involvement

The concept involvement is taken to refer to the working together between community institutions to ensure change and development. The concepts involvement, partnership and collaboration are used interchangeably in the study.

1.6 Planning of the study programme

The research report is divided into five chapters.

Chapter 1 includes the background to the research, the research problem, the aims of the study, the method of research and the definitions of important concepts.

Chapter 2 focuses on community involvement in education. The role of the business sector in education upliftment is the main thrust of the chapter.
Chapter 3 discusses the involvement of the business sector in education from an international perspective. Examples of business involvement with education, drawn from Britain and the United States of America, are discussed. Lessons that South Africa can learn, from the examples provided by the two countries, are also considered.

Chapter 4 is devoted to the description of some of the salient characteristics of qualitative research and the discussions of the research design and findings.

Chapter 5 includes the summary of the study, the main conclusions based on the research findings, recommendations regarding the improvement of business-education partnerships and the suggested topics for further research.

1.7 Summary

The foregoing chapter has succeeded in establishing the position of South Africa as a potential political and socio-economic success story of Africa. It has been demonstrated that South Africa has still a long road to travel in order to make its political freedom meaningful, especially to the socio-economically deprived black majority. Among others, the high expectations on the ground and the urgent need for economic empowerment by the economically marginalised majority have been identified as the most pressing challenges confronting the democratic society.
The empowerment role of education and training in the whole process of socio-economic advancement has been recognized. It has, however, been demonstrated that education in South Africa remains fraught with problems. Rural education has been singled out as the most neglected area, hence the urgent need for a fundamental restructuring of education in a rural context. The impact of the non-delivery of the school on the human resource needs of the business sector has been shown as negative. It has been suggested that the business sector has an important role to play in the whole rural education remedial exercise.

The potential role of business in co-operation with education, in a bid to find solutions to an array of education problems in the areas of:; rural education financing, curriculum development, illiteracy, provision of facilities, in-service training of teachers, and school governance, has been put forward as the main research problem.

The next chapter will focus on community involvement in school education. A more detailed discussion of business-education involvement based on literature study will be undertaken.
CHAPTER 2

COMMUNITY INVOLVEMENT IN EDUCATION

2.1 Introduction

Community participation in education is on the rise around countries of the world. "More and more community groups, from social service agencies to private foundations, are participating in the common responsibility of providing and supporting education" (Bigelow 1992:24). In the background to this study it has been alluded to that education is no longer the sole and prime prerogative of the traditional stakeholders, namely the school, the state and the family (cf paragraph 1.1). The community as a whole been urgently called upon to contribute in the most practical way towards the upliftment of education, especially in the disadvantaged communities.

It is therefore the goal of this chapter to investigate how the community can participate in the enhancement of school education, in accordance with the first goal of the study as formulated in chapter 1 (cf paragraph 1.3). But before delving much into the latter, the concept community needs to be analysed with the primary intention of bringing to light its essential characteristics. To this end the functionalist perspective on the concept is adopted. The education system as a social structure, concerned with education within the community, is also broadly outlined. Particular emphasis is placed on the educational role of major social structures with
vested interest in education (education stakeholders). Four major stakeholders have been identified namely; the church, the state, the family and the business sector.

As established in chapter 1, the main thrust of this study is focused on the role of business in education upliftment (cf paragraph 1.3). An in-depth study of business involvement in education is therefore undertaken later in the same chapter.

Note should be taken that the ensuing chapter is based solely on literature study. The information thus gleaned will be used firstly, as a springboard towards the study of business-education partnerships in foreign countries in chapter 3 and secondly, the same information will serve as a basis upon which the qualitative enquiry in chapter 4, is founded.

2.2 The community: some essential characteristics

Thorough analysis of the concept community important characteristics (essentials) come to light. Besides making the community what it is, these essentials also establish the notion of community-education partnership. The ensuing analysis of the concept community is based on various definitions and views of different authors.

The most elementary definition of the concept community, is provided for in the Oxford Advanced Learner's Dictionary of Current English (1981, s.v.) wherein the community is defined as "people living in one place,
district or country". This definition highlights two important characteristic features of the concept. Firstly, the community is a group of people or a "collection of individuals" (Van Schalkwyk 1986:33). Secondly, the community has a geographical dimension - it exists in a particular locality (Barnard 1991: 405-406; Edwards & Jones 1996:27).

According to Hiemstra (1972:7), the word community is derived from the Latin word communis which means "fellowship or common relation and feelings". The community is thus composed of people who are closely related to one another. Keller (1991:189) further adds that "a community is a cherished, chosen expanse of interrelations, in which relation itself is examined, maximized, nurtured, stretched; ... in which interrelationship become praxis". People who inhabit a community thus do not only share common relationships, but they also share common feelings, a habitat and a historical heritage (cf Olsen 1954:31; Worsely 1991:290).

Van schalkwyk (1986:33) defines the community as a collection of individuals bound together by "common (and diverse) interests to form a unity". Unity among members of the community is an important characteristic feature of the community. In agreement with the letter view, Olsen (1954:51) adds the fact that members of a community are conscious of their own unity.

Edwards and Jones (1976:36-37) view the community as a group of people inhabiting a particular locality who have the potential to meet a "full range" of their "daily needs". The community is therefore projected
as composed of people with a wide range of needs and having the potential to meet their own needs, no matter how varied they may be.

The community is also defined as a "group of people who help and service one another" (Ball & Ball 1973:58). Community members have thus the ability to serve and assist their fellow citizens. According to Olsen (1954:51), the latter is made possible because the community possesses "a set of basic service institutions". According to Rogers, Burge, Korsching and Donnermeyer (1988:110) the community is composed of people and groups (institutions) that perform the following major functions (services) namely: production, distribution, consumption, socialization, social control, social participation, and mutual support.

The community is further viewed as an active social entity. The community is "able to act in a corporate way" (Olsen 1954:51). Community action is regulated and guided by the norms and values which are prevalent in a given community (cf Edwards & Jones 1976:37).

2.2.1 Conclusion

The foregoing analysis highlights the following characteristics of the community:

- The community is composed of people not as isolated individuals, but as a collective (group).
- The community exists in a particular locality.
Members of the community share common factors.

The community is bound together by a sense of unity, prevailing among its members.

The community has a wide range of needs, as well as the potential to meet them.

Members of the community help and serve one another through the relevant community institutions.

Norms and values guide and regulate all community actions.

Having outlined some of the salient characteristics of the community, it can therefore be concluded that a community is a group of people who are united in their effort to assist one another, by means of service institutions, intentionally created to meet the common and diverse needs of the whole group.

2.3 Primitive and modernized communities

A distinction is often drawn between primitive and modernized communities.

A primitive (unsophisticated) community is less developed, small, simple and undifferentiated. This unified community is characterised by strong ties among the inhabitants. In this community, different social roles are executed by the whole group, hence the strong spirit of comradeship within the group. There is no specialization of the functions of institutions such as the state, the church, the family, education and industry. This
community is secluded and it does not yield to influences from outside its boundaries. It is therefore an autonomous community, which puts a high premium on uniformity rather than diversity (cf Edwards & Jones 1976:25; Hughes 1976:3; Van Schalkwyk 1986:2-3; Black 1988:56).

The modernised (sophisticated) community on the other hand, is highly developed, differentiated and integrated. A modernized community is highly institutionalized. It is composed of institutions which execute specialized duties on behalf of the whole community. The particular functions of the state, the church, the school, the family, industry etc., are clearly spelt out. Although each institution is specialised in its task, all community institutions remain mutually interdependent. Thus business, for instance, has a responsibility towards education, as much as business depends on education to prosper (cf Edwards & Jones 1976:31; Hughes 1976:3; Van Schalkwyk 1986:3).

Because communities are increasingly becoming differentiated and sophisticated it is of the utmost importance to focus on the modernized community, which is of particular relevance in this study. The ensuing paragraphs focus on the concept community from the functionalist perspective.

2.4 The community: the functionalist perspective

The functionalist's view of the community has been adopted, because it is one of the most practical approach in that it acknowledges the existence
and possibilities of relationships among the components of the community. Involvement between community institutions, which is the thrust of the present study, therefore becomes possible.

The functionalist, views the community as a "social system with many of the characteristics of any other living system" (Blakely 1979:21). A system is defined as a structure, which consists of interdependent parts, thus ensuring the continual existence of the whole (Christie 1990:55). The community is therefore viewed by the functionalist, as a structure made up of interacting parts. The word structure, according to Du Plooy, Griessel and Oberholzer (1992:283), is derived from the Latin verb struо which means "to place one thing upon another, pile up, to build, to erect, construct..." The community is therefore a complex construction composed of interacting building blocks. In support to the letter view Edwards and Jones (1976:37) write:

"Analysis of the community as a social system throws light upon the interrelatedness of the individuals, informal and formal groups that compose the community's social structure and upon the interaction by means of individuals and groups ...

According to the above statement the components (parts) of the community (a system), are individuals as well as formal and informal groups. Olsen (1954:57) on the other hand, identifies the components of the community as agencies, organizations, institutions and informal groups while Ballentine (1983:13) contends that functional theorists
conceive of parts of the community as institutions. According to Perry and Perry (1988:300) institutions are "patterns of behaviour that help fulfill pressing human needs and become habitual through repeated use".

The most basic community institutions that are cited by the functionalists include commercial undertakings (business), the state, the church, the family and education (Edwards & Jones 1976; Van Schalkwyk 1986:3; Roger, et al. 1988:111).

Functionalists often draw an analogy between community and the human body. Like parts of the human body, each part of the community has a specific role to play for the benefit of the whole community (Parelius & Parelius 1987:4).

Although the functionalists put more emphasis on the contribution that each part of the community makes towards the survival of the whole, it is also acknowledged that no community institution can "function as [a] distinct and separate entity" (Van Schalkwyk 1986:186). Community institutions are therefore mutually interdependent (Perry & Perry 1988:301).

Ballentine (1983:13) sums up the functionalists' view on interdependence within the system as follows:

"The degree of interdependence among parts in the system relates to the degree of interdependence among these parts; all parts
complement each other, and the assumption is that a smooth-running, stable system is well integrated".

2.4.1 Conclusion

The community as seen by the functionalist is:

- a system made up of parts;
- complex in nature;
- composed of individuals, groups-formal and informal, agencies, organizations and institutions; and
- made up of interacting and mutually interdependent parts.

From the above observations it is clear that the community is not only the sum of its component parts (institutions), but it is also the mutual interactions that occur between them. Consequently, partnerships and co-operation between community institutions, is one of the basic characteristics of particularly, modernised communities.

2.5 Community-education partnership

2.5.1 Background

Education is an activity undertaken by all communities (Van Schalkwyk 1986:2). The school is the social institution in which education takes place in the community. Education, as a social activity, is as old as man
himself, but national education systems are relatively recent phenomena. National education systems date back to no later than the eighteenth century. However, in most countries outside Europe, education systems became a reality only in the twentieth century (cf Stone 1981:117).

The emergence of education systems can be linked directly to the modernization of communities. This is so because the education system itself "is a cultural phenomenon and as such imbedded in the culture of a community" (Barnard & Vos 1976:33). It can safely be concluded that education systems came with cultural development.

Education in the modern communities of the twentieth century has become "a complex, comprehensive and highly specialized activity..." (Van Schalkwyk 1986:2). The community has therefore "created the education system as an instrument to provide community members with properly planned, goal-directed and systematized education" (Van Schalkwyk 1986:6).

Underlying each and every education system is a particular ground motive. A ground motive is defined as "the spiritual root that underlies the norms and cultural ideas of a community" (Barnard & Vos 1980:29). Ruperti (1976:5) defines a ground motive as a driving power, which underlies the thinking and actions of individuals within communities.

The ground motive has thus the power to control the "entire life- and world-view, objectives, ideals and policy of a community" (Barnard &
The community's education policy is among others, also determined by its deepest conviction (ground motive) (Van Schalkwyk 1986:43).

The main function of the education system is to provide the community with "relevant education in a purposeful, planned and systematic way" (Van Schalkwyk 1986:6). It is through its education system that the community is able to provide its younger generation with "skills necessary to become productive, law-abiding citizens" (Ballentine 1983:45). According to Edwards and Jones (1976:77) the education system must supply the community with functionally literate citizens. It is also the function of the education system to pass community beliefs and values from one generation to another (cf Edwards & Jones 1976:76-77).

All the skills and knowledge provided for by any education system must be of value to society, thus contributing to the building of a just society (cf Samuel 1992:114). Therefore education "should integrate the values and aspirations of the community in which the school is located" (McCaleb 1994:42).

2.5.2 What is community-education partnership?

Traditionally the school (formal education) was regarded as an isolated institution away from the rest of the community. Hughes (1976:4) explains:
"...the school and community have become virtual strangers. Citizens often feel there is a mystery about what goes on at the school".

But in the modern community, the gap between the school and the community is being increasingly reduced. McCaleb (1994:42) is of the view that "the walls between the school and community need to come down". The school, like other community institutions owes its existence to the community it serves (Hughes 1976:1). Community-education involvement is therefore accordingly defined by Mohsin, Hossain, and Mishra (993:22) as:

"the relationship of the school with the community and the corresponding strength one derives from the other in the common pursuit for educational development".

Community-education involvement therefore provides a better opportunity for the "marshalling" of community resources for the benefit of not only the school but the community at large (cf Chelsor & Cave 1981:124).

Saxe (1984:14) defines community-education involvement as all the activities and interactions between any element of the community and any element of education. It can therefore be concluded that community-education partnership is any close co-operation that holds between the school and any community institution, organization or agency with vested
interest in education upliftment thus making available its resources and expertise to education.

2.5.3 Social structures with interest in education

The education system is an interwoven structure. It is composed of "various social structures, which are brought together for the purpose of educative teaching" (Van Schalkwyk 1986:67). This is so because education must respond to "a plurality of interests and aspirations" (Martin 1992:29). According to Vos and Brits (1990:34):

"The education system represents a certain cohesion or interwoveness of different social structures such as the state, family, school, church, political party, trade union etc. When they function in cohesion to make education possible on a wide scale, a system is created in which each element fulfils a certain predetermined or prescribed role in public education".

Each social structure, as listed above, has its own inherent nature and has a unique task and responsibility to fulfil in education (cf Van Schalkwyk 1986:69). In playing their respective roles in public education, each social structure "keeps its own identity" (Vos & Brits 1990 : 34). Each social structure (institution) therefore contributes "its share, in accordance with its nature and relevant ability, towards providing the desired education with that degree of diversity which one group alone would not be able to provide " (Stone 1981:121).
In the next paragraphs the different roles of four major education stakeholders are outlined namely; the role of the church, the state, the family and most importantly the role of business.

2.5.3.1 The educational role of the church

The church is defined as a community of believers (Van Schalkwyk 1986:52). The main task of the church in the community is "to link the community's established definitions of right and wrong behavior with supernatural rewards and punishment" (Edwards & Jones 1976:71).

Religion is part and parcel of all communities. In primitive communities religion was fused with family life. With increasing modernization, religion has become an established subsystem within the community with a "formal organizational structure" (Edwards & Jones 1976:70-71).

The role of the church or religious organizations in relation to education, ranges from total take over of educational institutions to non-involvement at all. For instance, White education in South Africa remains totally Christian based, where the teaching, administration and organization of educational activities are supposed to follow Christian principles in spirit and manner (cf Christie 1992:177). In stark contrast to the aforementioned, the church as a social institution, has no role to play in the Soviet Union education system (Truster 1989:192).
The church has played a paramount role in the establishment of schools during the Pre-industrial period (Parelius & Parelius 1987:49). Like in many African countries, the church in South Africa, through the missionaries, played a crucial role in the establishment of schools before the government took over the control of education (Christie 1992:47). Although the primary aim of the missionaries was to spread the gospel, "part of their work was to establish schools, so that people would be educated enough to take part in church activities" (Christie 1992:36).

The church did not only establish schools but it also held sway over them. The church controlled both the type and amount of schooling children received (Ballantine 1983:228). Up to this day the church, in many countries still has, to some extent, a say in education. For instance, in the Netherlands, parents and the church are still part of the controlling and administrative structure of schools (Berkhout 1989:107). Although education is largely controlled by governments, in England for instance, a number of voluntary schools are still controlled by the church (Goodey 1989:147).

Like other social institutions the church has the responsibility to ensure that schooling and education take place in the community (Van Schalkwyk 1986:264). The church's influence in education within the community is to some extent fused with the role of parents. This is true because many members of the church are also parents of children attending school (Barnard 1991:424). Therefore, the authority of the church as regards the spirit and direction of school education, is indirectly
brought to bear on the school by parents who are also church members (cf Barnard 1991:424).

The White Paper on the provision of education is South Africa (RSA, Department of Education 1995:63) recognises the role of religious bodies as possible new funding partners in the fields of Adult Basic Education and Training (ABET), early childhood development, special education needs, school rehabilitation, students' loan and bursary funds etc.

According to Hiemstra (1972:28) church buildings could also be used as "sites for, and provide the leadership for, discussions by teenagers on drug problems, sexuality, and inter-family relationships".

Besides its counselling role, the church could also promote extra-curricular activities for the youth, for instance, by sponsoring various youth groups, athletic groups and other recreational programmes (cf Edward & Jones 1976:72).

2.5.3.2 The educational role of the state

The particular role of the state, within the community is to maintain order and justice. The state maintains order and justice by formulating laws and applying them (cf Van Schalkwyk 1986: 144, Edwards & Jones 1976:67).
Since the end of the Second World War the state increasingly intervened in educational affairs (Van Schalkwyk 1986:172). One of the most important tasks of the state in education is to formulate the education policy and to give it a juridical basis. The state does not only give education policy a legal status but it also ensures that such legalised policies are enforced (Barnard & Vos 1986:39).

The advent of democracy and the human rights culture, has brought about a new responsibility on governments. Democratic governments are required to provide free and compulsory education to ensure that all citizens have access to basic education (cf Berkhout 1993:95). It has become an entrenched responsibility of the state not only to create more educational opportunities, but also to ensure that such opportunities are made available to all citizens (Vos & Brits 1990:32).

The state must thus ensure that all its citizens are literate for the sake of community development. For the latter to happen the state need to create an organizational framework through which all educational activities are co-ordinated. Planning and administration must be done at local, regional and national levels. At national level, general education matters are organised for the whole community. At regional level, general aspects are adapted for particular regions. At local level, is where implementation takes place (cf Van Schalkwyk 1986:61).

Apart from planning and administration of education, the state has a crucial role to play towards financing basic education (Samuel 1992:118).
It is the state's responsibility to collect money in the form of tax from the citizenry, allocate it accordingly and make decisions on how the money should be spent, depending on the educational needs of the community. (cf Van Schalkwyk 1986:175).

The state is the main provider of educational facilities such as those for sports, textbooks, learning and teaching aids, school buildings, etc. In certain instances, the state is required to bear the cost of transporting pupils to and from schools in order to make sure that schools are accessible to all children (cf Samuel 1992:120).

The state remains the chief provider of adult basic education (Dekker 1993:306), especially in countries with high illiteracy figures. The training, employment and remuneration of teachers remain the traditional responsibilities of the state (Godsell 1992:36).

The state has an important role to play in the in-service training of teachers in order to improve the quality of teaching (cf Hofmeyer & Jaff 1992:190). It is also the state's responsibility to develop the curricula used in schools in such a way that they address the wishes and needs of the community (Samuel 1992:118).

2.5.3.3 The educational role of the family

The family forms the primary unit of the community (Verster; Theron & Van Zyl 1982:134). Hiemstra (1972:334) regards the family as the
"cornerstone of society". It is in the family where the child learns about norms and values of the community. Griessel, Louw and Swart (1986:86) however, indicate that parents are becoming involved in other activities and they leave much of their educative functions in the hands of the school. Barnard (1991:423) believes that parents should have a joint say in the education of their children at school. These should however, be done without "infringing on the school's terrain of expertise" (Barnard 1991:423).

Collaboration between parents and the school will obviously require both the parties to break out of their traditional roles (Moore & Littlejohn 1992: 42). For instance, the school should not only see parents as clients but as equal partners in education (Lombana 1983:12). Parents, on the other hand should see their children's education as their responsibility along with that of the school (cf Moore & Littlejohn 1992:42).

Strong and effective family-school partnership has a positive influence on the child's attitude and achievement at school. In support of the latter Moore and Littlejohn (1992:40) indicate that parental involvement "contributes to the child's learning and ultimate success". According to Winters and Maluccio (1988:209) family-school partnership also helps to empower both the parents and the teachers.

The role of parents in the education of their children is varied. Parents can help their own children with their homeworks and see to it that they attend school regularly (Van Schalkwyk 1986:179-180).
Although most parents have limited knowledge and expertise in the area of curriculum development, they have a contribution to make in this regard as members of the community (Van Schalkwyk 1986:35).

One of the most critical areas in which parental involvement is crucial, is school governance. Participation by parents in school governance, affords them the opportunity to formulate policies according to which education should be provided to their children (Lombana 1983:102). Parents are thus required to take important decisions which will directly affect their children's education.

Parents carry the ultimate responsibility of financing the education of their children. Fundraising activities for the school can also be done by parents in close co-operation with the school (cf Altbach 1989:114).

Through the involvement of parents, community resources are mobilised in order to enrich school education (Lombana 1983:102). Parents who are qualified and work in various career fields, can help the local school by making available their different skills and expertise when such a need arises. For example, such parents can assist the school in the area of career guidance (McCowell & Sayger 1992:28).
2.5.3.4 Conclusion

In the light of the foregoing discussions, with regard to the various roles of the different community institutions in education upliftment, the following can be concluded:

- The church has vested interest in education particularly in the areas of the establishment of schools, school governance and administration, provision of extra-curricular facilities, education funding and providing school education a religious character.
- The role of the state in education include education legislation, education funding, provision of facilities, administration and co-ordination, and determining the school curriculum.
- Parents have a crucial role to play in the areas of school governance, education funding, assisting the school with skills and other resources available in the community, and ensuring that children attend school regularly.

2.6 The role of business in education

2.6.1 Historical background

Before the mid-1800's preparation of the youth for work, took place in the workplace among the now industrialized nations. At present this arrangement has changed drastically. For the period of about a century the
school "has assumed even greater responsibility for preparing young people for working life" (Noah & Eckstein 1987:1).

However, it must be pointed out that traditionally, a well defined separation existed between (school) education and the world of work (Milheim 1991:5). Although Bell (1987:2) argues that the relationship between education and the world of work is "nothing new in historic terms", the 1970's are generally regarded as the years during which a milestone was reached in the history of business-education co-operation. Cerych (1985:7) notes that until the 1970's the idea of co-operation between education and the world of work was regarded as taboo. The report by the Centre for Educational Research and Innovation (CERI) (1992:9) confirms:

"There is a broad movement to widen the range of organisation and individuals who influence and get involved with education. This movement is very new in some countries, in others it dates from the 1970's".

Although business-education co-operation was pioneered by the highly developed and industrialised countries, developing countries are increasingly deriving benefit from these developments. For instance, American corporations launched their "corporate social responsibility" programmes in South Africa since the late 1970's and the early 1980's. This came as a result of the inability of the country's education system "to
meet industry's manpower needs and skill requirements" (Kraak 1989:197).

The 1980's have thus witnessed a growing interest in business-education partnership. Hoyt (1991:450), contends that the 1980's will be remembered as "the decade of proposals for education reform and calls for efforts between the private sector and the education system".

By 1983, for instance, the business community particularly in America, had already become a crucial force in the improvement of education (Pichler 1992:145). In Britain, 1986 was declared the Industry Year and since that time "demand for industrial involvement in education has considerably outstripped supply" (Marsden 1989:79).

It can be concluded that since the 1980's up until now, "schools have looked more than anywhere else, to the world of work as a means of improving their contact with outsiders" (CERI 1992:10).

2.6.2 Why should business work in partnership with education?

Society is increasingly becoming complex and sophisticated by the day. Every social institution is directly or indirectly affected by this growing complexity (Barkley 1991:64). According to Crompton (in Pretorius 1993:128) since the 1960's, a variety of changes have been taking place particularly in the economic sphere. He enumerates some of the changes as:
rapid technological changes (cf Cerych 1985:7);
- decline in major employment in manufacturing industry;
- rise of the service industry;
- rise of the information and knowledge industries;
- economic recession; and
- the consequent youth and adult unemployment (cf Cerych 1985:7).

Clearly these changes have serious implications for the education system. Education systems across the world are faced with a pressing challenge of producing a "well educated labour force" (Ashton, Green & Lowe 1993:125).

The need for a new approach in education in view of the new socio-economic circumstances is even more imminent as Wolfgramm (1993:99) observes:

"No longer can we rely on stuffing more and more information into a captive audience to prepare our youth to deal with the immensely complex human and technological problems as we enter the 21st century".

Hird (Solomon 1991:59) warns that:

"If we don't systematically change our schools so that we're not only looking at what the needs are today, but at those in the future,
in the year 2010 we'll be preparing students for the 1980's and 1990's).

Schools are endlessly under heavy criticisms for failing to prepare the youth for the future. Most of the complaints and criticisms levelled at the school come from the employers (the business sector). According to Noah and Eckstein (1987:5) employers have been complaining about the non-delivery of schools, eversince the establishment of education systems. The main complaints and criticisms range from the curricula followed at schools, literacy and numeracy levels of school leavers, lack of ability in mathematical skills, school education being too 'academic', to irrelevant education (cf Noah & Eckstein 1987:5).

Weinberger (1991:31) is clear in his criticism of school education, and he writes:

"...but the sad fact is that our schools are doing a very bad job of educating our children".

He supports the foregoing assertion by pointing to the fact that many high school graduates are not capable of holding down jobs (Weinberger 1991:31). Schools are thus expected to start delivering in a radically different way in order to ensure that the needs of not only the workplace but also those of society at large are met (Solomon 1991:59).
Pichler (1992:145) notes some of the factors that motivated business to become involved in education as:

- part of business civic responsibility;
- a feeling of national pride;
- the need to be competitive in the international markets; and
- the need to develop a work force qualified to meet future occupational requirements.

Other factors which prompted business-education co-operation as seen by McGuire (1989:109-110) are:

- economic transformation from one based on agriculture to one based on manufacturing;
- the role of schools in preparing students for the modern economy;
- restoration of economic competitiveness and ensuring national security;
- helping and supporting the education systems which seem threatened by countless problems large and small; and
- saving the public school from a rising tide of mediocrity.

In conclusion it is clear that to create an educational environment which encourages life-skills such as thinking, communication, creativity and caring, as envisaged by business and industry, greater investment by business in public education must be called for (cf Wolfgramm 1993:99).
2.6.3 The concept "Business-Education Partnership"

Before an investigation of the concept business-education partnership is made the concept partnership needs to be defined. The term partnership can be conceived of in more than one way. Woolhouse (1991:9) distinguishes the legal (formal) and the less formal (informal) definitions.

In legal or formal terms a partnership is "an association of two or more persons for the carrying on of a business, of which they share the expenses, profit or loss". The term partnership is then used to describe the persons so associated collectively. In the less formal sense a partner is "one who is associated in any function, act, or course of action, an associate, colleague or accomplice, or a player on the same side as another".

From the above definitions important features of a partnership emerge. Firstly, it is an association of persons. Secondly, the persons so associated, act and work together. Thirdly, they work towards a particular goal. Lastly, they share the benefits and losses of their collective effort.

Other authors use terms such as a bond (cf Sharp & Sharp 1992:3), and collaboration, which according to Hoyt (1991:451), is the most current term, to refer to the same concept of partnership.

According to Hoyt (1991:451) the concept business-education partnership in its original 1970's sense, describes how the education system and the
private sector could join forces to identify problems, formulate plans for solving such problems, and implement programmes to do so.

To be a true partnership, business-education partnership must have all the essentials of a partnership. In the first place, it must be an association of persons from the business community and those in the education sector. Secondly, each partner should contribute according to its own unique abilities, skills and knowledge (Hoyt 1991:451). Thirdly, the goal of business-education collaboration should be seen as a desire "to strengthen and improve the quality of public education by supporting school goals and objectives" (Geiger 1991:12). Lastly, the relationship between education and business is characterised by sharing as Packer (1993:52) maintains:

"Employers and educators must realise that they share similar concerns".

Both partners have thus a common contribution to make to the whole community.

2.6.4 A successful business-education partnership

For any partnership between business and education to succeed, it must meet certain requirements. According to Weimer (1988:95) the basic element for a successful partnership is good communication. He further contends that informal communication is more effective than formal
arrangement. In support of the above Hiemstra (1972:71) refer to communication as a "cornerstone to co-operation and co-ordination".

In Ball's (1991:7) view, a successful partnership is a "collaboration of equals". The partnership must therefore be based on mutual respect. Mutual respect creates a conducive atmosphere of trust. The relationship of trust will result in effective goal achievement and sustained relationship (cf Geiger 1991:2).

It is important for both partners, business and education to have a clear understanding of what is to be expected from each of them. For instance, business should not expect schools to train youngsters for particular jobs in industry (Clemison 1985:22).

To be successful business-education partnerships should not include commercial strings (Geiger 1991:2). Commercialisation of the partnership may lead to a situation which is ripe for exploitation of education for commercial ends.

In conclusion, Peter Adams (in Bradshaw 1989:65) enumerates a long list of some of the characteristics of a successful partnership as:

- willingness to negotiate;
- agreement on aims and objectives;
- recognition of differing benefits to all parties;
- shared activity;
- sharing ideas and concerns;
- recognition of barriers, constraints, boundaries;
- working together to overcome barriers;
- joint planning and development;
- joint delivery;
- willingness to learn from each other;
- honesty and trust;
- compromise;
- focus on mutual outcomes; and
- collaboration.

2.6.5 Partnership types

A distinction can be drawn between different types of business-education partnerships based on membership, relationship and legal status (Woolhouse 1991:12-13). Under each of the three categories the relevant types of partnerships will be outlined.

2.6.5.1 Membership

Partnership types can be classified according to the number of members involved. The first type is called pairing or twinning (Woolhouse 1991:12). Twinning refers to a partnership in which "a direct link is made between a school and a single large company" (Warwick 1989:100). The advantages of twinning are that "staff from each institution get to know one another well" and the fact that there is a "good exchange of ideas,
materials, etc., between the institutions" (Warwick 1989:100). The disadvantages include "lack of contact with other companies, over-concentration on a single industrial viewpoint and monopoly of placements, which could be of benefit to other schools" (Warwick 1989:100).

The second type of partnership consists of a single institution (school) with a multiple business partners (Woolhouse 1991:12). Under this partnership, the school benefits from relating to different business partners with different types of expertise and experiences.

2.6.5.2 Relationships

Under this category the independent partnership is of particular relevance. The independent partnership is also known as the free standing partnership. The parties involved in the independent partnership, operate independently without linking with other existing partnerships. In other words, the parties involved are not formally affiliated to any other partnership (Woolhouse 1991:12).

2.6.5.3 Legal Status

Three types of partnerships are distinguished according to their legality and constitutional status. The first type is based on an agreement which commits the involved partners to work together. There is no formal constitution that governs this partnership. The second type is the
partnership which is based on a constitution and a set of agreements, although it is not as yet a formal (legal) relationship. The third type is a formal or legal partnership. This partnership is based on agreements, it has a constitution and a corporate status (Woolhouse 1991:13).

2.6.5.4 Conclusion

Business-education partnerships can be distinguished according to, firstly the number of members involved. For instance one school may form a partnership with one business enterprise - twinning. Secondly partnerships can also be determined according to the complexity of the relationships. For instance the simplest form of a partnership consists of two partners which are not affiliated to other existing partnerships - the independent partnership. Thirdly partnership types can be distinguished according to their legal status. Formal and informal agreements are distinguished.

2.6.6 Forms of involvement

Business involvement with education takes place in different forms. Pichler (1992:147), concedes that it is not easy to catalogue the different forms of involvement into watertight categories.

Pichler (1992:147) identifies three stages (forms) of business-education involvement. In stage one, companies supply schools with resources over
and above those supplied by the state. Examples of such resources are library books and materials, computers and software, field trips, prizes for students' achievement etc. Pichler (1992:147) refer to this stage of involvement as largely passive, because no further interaction takes place, between the school and the companies, beyond the supply of resources.

In stage two business managers and employees become directly involved in classroom and student activities. An example of this form of involvement may be the adoption of a single public school by a company with the aim of providing the school with a much broader "menu of programs" (cf Pichler 1992:147).

Stage three is characterised by business becoming an agent of change. Business get involved in the fundamental restructuring of the education system on a much wider scale (cf Pichler 1992:147).

Apart from Pichler's classification of the different forms of business-education involvement, Miron and Wimpelberg (1989:2) have their own. They distinguish between two forms of business-education involvements, namely: Conservative and Reformative forms.

According to Miron and Wimpelberg (1989:2) conservative business-education involvement does not directly influence classroom instruction. The involvement caters for three crucial area, namely:
- the restoration of the physical condition of the school;
- the improvement in the school's management procedures; and
- peripheral support for curricular activities.

Reformative business-education involvement on the other hand, aims at changing classroom instruction by direct intervention. Key areas which are targeted by the innovation, are the teaching methodologies, curricular arrangements and the learning environment (Miron & Wimpelberg 1989:2).

2.6.6.1 Conclusion

From the above discussions it is evident that the areas of business-education co-operation are vast and varies. For the purpose of this study, six areas have been identified namely; school governance and administration, education financing and the provision of facilities, curriculum development, career education, in-service training of teachers as well as literacy and numeracy.

2.7 Areas of business-education involvement

2.7.1 School governance and administration

Most school principals and school governing body members "carry out their management role with little or no management training, either formal or informal, at courses or in-the-job" (Trethowan 1989:41). Unlike in the
business sector, management training in school leadership is still optional. Companies can provide training for school management in skills such as leadership, organising oneself, organising others, the skills of interviewing, appraising and team building, how to delegate, induct, motivate and negotiate (Trethowan 1989:41). The business sector therefore has a crucial role to play in providing training programmes for not only school administrators, but also for teachers (Cole 1991:13), thus preparing them for management positions. School administration (Noah & Eckstein 1987:11).

In agreement with the above, Merenda (1989:5-6) adds that through business involvement substantive change could be brought about in the governance and legislation of education which could impact on the "direction of the education system".

To ensure that business impact effectively on the governance and management of schools, Clemison (1985:22) maintains that industry employees should be encouraged to stand for election as parent governors, to ensure that the voice of industry is heard in schools.

2.7.2 Education financing and the provision of facilities

Governments remain the chief funders of education in most countries. However, business is quickly making its contribution felt in public education financing as McGuire (1989:109) observes:
"More recently, there has been a growth in the willingness of business leaders to assist with fundraising, provision of materials and sharing of specialized technical staff resources."

Financial assistance in education may take different forms. Business may donate funds to public educational institutions (Geiger 1991:2). In McGuire's view (1989:114) business may provide "awards for students, scholarships for teachers and donations of equipment, materials and other resources..." According to East (1991:2) companies should establish grants for students studying Maths, Science and Engineering as these are the most needed subjects in the workplace.

Besides investing in public education, the business sector can become involved in the "adopt-a-school program" (Solomon 1991:59). Under this programme a school works in close co-operation with a particular company on a day to day basis. Hence the prediction by Sharp and Sharp (1992:14) which cannot be discounted:

"the year 2000 may usher in a new era in education. That is the year we may see the establishment (or re-establishment) of the company school!"

2.7.3 Curriculum development

The curriculum followed in schools is often criticised, by the business sector as been too academic and irrelevant. Business-education
partnership affords the business sector an opportunity to influence the school curriculum so that it can relate to the needs of the workplace (Hoyt 1991:452). The business sector can influence the curriculum with regard to its "content, pacing and balance" (Noah & Eckstein 1987:9).

Egglestone (in Bell 1987:2) suggests different forms of intervention by business in curriculum development such as infusion, work experience, work creation, link courses and work simulations.

There is consensus among business people on the importance of certain subjects which are already part of the school curriculum. Noah and Eckstein (1987:10) recommend that subjects like Mathematics, the Natural Sciences, and the Arts must be taught in a less abstract and more practical way. Clemison (1985:21) in support of the above ideas, finds it very necessary for all children to have a firm grounding in core subjects such as Mathematics and English.

Business in partnership with education can influence the school curriculum to include among others, the teaching of those traits which are highly sought after in the workplace. Such traits include punctuality, cleanliness, honesty, courtesy and appropriate dressing (Jesse & Martuat 1992:35).

The other area in which business could influence the school curriculum relates to the concept of lifelong learning. Ball (1991:7) writes:
"The rate of technological social and economic change has increased, is increasing and will not diminish in the future. The outdated idea of a sufficient initial education, must be replaced by the principle of lifelong learning. The wiser employers tell us that they are seeking (young and mature) people who have, above all, learned 'how to learn...

2.7.4 Career education

Schools are not meant to train pupils for particular jobs. However, business in partnership with education could assist in equipping students with employability skills (Merenda 1989:5). The following skills are generally sought after by employers, namely: skills of enterprise, initiative, ingenuity, creativity, problem-solving, flexibility, adaptability, taking and discharging responsibility, team work, organising and planning, work well with new technology and the ability to learn and relearn (cf Warwick 1989:25; CERI 1992:28; Sharp & Sharp 1992:102). These could be achieved in different ways. Students can be provided with employment opportunities during school holidays, through creating opportunities for students to visit the workplaces - industrial site visits, through internships and even full-time employment in industry (cf Marsden 1989:83). For instance "a visit to a factory may serve to demonstrate to teachers and pupils the importance of teamwork; a subsequent classroom project assisted by one of the factory managers may help build teamwork into some everyday learning activity" (CERI 1992:25).
Career guidance is yet another challenging area of mutual concern to both the school and the business sector. Cleminson (1985:21) maintains that "wrong advice can lead to an unsatisfactory career and a waste of national assets". The business sector therefore has an important role to play in providing career guidance to pupils, before they make choices. Hoyt (1991:452) indicates that the business sector has the capacity to expose students to various career choices. The business sector must also orientate and actively encourage the acquisition by students of work values (cf Hoyt 1991:452). Trethowan (1989:43) enumerates some of the work values as:

- co-operation in a team;
- reliability;
- self-confidence;
- tolerance;
- relating to others;
- pride in appearance;
- courtesy;
- perseverance;
- attitude to discipline, and
- co-operation.

2.7.5 In-service training for teachers

Business has a crucial role to play in re-orientating and training practising teachers to ensure that they are in touch with the fast changing
technological world. Business could provide training programmes for teachers (Cole 1991:13), such as those aimed at giving teachers a solid background in Science and Mathematics teaching (cf. Merenda 1989:7).

The provision of scholarship prizes for teachers by business, could also help to enhance productivity in the classroom. This could serve as an incentive for teachers to enhance their performance. Business personnel could also work as consultants in the classroom (Hoyt 1991:452), thus assisting teachers with new methods of teaching and the general classroom practice. Industrialists can also be used as personal advisers (Marsden 1989:83), to school counsellors thus enhancing their professionalism in the job (Merenda 1989:6).

In-service training of teachers should also include instruction in the economic realities and in the experience of working life (Noah & Eckstein 1987:10). The business sector can play an important role in orientating teachers who are largely ignorant about the economic realities in the community and the situation obtaining at the actual shop floor.

2.7.6 Literacy and numeracy

Today most jobs require people with reading, writing, and mathematical skills, more so than was required in the past. Pinebrook and Bissonnet (1992:70) maintain that "corporations want people who can read better than the previous generation of workers could". A constant criticism of the school curriculum made by employers, concerns the low standard of
school leavers' literacy and numeracy skills (Noah & Eckstein 1987:5). Employers are concerned about among others, poor writing skills, limited vocabulary, weakness of grammar, poor presentation and a lack of mathematical skills, among school leavers (cf Noah & Eckstein 1987:5). Sharp and Sharp (1992:69) lament the fact that "the standard of handwriting, spelling, punctuation and numeracy are not at all what they should be" among school leavers.

It is therefore the role of business to assist education to ensure that their demand for "workers who possess essential reading, writing, computational skills, as well as the ability to be life long learners", is realized. (Sharp & Sharp 1992:32).

Because of the high premium that business places on literacy and numeracy skills, business is more than ready to help "schools provide a sound general education that fosters literacy, mathematics skills, and problem-solving abilities" (Meranda 1989:7).

Apart from assisting schools, business has an added role of providing basic education to its employees. According to Kraak (1989:204) the business sector has an important role to play in what he calls compensatory education. He (1989:204) further identifies programmes in which business can get involved in alleviating illiteracy in the wider community as literacy, numeracy lessons, primary and secondary courses in night schools, correspondence study, and pre-school education. According to Pinebrook and Bissonnet (1992:71) the percentage of
corporations offering basic education is growing. They (1992:71) further claim that corporations are doing a good job of providing basic education better than that of the public school.

Sharp and Sharp (1992:3) cite an important reason for business involvement in the fight against illiteracy:

"... since business are the beneficiaries of the system (education system), they should share some of the responsibility for educating workers".

### 2.8 Barriers to business-education partnership

Interaction between business and educational institutions (schools) is not without obstacle. In the next paragraphs some of the common problems are discussed:

#### 2.8.1 Conflicting aims and motives

Businesses are profit-making organisations, while schools are engaged in a non-profit making social activity (cf CERI 1992:22). Conflict could arise if business in its relationship with education imposes the "rules of the private sector on the public sector", which is meant to benefit the whole community (cf Pipho 1994:589). Again business differs with schools with regard to goals and objectives. Business is looking for quick results while schools achieve their goals on a long-term basis. This is so because
of the basic difference in the materials with which the two sectors are working. Schools work with children who cannot be compared to industrial products (Pipho 1994:587).

2.8.2 Bureaucracy

The organisational structures of business and schools are radically different. Businesses tend to be more hierachical in their chain of commands while schools are not (Milheim 1991:17). Business bureaucracy inhibits the formalisation of and the flow of communication between business leaders and schools (cf Pretorius 1993:143).

2.8.3 Failure to communicate

Communication is the key to any partnership process (cf paragraph 2.7.4). The failure to communicate effectively between business and the school has a detrimental effect to the relationship. Pretorius (1993:142) maintain that "if the potential partners do not communicate, mutual needs will not be met".

2.8.4 Fear

Weimer (1988:92) indicates that spontaneous involvement by business in the school terrain is hindered by fear among the people in authority. Marsden (1989:36) establishes two kinds of fear which act as barriers in
the business-education partnership process namely; the fear of schools and the fear of failure.

2.8.5 Prejudice

Prejudice is a serious obstacle on the road to successful business-education partnership activities. The first prejudice is the so-called anti-teacher prejudice (Marsden 1989:86). This prejudice makes industry to continually level criticisms against all what is taught at school.

The second prejudice concerns the lack of understanding as to what business expect schools to do (Banham 1989:10). According to Weimer (1988:94) the myth exists that educational institutions are concentrating much on educating and less on training.

Lastly, business leaders still cherish the notion that schools operate from a "habit or by rules developed at another time for a less complex world", thus undermining both the potential and the capacity of school education (Barkley 1991:64).

2.8.6 Mutual distrust

Lack of trust between partners can have adverse effect on the achievement of set objectives. Wiemer (1988:92) makes it clear that in a situation where sufficient respect for each partner's view is lacking "some awkwardness" may at times result.
2.8.7 Other obstacles

Honing (1992:48) highlights a common problem of exploitation of schools by businesses. Schools may be used by businesses for their own selfish commercial agenda such as for advertisement.

Marsden (1989:86) list some of the problems which originate on the side of the business partner as:

- the bottom line myopia;
- 'never did this when I was at school' attitude;
- 'can't see what I or my firm will get out of it';
- 'I have no time';
- sheer ignorance of education;
- low value placed on human resource; and
- no personal involvement with maintained education sector.

2.9 Summary

The key points to be kept in mind from the analysis of both the concepts community and business-education partnership are the following:

- The community is a system which is composed of interdependent parts. Parts of the community include not only individuals, but also
organizations and institutions. Co-operation and partnerships between individuals, organizations and institutions, within the community, is an inherent characteristic of modern communities.

Education as a sub-system within the community is also seen as complex in nature. Among others the education system, (sub-system) is composed of institutions which show vested interest in education, such as: the state, the church, the family and business. Each of these institutions has a role to play in the improvement of the quality of education in the community. Community involvement in education therefore, means the participation of any community institution in the upliftment of the community's education system.

The active participation of the business sector in education is seen as firstly, a timeous response to the increasing demand of quality education in view of the fast changing technological world. Secondly, it is an endeavour by both business and education to improve the environment under which education takes place, thus ensuring that education for the younger generation suits the community's socio-economic needs.

It is evident from the foregoing discussions that the scope for business-education partnerships is extensive. Therefore business
and education can co-operate in a wide range of areas depending on the needs and circumstances of both partners.

In the next chapter a close look will be taken at the role of the business sector in the education system of two highly industrialised and technologically advanced countries namely; Britain and the United States of America (USA). The main emphasis will fall on the forms or areas of co-operation between businesses and educational institutions (schools) in the two countries. Examples of selected business-education partnerships will be cited. The ultimate intention is to use the experiences of both countries to inform and enhance particularly, rural education in South Africa.
CHAPTER 3

BUSINESS-EDUCATION PARTNERSHIP: AN INTERNATIONAL PERSPECTIVE

3.1 Introduction

Although business involvement with education seems to be a recent development in many countries of the world (cf paragraph 2.6.1), there are however, some countries which have achieved tremendous progress in this respect. The United States of America and Britain are among the shining examples of countries which have embraced the idea of business-education collaboration as a cornerstone towards their socio-economic success. It is therefore the aim of this chapter, in line with the second goal of this research (cf paragraph 1.3), to investigate the partnerships that hold between business and education in the above-mentioned two highly developed countries of the world. It is intended that such an investigation will help to inform business-education involvement activities in South African communities - both rural and urban.

It is acknowledge that both the United States (U.S.) and Britain operate under very different socio-historical contexts. It is therefore not intended, in this research, to transfer examples of successful foreign developments to South Africa, which operates under its own unique and different context. The whole intention is firstly, to allow South Africa to learn from the international community and then to adapt such lessons to its own context. Secondly, as the world increasingly becomes a global village and as a South Africa returns to the international scene, it becomes even
more imperative for this country to be competitive in all respects, more especially economically.

The ensuing chapter will include, in the first place, a historical overview of the emergence of business-education partnerships in both the U.S. and Britain. In the second place, motives surrounding the whole idea of business involvement with education in the two countries will be explored. Thirdly, selected examples of business-education partnerships will be cited as they pertain in both countries. Lastly, developments observed in the two countries will be compared with the evolving education and training system in South Africa, as seen in some of the most crucial education policy proposals published since the early 1980's.

3.2 Business-education partnership in the United States of America: an historical overview

3.2.1 Historical background

Business involvement with education in the United States (U.S.) can be traced back to the colonial era, +1600-1780 (Button & Provenzo 1983:15). America was basically a rural nation until the early nineteenth century. During this period, schools were run by parents and trustees. The main objectives of the early curricula was moral instruction and the teaching of the Bible (De young 1989:28).
Apart from teaching pupils morals and religion, some form of preparation of pupils for the world of work, in the form of apprenticeship, did take place. Most of the colonists were farmers while others became craftsmen or -women. The crafts were learnt by apprenticeship where the learner worked "with and for a master craftsman, by example and practice" (Button & Provenzo 1983:15).

It is believed that apprenticeship began in Boston as early as 1631, where boys and girls were taught a specific trade by a master workman for a certain number of years (cf Sharp & Sharp 1992:21). By the end of the seventeen century proposals were already muted supporting the establishment of schools that would teach children basic trades (Button & Provenzo 1983:57).

By the end of the seventeenth century, apprenticeship had become part of the labour system in all towns and cities of the colonies. In New York for instance, every apprenticeship included some instruction in reading and writing (Sharp & Sharp 1992:22). This indicates that business people were by then already concerned with the level of education of their employees (Sharp & Sharp 1992:23).

The Industrial Revolution of the eighteenth and nineteenth centuries, has led to the transformation of America's economy from one based on agriculture to a highly industrial one (Theron & Van Staden 1989: 390). As a result of this change in the economy, between 1820 and 1850, for example, the percentage of people working in the agricultural sector in
Massachusetts fell from 58 to 15 (Button & Provenzo 1983:97). More and more people were employed in industries. These developments had a far-reaching impact on education. Ignas (1981:2) confirms:

"as the country grew and the population shifted from agrarian to urban and industrial settings, schools were now expected to produce a workforce trained for jobs in industries."

The new economic climate therefore called for the re-alignment of education, so that it focused on the practical and the useful. Vocational education, as a result, became an important part of the education programme of the reformed schools in the 1820's (Button & Provenzo 1983:157).

According to Sharp and Sharp (1992:23-24) as early as the 1820's, companies were becoming increasingly interested in the level of education of their employees. For example, companies under the Waltham System hired girls and housed them in company facilities. Apart from their long working week, these girls also received lectures on various topics.

By the end of the nineteenth century there were many curricular efforts put in place, to link the public school objectives with the needs of the workplace (DeYoung 1989:27). The early 1900's witnessed a series of reports which expressed concern about the United States' competitiveness as compared to other industrialized nations of the world (Martin 1991:342). According to Martin (1991:342) "it was believed that the
U.S. should copy from Japan and Germany's vocational education in order to improve its international competitiveness. During this period, business organisations became a powerful force in ensuring that education became relevant to the needs of the workplace.

Organised business groups did not only help "to sponsor and lead the Industrial Education Movement of the early twentieth century" but they also "seemed unwilling to underwrite public education programmes favouring curricular activities unrelated to the needs of business and industry" (DeYoung 1989:66-67).

In 1906 the National Society of Promotion of Industrial Education was established. Its main purpose was to provide vocational skills to non-college-bound youth which would help them acquire jobs in industry. These skills could also be taught at secondary school level in collaboration with representatives from business, serving in an advisory capacity (Hoyt 1991:450-451).

In 1912, the Committee on Industrial Education, among others, issued a report which called for "the development of human capital through vocationally trained secondary students in response to the fear of foreign competition" (Martin 1991:343).

Partnership between education and big business was to some extent on course by the 1950's. For example, the Ford Foundation provided a grant to the Education Association in 1956 to start a programme which would
see lay citizens placed in classrooms to teach non-English children reading. By 1964 the Association received another grant to replicate the same programme in 20 large cities (Merenda 1989:5). According to Milheim (1991:15) the 1960's and 1970's were characterised by "numerous innovations and great expenditure in business and education."

However, Cerych (1985:7) is of the opinion that collaboration between business and education in the U.S. did not receive due attention until the beginning of the 1970's. De Young (1989:2) explains the reasons for the sudden interest in business-education collaboration since the late 1970's, as follows:

"During the late 1970's and early 1980's, the United State fell behind and/or lost its competitive edge in the race for dominance of many world markets. American business leaders and policy makers, concerned that U.S.-made products were no longer internationally competitive, began to look for reasons why our market shares had fallen. Believing that the technological prowess of the American workforce is an important component of economic productivity, a number of concerned business leaders became interested in examining the content and direction of our public education system".
3.2.2 Business-education partnership since the 1980's

Education restructuring which started in the 1970's in the U.S. has accelerated its pace in the 1980's. One of the salient characteristics of these reforms is the "reactivated business involvement with public schooling" (E. wshe 1989:43). According to Miron and Wimpelburg (1989:1) business leaders did not only serve on national blue ribbon panels, but also formed state-wide round tables to study and lobby for educational change.

In support of the latter McGuire (1989:107) writes:

"The 1980's have witnessed a tremendous growth in corporate interest and influence in education. A number of chief executive officers from major corporations participated with government and civic leaders in national task forces and commissions focused on education reform".

In 1983 the National Commission on Excellence in Education issued the well-known report called A Nation At Risk. The report "sounded the alarm that drastic measures needed to be taken to rescue the nation's school from their alleged abysmal conditions" (Martin 1991:342). According to Pichler (1992:145) the publication of the report was the triggering event which shocked the nation by its "well-documented recital of significant deficiencies in publicly funded education". In its introductory paragraph the report says:
"Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the problem, but it is the one that undergirds American prosperity, security and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people" (National Commission on Excellence in Education 1983:5).

According to Pichler (1992:143) since the release of the 1983 report by the National Commission on Excellence in Education in American, caused the business community has become a significant force for educational improvement. He (1992:143) explains:

"The business sector's role in the debate and in subsequent action has been far more active than expected. Companies across the entire spectrum of size, industry, and geographic region have adopted the goal of educational improvement as a key dimension of their civic responsibility".

It is estimated that after the publication of A Nation at Risk, in 1984 there were 40 000 partnerships between business and education (Solomon
1991:59). In the same year corporations gave 1.7 billion dollars to education. About 5.2 percent of the amount was allocated to elementary and secondary schools (Tratchtman 1988:155).

According to Solomon (1991:59) by 1988 there were about 140 000 business-education partnerships in the U.S. In 1985 the business community donated 2.35 billion dollars to education with 10.5 percent of the amount being allocated to pre-college education.

Following the 1983 report (National Commission on Excellence in Education 1983) various legislations were enacted to encourage business involvement in education upliftment. Among other Acts, the High Technology Research and Educational Development Act of 1983 was noteworthy. This Act offered tax incentives to corporations which sponsored schools with equipment and other forms of support (Sherman 1983:71).

According to Hoyt (1991:451) the private sector is even more insistent on making major changes in America's education system since the beginning of the 1990s. Bowcher (1989:43) predicts an "explosive growth" in education for employment as companies realize the value of trained employees in the 1990s. It is estimated that already about 98 percent of the nation's 1000 biggest service and industrial companies make financial donations to education (Geiger 1991:12).
3.2.3 Conclusion

From the foregoing historical analysis of the relationship between business and education, it is clear that throughout the history of education in the U.S., the role of education in preparing students for the world of work, has been an important feature. Therefore the American society has been very active since the colonial era in the area of human resource development. It is generally acknowledged in the U.S., that the country's socio-economic success relies on a well-educated labour force. It is therefore logical that to date, American business people are, apart from investing billions of dollars on an annual basis in education, involved in the restructuring and reorientation of school activities.

3.3 Motives underlying business-education partnership in the U.S.

Among others, business involvement with education in the U.S., is to a large extent motivated by two most pressing factors namely: economic risk and the declining quality of education.

3.3.1 Economic risk

According to McGuire (1989:109) recent business involvement with education in the U.S. "appears to be more strongly motivated by an acute sense of economic risk".
The transformation of America's economy in the late nineteenth and early twentieth century from one based on agriculture to one based on manufacturing (cf paragraph 3.2.1.), brought along with it new challenges and demands. The most important challenge being the need for a skilled workforce and the educational implications in preparing such a workforce.

The rise in the number of workers in the service sector, as compared to those in the manufacturing sector, since the end of World War II, came as yet another challenge to the American economy. It is estimated that in 1940, 34 percent of non-agricultural workers were engaged in manufacturing, but by 1980 this proportion decreased to 22 percent. Between 1940 and 1980 employment in the service sector rose from 59 percent to 72 percent of all those employed outside agriculture (Sherman 1983:6).

Another important challenge confronting America's economy is the increasing speed of technological change and development. Levine (1985:14) surmises that the American economy is shifting "from smokestack industry to information-based". This information-based economy and the high-technology industry have created an increasing demand for "better-educated workers with knowledge and skills in mathematics, science and technology" (Levine 1985:14). Hence, the greater concern of the business community in particular, about the quality of public school education.
Furthermore, as America increasingly becomes part of the global world economy (Niebuhr 1984:16), there is a perception that the U.S's economy is no longer competitive internationally (Kowalski; Weaver; Green & Pfaller 1993:94). Levine (1985:14) contends that for the American industries to remain competitive, workers will have to work "smarter, faster, and more efficiently". He (1985:14) further contends that for the latter to happen America "needs the kind of workforce that will be able to adapt to a changed technological workplace". Weimer (1988:91) sees an increasing need for American industries to compete in the technical fields, in particular.

Thus far lack of skill and knowledge among American workers, remains the most cited problem that plaques the country's economy. It is generally accepted that the solution to this problem lies in the strengthening of "ties between vocational education and employers as a means of improving vocational education" (Sherman 1983:5). Fortunately, as Geiger (1991:12) observes:

"Members of the business community have recognized that changes in demographics, technologies and the economy demands that all students be far better educated than in the past".

Therefore the involvement of business people in education matters in the U.S. is based on the belief that "a well-educated workforce depends on excellent schools" (Geiger 1991:12).
3.3.2 The quality of education

The general decline in the quality of education in American schools, is an issue of grave concern to the society as a whole. Bowsher (1989:15) laments the fact that the quality of education in the U.S. has declined "at a time when people need to know more in order to be able to take their place in the workforce".

Statistics of literacy levels in the U.S. bear witness to the whole problem of education in the country. According to the report of the National Commission on Excellence in Education (1983:8), about 23 million American adults are functionally illiterate. It is further estimated that there are 47 million borderline illiterate adults in the U.S. (cf Pinebrook & Bissonnet 1992:71). To add on these gloomy picture, Kearns and Doyle (1988:1) estimate that American public schools annually graduate about 700,000 functionally illiterate students.

The report by the National Commission on Excellence in Education (1983:9), shows that due to the growing problem of illiteracy, both "business and military leaders complain that they are required to spend millions of dollars on costly remedial and training programmes in such basic skills as reading, writing, spelling and computation". It is predicted that if the problem of illiteracy is not immediately addressed, 70 million Americans will be functionally illiterate by the year 2000 (Pinebrook & Bissonnet 1992:71).
Apart from the problem of illiteracy, there are other numerous problems facing education in the U.S. The National Commission on Excellence in Education (1983:9-23) cites the following shortcomings:

- a general decline in achievement in subjects such as Mathematics, Physics and English;
- a severe shortage of Mathematics and Science teachers;
- a general increase in the number of students in secondary schools taking a general programme of study to the detriment of vocational programmes.

3.3.3 Conclusion

From the preceding discussions on the motives for business-education collaboration in the U.S., the following observations emerged: In the first place, there is a need for business to work closely with schools in view of the challenges that confront the country's economy namely:

- The shift from an economy based on agriculture to one based on manufacturing;
- The shift again from an economy based on manufacturing to service-based and lately to an information-based economy;
- The fast rate at which technological change happens; and
- The growing need for the American economy to be competitive in the world markets.
Secondly, the non-delivery of American schools in view of the need for a well-educated labour force, poses a serious problem to the business community in particular, and the society in general. The failure of America's education system is evident in:

- The high rate of illiteracy among both adults and youth.
- The shortage of teachers and the resultant underachievement of students in Mathematics and Science.
- The increasing number of students following the general programme instead of the much needed vocational programme.

The two issue are, among others, high priorities in almost all business-education partnership activities in the U.S. This is so, mainly because of their interdependent nature. As much as a sound economy (business) depend on a well educated labour force, good quality education needs the direct and deliberate support of the business sector.

3.4 Some examples of business-education partnerships in the U.S.

Collaborations between business and education in the U.S. have been started by schools, chambers of commerce, business, other existing advisory boards, and elected officials. These initiatives differ in their operations and goals (Sherman 1983:59).

Business-education collaborations in the U.S., also differ according to a particular State and the local situation. This is so, because the American
constitution gives each State the right to organize and administer its own education system. In turn local school-governing bodies have the right within state-established limits to use their own judgement, make interpretations and consider implementation in terms of their specific contexts (Hughes & Schults 1976:241-244).

Areas of business-education collaboration are varied and many. Levine (1985:15) gives some of the different areas of corporate involvement in partnership with public school systems in the U.S. as follows:

"Corporation involved in collaborations or partnerships with public school systems provide financial support, links to community resources, curriculum development, teacher development, advisory and planning, and budget and management expertise, facilitates school-to-work transition, develop career awareness, encourage business, economics or free enterprise education, strengthen basic education, as well as curriculum in specific areas of Science, Mathematics and Technology".

Selected examples of business (corporate) involvement with school education in the areas of literacy, career education, curriculum development, in-service training of teachers, education financing, and school management, are cited below.
3.4.1 Literacy

The Apple Computer Corporation is involved in one of the largest and most widely publicised partnership ventures with schools in the U.S. The Corporation provided one micro-computer to every school in the state of California. Together with the ILM corporation, Apple Computer Corporation sponsored the Write to Read computer-assisted instruction programme (McGuire 1989:107). Both Apple and IBM either donate or sell computers to schools at a discount (Honing 1992:48). Other big companies, including Shell Oil and Honeywell, are also involved in various partnerships to fund literacy programmes in their communities (Pinebrook & Bissonet 1992:72).

3.4.2 Career education

In the area of career education, the Bank of America, is involved in a project called Building on Achievement. This project is a school-to-work transition programme, which the bank supports in collaboration with the Mission High School in San Francisco, California. The goal of this project is to help students to qualify and contribute to the workplace and ultimately fill the bank's entry-level positions (Landsmann 1991:9).

The program begins with career awareness at the high school level. Students are introduced in various workshops, to topics such as business behaviour, work rules, and appropriate modes of dress. Students are also afforded opportunities to work up to 20 hours per week, while going to
school. Opportunities are also made available to students for extended working hours during summer and other school holidays (Landsmann 1991:9).

3.4.3 Curriculum development

The Vocational Compensatory Achievement Tracking System (VOCATS) is a programme for the Winston Salem/Forsyth County School in the state of Missouri. The VOCATS programme is constituted by experienced teachers and representatives from the business community. The aim of the project is to make sure that the school curriculum of the state of Missouri matches the needs of the workplace. Business representatives work with teachers and curriculum directors to translate state policy to local needs. Students involved in the programme go to school in the morning, and then report to jobs in the local businesses in the afternoon. Students are then exposed to various work positions in the company so that they can gain a wider experience of what is required in the workplace (Landsmann 1991:8).

3.4.4 Education financing

The RJR Foundation in Washington, D.C., is involved in the program called the Next Century Schools. The goal of the program is to create new learning environments that are more responsive to today's children. In the area of education financing, the RJR Nabisco Foundation supports schools by giving them money to bring about the desired improvements.
In 1990, 15 schools were given yearly grants of up to 250,000 dollars for three years. The awards were distributed among schools in urban, suburban and rural areas (Berenheim 1991:41).

3.4.5 In-service training of teachers

The Industry Initiative for Maths and Science which is a component of the Los Angeles Educational Partnerships, provides in-service training for Maths and Science teacher. Through this project teachers are afforded opportunities to work within science-related industries. Science forums and workshops are also used to relay knowledge more deeply into the schools (McGuire 1989:112).

3.4.6 School management

In the area of management, the business sector assists school officials with management support and expertise in a wide range of areas (Merenda 1989:6). For example, the Champion International Corporation, which is a commercial paper manufacturer based in Stamford, is involved with Stamford School District in the state of Connecticut. The programme's goal is to give leadership training to school administrators in the areas of instructional leadership, team building and participatory management. The corporation also assists school in the development of effective communication strategies to help facilitate communication between teacher, parents and administrators (Solomon 1991:61).
3.5 Conclusion

From the foregoing examples of business-education involvement in the US, it is clear that:

- Individual schools can form partnerships with corporations of their choice, in order to address one or more areas of concern in education in their locality.
- Corporations in America, large and small, are to a large extent at the forefront in initiating partnership projects with their local schools.
- Business-education involvement takes different forms depending on the particular situation. For instance, in the examples cited above, business-education involvement took the forms of: literacy projects, career awareness, curriculum development, education funding, in-service training of Maths and Science teachers and leadership training.

3.6 Business-education partnership in Britain

3.6.1 Historical background

Religion played a major role in the development of the British education system. According to Goodey (1989:122):

"Education was monopolized and organized by the church in this
country during a period which lasted from the sixth century, when Christianity was established, to the nineteenth century".

As early as the late sixth century, English schools were already vocationally-orientated in a way. During this period, schools were aimed at providing training for priests and monks, to enable them to read the Bible, understand the services of the church and read the writings of the Christian Fathers (Watts 1985:10). However, real growth in vocational education came about in the eighteenth century with the establishment of new vocational academics, which served the human resource needs in the fields of commerce, engineering, the arts, and the army (Watts 1985:10).

It was, however, during the Industrial Revolution at the beginning of the nineteenth century, that the English society changed drastically (Goodey 1989:122). The Industrial Revolution saw the establishment of new factories, which required large numbers of skilled and semi-skilled workers. Schools were seen as instruments of assisting workers to meet the requirements of the workplace such as factory discipline (Watts 1985:10). The British economy changed from an agricultural to highly industrial one (Goodey 1989:122).

From the beginning of the nineteenth century until the mid-nineteenth century the state was not yet involved in providing education. Education was still provided by the voluntarists. The church played a dominant role
in this regard (Ginsburg 1991:51; Shilling 1985:15). The aim of education was primarily "to produce a God-fearing, law-abiding and industrious workforce" (Roderick & Stephens 1982: 12).

It was in 1870 that the English Education Act was passed for the first time. It provided for compulsory, publicly supported, elementary education (Goodey 1989:122; Watts 1985:11). With the enactment of the 1870 Act there was a new focus on basic literacy and numeracy. Education was supposed to "equip young people with the skills necessary for industrial success in an economy where new industries were increasingly reliant on technological development" (Shilling 1989:13).

The emphasis by the new elementary schools, which were on the basic skills of reading and counting, was aimed at helping workers to understand and implement simple instructions (Watts 1985:11). On the economic front, Britain was the first national economy to industrialize (Shilling 1989:12). In the 1870's both Germany and Britain were regarded as "the undisputed economic and technological leaders of the world" (Marshall & Tucker 1992:1). During the same period, when Britain was still leading the world economically, the Royal Commission of Scientific Instruction and the Advancement of Science, alluded to the danger of Britain falling behind in the competitive race (Roderick & Stephens 1982:13). Shilling (1989:12) adds that:

"In the late 1800's, Britain's position as the 'workshop of the world' came under threat from increased foreign competition".
In view of the 1870s to 1890s economic depression and the fast pace of technical change in industry, schools were called upon to help maintain a "stable context for capital accumulation" (Shilling 1989:13). In 1886 for instance, the Royal Commission on the Depression of Trade identified educational defects as the main cause of Britain's economic problems (Roderick & Stephens 1982:18).

The beginning of the twentieth century saw considerable state involvement in education in an unprecedented way. For instance, the 1902 Education Act, gave more powers to the state to become more directly involved in providing education. The Act paved a way for the introduction of compulsory secondary education in 1944 (Goodey 1989:122). Compulsory secondary education was established on a tripartite basis namely; grammar, technical and secondary modern schools. These divisions were intended to be broadly related to likely occupational destinations. Technical schools prepared pupils for technical occupations, grammar schools for white-collar occupations, and secondary modern schools for blue-collar occupations (Watts 1985:11).

During the 1920s Britain's economy was under recession, this grew worse at the beginning of the 1930's. Growing unemployment became a serious problem. In view of the problem of unemployment, the British Association for Commercial and Industrial Education was formed in 1934. The Association sought to establish and promote an employer view on education and to create systematic links between industry and education (cf Shilling 1989:28-29). The growing awareness of the impact
of foreign competition and economic decline on Britain's economy, saw important initiatives by government to promote on-the-job training of workers by companies. In 1964 for instance, a one percent tax was imposed on large companies which did not provide training for their employees. The proceeds of this tax were used to compensate companies which offered training to their employees (Noah & Eckstein 1987:17). In 1965 the Confederation of British Industry (CBI) in collaboration with Schools Council, became involved in a business-education partnership scheme called *Introduction to Industry* (Confederation of British Industry & School Council 1965:3).

The scheme was a pilot project with three principal aims:

- to give teachers insight into the experiences of young people entering working life, thus enabling them to relate more closely their teaching during the last years at school to the practical needs of adult life;
- to provide teachers with a better appreciation of the educational and other standards employers expects their young entrants to attain; and
- to bring about a greater understanding between employers and teachers.

At the end of the project, both teachers and employers unanimously agreed that there was a need for preparing pupils for the world of work,
as well as the need for a much closer relationship between schools and industry (Great Britain, Schools Council 1996:15).

The 1970's were characterised by a decline in Britain's economic growth. According to Ginsburg (1991:58):

"In hard figures Britain's economic growth in terms of Gross Domestic Product was actually negative in 1974 and 1975 for the first time since the depression of the 1930's".

It is believed that the 1973 oil crisis marked a watershed in the deepening of Britain's economic recession (Shilling 1989:40). Jamieson (1985:25) contends that the oil crisis led to an economic analysis, which saw education forming part of the efforts towards the restoration of the British economy. He (1985:25) further notes that:

"Although several social institutions were implicated in the problem,... it was the schools that were directly in the firing line".

In view of the need for a closer link between the world of work (business sector) and education, the government enacted the Employment and Training Act in 1973. Through this Act the Manpower Service Commission (MSC) was created in 1974 (Farley 1985:74; Noah & Eckstein 1987:17). With the creation of the MSC, the government had provided an instrument by which the economy and education were linked
in order to restore the country's economic performance (Shilling 1989:52).

The MSC's brief was, firstly, to provide training to individuals who were unemployed, or who wanted to improve their employment opportunities by acquiring additional skills. Secondly, it was supposed to give attention to the needs of young people who left school at 16 and who entered the world of work with little, or no systematic continuing education or training (cf Farley 1985:74; Noah & Eckstein 1987:17).

In 1976 the then Prime Minister of Britain, James Callaghan, made a famous speech at the Ruskin College, which is now generally regarded as the watershed to the whole business-education partnership debate in Britain. In his speech, the then prime minister lamented the lack of collaboration between schools and industries (Warwick 1986:7). The speech came out in support of an educational system, which must prepare children for effective participation in industrial life (Goodey 1989:129).

Following the James Callaghan speech, the Trade Union Congress (TUC) in collaboration with School Council and Confederation of British Industries (CBI) started the School Council Industry Project (SCIP) in 1989. The aims of the SCIP were, among others, to promote the finding of local solutions to local problems, supporting of work experience for pupil and the pioneering of mini-enterprise in schools. The SCIP, now known as the School Curriculum Industry Partnership, evolved into a national network (cf Lawlor & Miller 1991 :65-66).
Although business-education partnership of the late 1970's in Britain were seen by "educationalists and industrialists as somewhat peripheral... with limited curriculum connection" (Gibbs, Hedge & Clough 1991:47), real progress in this regard started in the 1980's.

3.6.3 Business-education partnership since the 1980's

The 1980's in Britain, were characterized by strong calls for the education system to be "closer to the world of business and better organised itself to prepare young people for their role as producers" (Gibbs et al. 1991:47).

In 1983 the MSC, which was created in 1974 to deal with the problem of skill deficiency, was used as a vehicle to channel funds for curriculum development in schools through the Technical and Vocational Education Initiative (TVEI) (Ginsburg 1991:64). The TVEI "marked the most direct intervention ever by central government in what was taught in secondary schools" (Wellington 1993:54).

The TVEI was the initiative of the Thatcher's Conservative government (Ginsburg 1991:64). The TVEI was initiated by the Manpower Service Commission in 1982. Its role as indicated above, was to provide funding to Local Education Authorities, to enable them to enhance their respective schools' curricula (Lawlor & Miller 1991:66). According to Dale (1985:4) the aim of the TVEI is to:
"Widen and enrich the curriculum in a way that will help young people prepare for the world of work, and to develop skills and interest, including creative abilities, that will help them to lead a fuller life and be able to contribute to the life of the community".

The launching of the TVEI was seen as a direct attempt to bring schools closer to the word of work (Dale 1985:44), and thus help not only to equip pupils with workplace skills, but also improve their attitudes towards work in industry (Wellington 1993:54).

The year 1986 was designated as Industry Year in Britain, through the initiative of the Royal Society for the Encouragement of Arts, Manufactures and Commerce (Noah & Eckstein 1987:22). The declaration of the industry year came in response to the negative attitude towards industry by the people of the UK in general and schools in particular. Butler (1987:55) concedes that:

"1986 was designed Industry year. The aim was to increase the awareness by the general public of the significant contributions that industry makes to the well-being of society, and promoting a change of attitude on the part of society to industry".

The director of the Industry year, Sir Geoffrey Chandler, also pointed to the "anti-industrial culture" as one of the UK's economic development setbacks (Butler 1987:55). It was therefore the goal of the initiative to encourage a better understanding of industry. To ensure that this goal is
achieved the following areas of action were recommended:

- to include industrial elements in every teacher training course (Noah & Eckstein 1987:23);
- to encourage schools to enter into twinning arrangements with local companies (Linklater 1987:9; Noah & Eckstein 1987:23);
- to encourage self-improvement in industry (Noah & Eckstein 1987:23); and
- to encourage the organisation of Industry Weeks in schools and college in 1986 (Linklater 1987:9).

In 1988 another major step in education reform, in the form of an Education Reform Bill, was introduced by the then Secretary of State for Education, Kenneth Baker. Among others, the main provision of the Act favoured collaboration between business and education. For instance, the Act called for the restructuring of membership of governing bodies of further education colleges, so as to include 50 percent of the members from the business community (Ginsburg 1991:68).

Another provision of the Bill called for the establishment of an independent city technology colleges in urban areas, with funding from both government and the business sector. Such colleges would have a broad curriculum, but still emphasize Science and Technology (Ginsburg 1991:67). The CBI, which is an organisation at the forefront of the campaign for effective business-education partnership in Britain, maintains that:
"Without an effective partnership developing between business and education, the prospects for an internationally competitive UK economy in the 21st century will become remote" (Confederation of British Industry 1988:7).

3.6.3 Conclusion

From the foregoing discussion on the history of business involvement with education in Britain the following important points are clear:

- Preparation of the youth for the world of work can be traced back to the era when religion dominated Britain's education.
- The Industrial Revolution came as a big challenge to education in Britain because a new demand for a skilled labour force became a reality.
- The relatively late entry of government into the education provision picture had serious implications for Britain's economic success.
- Business-education partnership initiatives since the early 1980's were mainly spearheaded by the national government, national organisations and big business.

It can therefore be concluded that Britain's economy lies in the hands of strong partnership between education and business. The government and big business are the key stakeholders in the campaign for effective partnerships.
3.7 Rationale for business-education partnership in Britain

Both economic and educational problems have been identified as some of the main reasons for the need for business to collaborate with education in Britain.

3.7.1 Economic problems

The first problem that confronts Britain is economic decline. Jamieson (1985:25) surmises that the British economy has been declining steadily since its heyday in the 1850's. The sad reality, however, according to Yates (1991:24) is that:

"the UK has persistently failed to recognise the value of education and skills and undervalued the importance of manufacturing. These failures go a long way to explaining why, for many decades, UK economic performance has been inferior to that of comparable countries."

The second problem relate to the negative attitude of the British people towards industry. Avent (1982:65) captures this attitude very well in the following paragraph:

"People claim that teachers portray industrial employment as dirty, noisy, dangerous, involving long or unsocial hours, short holidays, low pay, strife and hassle. Stories are constantly told of school
pupils visiting factories and then being warned that if they do not do well in their examinations their fate will be to join an apparently disconsolate workforce".

The third challenge concerns the ability of Britain to compete effectively in the world economic markets. The Department of Trade and Industry (Great Britain, Department of Trade and Industry 1989:1), outlines some of the challenges that militates against Britain's economic competitiveness as:

- the continuing financial exigency;
- the demands of an increasing knowledge-based economy;
- the greater stress on the importance of competition in both the national and the international market places; and
- the actual and impending skill shortage in the workforce.

3.7.2 Educational problems

The history of education in Britain has much to answer concerning the present state of affairs in the country's educational institutions. During the nineteenth century for instance, drastic changes in the provision of education were disapproved of by the British society. The "status quo" was regarded as quite satisfactory (Goodey 1989:123). Shilling (1989:15) confirms that during the late nineteenth century the "education system has
been treated as a given rather than something which needs exploring". This aspect served as a drawback to the whole education reform in Britain.

Another problem based on the history of education, is the rather late active involvement of the state in the provision of education. For a long time, education in Britain, has been in the hands of voluntary organizations such as the church. Compulsory basic education did not come about until the late nineteenth century. This aspect militated against the requirements of industries for literate workers (cf paragraph 3.6.1).

Statistics show that one in seven British students leave primary school functionally illiterate (Sharp & Sharp 1992:69). Apart from the general problem of illiteracy among the potential employees, employers also complain about the fact that school-leavers are generally "poor at being interviewed, listening to and following instructions, social and interpersonal skills at the workplace" (Jamieson 1985:27).

Britain is also faced with the problem of falling school rolls. It is estimated that the number of 16- and 17-year-olds will come down from 1.7 million in 1986 to 1.25 million in 1994. This will result in the increased shortage of skills required in the workplace (CBI 1988:12). Preparation of students for the world of work is yet another area in which Britain scores very badly, hence the shortage of skilled workers. In this regard Farley (1985:73) has the following to say:
"To date, Britain has been unique among the major industrial European countries in the extent of its neglect of the majority of its young people as they move from school to adult life. Throughout the twentieth century, Britain has given priority mainly to those young people who remained in full-time education, entering higher education thereafter usually to take academic degree courses".

Britain, like other countries, still experiences the problem of an acute shortage of Science graduates which results in the shortage of well-qualified Science teachers and in turn of potential science students (Sharp & Sharp 1992:68). In view of all these problems it is generally accepted that for the British people to maintain their standard of living and technological development it is essential for employers to help schools to bring about the desired changes in the education system (Sharp & Sharp 1992:81). The Confederation of British Industry (1988:25) accordingly warns that:

"Firms without strong links with their local secondary schools will be at a serious competitive disadvantage".

3.7.3 Conclusion

The following observations are noted from the foregoing discussions:

- The business involvement with education in Britain seems to be mainly motivated by both the country's need for well-educated
(skilled) workers to ensure economic prosperity and the disappointing performance of schools in preparing such workers.

- That economically Britain is trailing behind other economies of the world in spite of its good record as the first country to industrialize. This situation is mainly the result of skill shortages amidst fast changing technological developments and the general negative attitude of pupils toward work in industry.

- that the delayed state involvement in education provision in Britain had a negative impact on the whole process of re-aligning education to the need of the country's economy.

It is therefore concluded, in the light of the observations made above, that the rationale for business involvement with education in Britain is based on the acknowledgement by important stakeholders, namely: government, business and other organizations, that quality education is the key to economic prosperity.

3.8 Examples of business-education partnerships in Britain.

At the forefront of business-education involvement initiatives in Britain are the central government and the employers (Jamieson 1985:30-3). The Department of Education and Sciences (DES) is the main arm of government which continually urges "the LEAs and their school to draw closer to industry..." (Jamieson 1985:30). According to Cantor and Roberts (1983:1) the DES is a relatively small government department which is wholly concerned with policy and it exerts its influence on
schools through the LEAs. The DES has no executive functions in the running of schools nor in the appointment of teachers. It is the LEA which employs teachers and the ancillary staff who work in schools (Graves 1988:16).

Through its Act of 1973 the Department of Education and Science gave school pupils an allowance to gain work experience (Jamieson 1985:30). The Education Reform Act of 1988 introduced a national curriculum for all schools. The main intention was to enforce a school system which is sensitive to market forces. In the process the powers of the LEAs were limited and greater authority was given to individual schools and their respective governing bodies (Chitty 1992:36-37).

Two other government departments which are active in promoting business-education collaboration, are the Department of Trade and Industry (DTI) and the Manpower Service Commission (MSC). The DTI has financed important initiatives in school Science and Technology and has helped LEA's set up local change agents. The Manpower Service Commission launched a major curriculum programme since 1983, the Technical Vocational Education Initiative, at an annual cost of over 25 million pounds (Jamieson 1985:30).

The second major role players in making the needs of business known to schools through participation in different governing bodies of schools are the employers (Jamieson 1985:31). Among the most important companies which are active in the area of business-education partnership, are British
Petroleum, which started a School Link Scheme dating back from the 1980s (CEBI 1992:18), Unilever and ICI (Jamieson 1985:31). Other important organizations like the Confederation of British Industry (CIB), and the Trade Union Congress (TUG), the Bank Information Service, the Engineering Industry Training Board, and others, are involved in some national projects which utilized 2.9 million pounds annually, according to the 1981 statistics (Jamieson 1985:31). For the purpose of this study only some of the most important national business-education partnership projects will be cited as examples.

3.8.1 Project trident

The aim of this project is to organize work experience for pupils as well as to second employees to work with the schools in making such arrangements. It is said that in 1981 the project worked with 500 schools and 4,000 employers and it provided 19,000 students with work experience of three weeks duration. Finance for the project came from industry, charitable trusts, and LEAs (cf Noah & Eckstein 1987:20; Jamieson 1985:30).

3.8.2 Young enterprise

The aim of this project is to help students set up their own business enterprises (Jamieson 1985:32). Students aged between 15-19 years old are arranged into groups of 20-30 students and are given sponsors to form a trading company which runs for 8 to 9 months. They work under
the supervision of a teacher and receive advice from one or two advisors from local firms. The project is funded by large companies (Noah & Eckstein 1987:21).

3.8.3 Understanding industry

This project assists schools by arranging industrialists to give talks to school children (Jamieson 1985:32). Company managers organize career courses in schools, thus providing career information to students (CBI 1988:56).

3.8.4 Understanding British Industry

This project is aimed at helping to improve the understanding of the role of industry and commerce in creating wealth through the project teachers are offered in-service training and also seconded to work in industry for a period of up to two years. Through the project employers offer general help and advice to LEAs. The project is sponsored by the Confederation of British Industry. The activities of the UBI are also supported by donations from companies and individuals (cf Noah & Eckstein 1987:20; CBI 1988:56; Jamieson 1985:32).

3.8.5 School Curriculum Industry Project

The project aims to promote curriculum development in schools-industry related fields. The project was started by both the trade Union Council
(TUC) and the CBI in 1977. It is supported by both public and TUC funds (Noah & Ekstein 1987:19; Jamieson 1985:32).

3.8.6 Conclusion

The selected examples of business-education initiatives in Britain as outlined in the foregoing paragraphs, show that there are various ways in which schools can interact with the business sector. The following partnership projects were identified namely:

- those concerned with the offering work provision experiences for school going youth;
- those aimed at orientating pupils in business management skills;
- those offering career guidance to pupils;
- those providing in-service training for teachers, thus inculcating a positive attitude towards work in industry; and
- those concerned with promoting those subjects which are most wanted in the world of work.

3.9 Implications for South Africa

3.9.1 Introduction

South Africa is evolving from the shackles of the Apartheid era. In the reconstruction process South Africa needs to learn from other successful democratic countries of the world. The country's new policies need to be
guided, not only by its experiences, but also by the experiences of other countries. It is one of the aims of this chapter to investigate some of the most crucial policy proposals published since the early 1980's in the area of education and training in South Africa. It is intended to find out to what extent these policy proposals attach significance to the need for a close relationship between schools and the world of work in South Africa.

Such policy proposals will be used to see how South Africa compares with both America and Britain in appreciating the importance of business-education partnership. In comparing South Africa with the two foreign countries, the danger of borrowing is fully acknowledged as Noah and Eckstein (1987:45) state:

"borrowing of foreign practice is exceptionally difficult to arrange, and can even be dangerous, giving rise to more and worse problems than those the borrowed practice sought to remedy".

3.9.2 Business-education partnership in South Africa: some recent policy proposals

Since the 1976 student uprisings and school boycotts, the quality of education in South Africa has been subjected under public scrutiny. The usefulness of education and its relevance came under the spotlight. It is against this background that, since the beginning of the 1980s, various commissions and investigations, into the provision of education in South Africa, were conducted.
3.9.2.1 The De Lange Commission

The state appointed the Human Sciences Research Council in 1980 to conduct a commission of enquiry into the provision of education in South Africa. The commission of inquiry, which was chaired by professor J.P. de Lange, was appointed in the light of the 1976 nation-wide school boycotts (cf Chisholm 1984:387). The commission pointed to the serious deficiencies in the country's education system and the resultant underperformance of the economy. According to Chisholm (1984:387-391) the South African economy has been sliding into recession since the mid-1970's, mainly because of the growing shortages of skilled workers since the 1960s. The commission cited, among others, very serious deficiencies in the education pupils receive in South African schools. The deficiencies cited by the commission include:

- Pupils' inability to communicate properly after they have matriculated.
- The inability to a large number of pupils to express themselves in writing.
- The growing unpopularity among pupils towards subjects such as Physical science and Mathematics, hence a sustained decrease in the percentage of Bachelor's degrees awarded in the basic Natural sciences (Human Sciences Research Council (HSRC) 1981:32-33).
The commission's report also laments the fact that education in South Africa is too "academic", which is reflected in the neglect of vocational training which is generally associated with manual work (HSRC 1981:31). In its recommendations the HSRC (1981:31), established as one of its proposed principles of education provision in South Africa, Principle 4, which states:

"The provision of education shall be directed in an educationally responsible manner to meet the needs of the individual as well as those of society and economic development and shall, inter alia, take into consideration the manpower needs of the country" (HSRC 1981:15).

The latter principle paved a way towards a more cordial relationship between education and the world of work. Principle 7 is even more clear on the role of employers in education.

This principle recommends that the private sector in partnership with the state will be responsible for providing non-formal education (HSRC 1981:15). The latter recommendation flowed from the apparent "serious shortages of skilled manpower at all levels, which proved to be detrimental to the development of the country's economy (HSRC 1981:30).

The final adoption, by the then government, of the latter recommendations, can be seen as a bold step towards soliciting the most
desired partnership between education and business in South Africa. In its 1988 report called the *Educational Programmes for Pretertiary Education in South Africa*, the Department of National Education contends that "it is correct and important for the secondary school pupil to acquire some knowledge concerning occupational practice" (RSA., Department of National Education 1988:84). The report further acknowledged that because of the increased "scope and complexity of the working world, it would be unrealistic to send children to the world of work without the necessary preparation by schools" (RSA, Department of National Education 1988:84). In view of the importance attached by government to the role of schools in preparing the youth for the working world, a subject called Skills and Techniques was introduced in the primary curriculum by the Department of Education and Training. The aim of the subject was to develop in pupils at an early stage, the basic skills and techniques that are necessary in the modern technology (RSA, Department of National Education 1988:xviii).

### 3.9.2.2 Education Renewal Strategy (ERS)

In 1992, amidst political negotiations aimed at democratising the South African society, the Department of National Education released yet another report called the Education Renewal Strategy (ERS). The report was aimed at finding short and medium term management solution to problems in education (RSA, Department of National Education 1992:1). The ERS also pointed to problems endemic in the education system such as the shortage of teachers in the so-called scare subjects, i.e.
Mathematics, Biology, Accounting and Physical Science and the huge backlogs in the provision of educational facilities in especially the black communities. The ERS also noted the fact that education in South Africa remains irrelevant to the needs of society. It claims that:

"Education programmes are not sufficiently relevant to learners and eventual employers and do not take into account sufficiently the economic and person power needs of the country" (RSA, Department of National Education 1992:8).

It further says that:

"Education is a 'closed shop operation' and does not all sufficiently cater for inputs form the various sectors in society which are in some way or another stakeholder in education" (RSA, Department of National Education 1992:8)

In view of these and other problems identified in the report, important proposals have been put forward. Firstly, that education must equip learners to make a meaningful contribution towards economic growth in South Africa (RSA, Department of National Education 1992:12). Secondly, it is suggested that learners should have "a constant exposure to the world of work with its many vocational possibilities" in close cooperation with the business sector (RSA, Department of National Education 1992:48-49). Thirdly, in the area of career guidance the ERS proposes that the Department of Manpower, in co-operation in a given
area, should be responsible for the co-ordination of career guidance programmes and provide more information and counselling with regard to career development (RSA, Department of National Education 1992:49).

3.9.2.3 The National Education Co-ordinating Committee: the National Education Policy Investigation Report.

In the same year, 1992 the National Education Co-ordinating Committee (NECC), Committee (NECC), a non-governmental organization, released a comprehensive report on the policy proposals for education in the new South Africa known as the National Education Policy Investigation (NEPI) report. In its report on the human resource development aspect, the NECC notes some of the fundamental problems inherent in the country's education and training system, which impacts negatively on the economy. Firstly, the NECC points to a dramatic decline in the economic growth rate. For instance, between 1971 and 1974 the GDP grew by an average of 7-8 percent per annum. But during the period 1984-1988 the GDP decreased to 2% growth per annum (NECC 1992b:9). The report also laments the lack of skill among the South African workforce and the immense challenge of "turning an unproductive low-skill economy into a productive high-skill economy" (NECC 11992b:67).

The report further claims that the skills of the South African workforce are presently at all levels "woefully inadequate when compared with the
skill profiles of workforces in the late industrialized countries such as Germany and Sweden" (NECC 1992b:67).

The need for business involvement in education and training in South Africa is seem as a priority in the report. It says: "The 'high-participation, high-skill' nations are characterized by a high degree of state and employer involvement in education and training..." However in South Africa there is a "dismal record" of private-sector (business) involvement in education and training (cf NECC 1992b:12).

3.9.2.4 The African National Congress (ANC): Education Policy Proposals.

In 1994, the year in which the first democratic elections took place in South Africa, the Africa National Congress published a series of reports and policy proposals for the new South Africa. The Reconstruction and Development programme (RDP) is one of the ANC's most comprehensive socio-economic development strategy documents. One of the key issues upon which the report is based is human resource development, and it is defined as follows:

"It is a process in which the citizens of a nation acquire and develop the knowledge and skills necessary for occupational tasks..." (ANC 1994a:77).
The RDP recognises the joint effort of important stakeholders in redressing the weaknesses inherent in the country's economy. It states:

"Our economy requires co-ordinated and effective policies that combine private sector [business] initiatives and government support to address its structural weaknesses" (ANC 1994a:87).

In the same year the ANC published a document called Policy Framework for Education and Training. This document was published in response to the challenge faced by the country, at the dawn of democracy, which is "to create an education and training system that will ensure that the human resources and potential in our society are developed to the full" (ANC 1994b:2).

In the report (ANC 1994b:30) the problem of the separation of education and training concepts is identified as a drawback in the South African education system.

The report says:

"Until now the two have been strictly separated, since education has been seen primarily as an academic activity, and training has been seen primarily as a vocational activity. As is increasingly recognised here and
abroad, this is a false dichotomy which does not correspond to the structure of knowledge, the needs of the workplace, or the requirements of ordinary life in society" (ANC 1994b:30).

It is therefore proposed that the new national core curriculum for schools should integrate both academic and vocational skills and should not differentiate between academic and vocational subjects. Students must be sensitised to the world of work (ANC 1994b:69).

In the report the role of the private sector (business) as an important partner is recognized. It is envisaged that the business sector will not only help to finance education, but will also help by providing human resources for effective and widespread provision of education (ANC 1994b:69).

3.9.2.5 Education in the Democratic South Africa.

The first White Paper on Education and Training in the Democratic South Africa, was released by the Ministry of Education in March 1995. It was the first comprehensive document on education provision in a non-racial education system. The document (RSA, Department of Education 1995:18) identified some of the deficiencies inherent in the past education system such as:

- alarming illiteracy rates;
- high drop-out rate;
poorly-resourced schools;
- lack of employment skills; and
- poor economic competitiveness.

The document further suggests ways and means of overcoming the above problems. For instance it is suggested that:

- the school curriculum must be diversified to prepare "young people and adults with the education and skills required by the economy and for further learning and career development".

- an appropriate Mathematics, Science, and Technology education initiative should be co-ordinated.

It is recognized in the document that to restructure the system will require an enormous amount of money. The government is therefore determined to seek new funding partners which include: organized business, community-based and non-governmental organizations, development agencies, and religious bodies (RSA, Department of Education 1995:63).

The White Paper (RSA, Department of Education 1995:22) is very clear on the need of the involvement of all stakeholders in the restructuring process. It states:

"The principle of democratic governance should increasingly be reflected in every level of the system, by the involvement in
consultation and appropriate form of decision-making, of elected representatives of the main stakeholders, interest groups and roleplayers. This requires a commitment by education authorities at all levels to share all relevant information with stakeholder groups, and to treat them genuinely as partners.”

In 1996 the ministry of education released the first school bill which, among other things, dealt with school governance and the important role school governing bodies are required to play in education (RSA, Ministry of Education 1996:11). The bill gave the governing bodies of schools the powers to raise and administer funds. Such funds can be raised through asking for donations, sponsorships and other school-based production activities (RSA, Ministry of Education 1996:59). This provision offers great opportunity for the business community to get involved with schools. The bill also make provision for the elected governing body to co-opt other members of the community to serve in the governing body of schools (RSA, Ministry of Education 1996).

It can therefore be concluded that the new education system provides for participation of all education stakeholders as - legitimate partners.

3.9.2.6 Conclusion

From the analysis of the foregoing policy proposals on education and training in South Africa the following points are evident:
Since the early 1980's there has been a concerted effort aimed at making education in South Africa more relevant to the needs of the economy.

South Africans see a better educated and skilled workforce as a "prerequisite for enhanced productivity in the domestic economy and competitiveness in international markets" (RSA, Department of Education 1995:6).

Employers have an important role to play in the training of workers and in the provision of education in partnership with the state.

It can therefore be deduced that South Africa is on its way to a full and meaningful business-education partnership as seen in other developed countries.

3.9.3 Learning from British and American experiences

To a large extent South Africa shares similar problems in the areas of education and the economy with those of both Britain and the U.S.

The problems include:

- lack of economic competitiveness;
- shortage of skilled workers;
- high illiteracy rates;
the challenges of the fast and everchanging technological developments; and
irrelevant education.

South Africa can therefore learn from the steps taken by both Britain and the U.S. in a bid to alleviate the above problems. The steps taken by the two countries are fortunately in line with the current thinking in South Africa as seen in the foregoing policy proposals.

The steps include:

- Greater business (employers) involvement in school education, not only in the area of providing financial assistance to schools but also in the areas of curriculum development, career education, school governance and management, supplying facilities, in-service training of teachers and fighting illiteracy.

- Exposing pupils to the world of work in the form of visits by pupils to industry and visits by worker from industries to schools.

- Prioritising the scarce subjects which are needed most in the workplace and the support by business of activities to enhance performance in these subjects.

- Making human resource development, for a competitive economy, the role of both the employers and schools.
3.10 Summary

From the historical analysis of partnerships in the American and British education systems, three partnership trends can be established.

Firstly, the church has been a decisive partner in the origin of schools in the two countries. Although the general aim of education was moral in nature, schools which were established by religious groups also served to prepare the youth for service in society.

Secondly, the state took over from the church as the main provider of education was mainly motivated by a growing demand of a well-trained and skilled workforce in industries. It was thus the role of the state to ensure that schools produced the necessary human resources as required in the workplace.

Thirdly, since the 1970s employers in the two countries have taken it upon themselves to ensure that schools are assisted to produce a well-educated labour force in view of the needs of the workplace and their countries' economies.

To date a close partnership between business and education is regarded as the key to economic success in both countries. South Africans can learn from the examples provided by the two developed countries, on how to utilize the resources provided by the private sector effectively, in
both the areas of educational policy formulation and in the improvement of the quality of educational practice.

The next chapter will be devoted to research to establish developments, in selected schools, regarding business involvement with education. The research methods which will be used will also be outlined and the research findings presented.
CHAPTER 4

BUSINESS-EDUCATION INVOLVEMENT IN THE DZUMERI COMMUNITY: A QUALITATIVE ENQUIRY.

4.1 Introduction.

As alluded to in chapter one, the qualitative research methodology has been adopted in conducting this enquiry. The reasons behind the choice of this particular research method were also specified in the same chapter.

As part of the literature study, chapter two focused on the role of the main community institutions in education upliftment. Under the same topic the role of the business sector in education, as the main thrust of the study, received special attention.

Chapter three explored business-education involvement from an international point of view. Examples taken from both Britain and the United States of America were cited. Comparisons between the situations in the two countries and the emerging education and training policies in South Africa were made.

The ensuing chapter presents some of the salient observations based on the semi-structured indepth interviews held with ten school principals in
the Dzumeri area. The study was aimed at exploring the actual experiences of schools with regard to their interaction with both the local and national business enterprises.

Before delving much into the discussions based on the qualitative study, some important features which are distinctive of qualitative research need to be highlighted.

4.2 Qualitative research: some salient features.

4.2.1 Orientation.

The qualitative approach is relatively new in educational research. It only became popular in education since the past three decades (Lemmer 1992:292; Taylor & Bogdan 1984:4).

Qualitative research was mainly employed in the study of Sociology and Anthropology in America and Britain during the period 1910 to 1940 (Taylor & Bogdan 1984:4). Quantitative research has for a long period of time dominated research in education as Borg and Gall (1989:379) observe:

"Educational research has been built largely on the research traditions and methods that were initially developed in the physical and biological sciences".
It is due to this dominance that qualitative research was described in a rather negative sense, i.e. as a non-quantitative research as opposed to the well-established quantitative research.

According to Best and Kahn (1993:183) the basic difference between qualitative and quantitative research is that qualitative research is interpretive while quantitative research is experimental in nature. However, there is a growing acceptance of the qualitative approach in education. It can now be said with some confidence that qualitative research has "come of age in education" (Webb & Glesne 1992:772). In support of the use of qualitative research in education, Lemmer (1992:295) maintains that in spite of the dominance of quantitative tradition, qualitative research has a "considerable contribution to make to educational research".

In the following paragraphs some of the essential characteristics of qualitative research are briefly outlined. The various characteristics are dealt with under two broad headings namely; data collection and data analysis. Each heading consists of sub-headings under which the relevant characteristics are discussed. As it will be evident in the discussions, it was not possible to categorise the various characteristics into watertight compartments. The various headings and sub-heading were only meant to serve as a practical purpose, thus facilitating the discussions.
4.2.2 Data collection.

4.2.2.1 The aim of data collection.

The aim of data collection in qualitative research is not to prove any hypotheses or theories. But data are collected in order to develop insight and understanding from patterns in the data (Taylor & Bogdan 1984:50). In support of the latter Borg and Gall (1989:386) further explain that the qualitative researcher starts by gathering the data "and then tries to develop understanding and draw generalizations". Meaning is therefore "of essential concern to the qualitative approach" (Bogdan & Biklen 1992:5).

4.2.2.2 The role played by the researcher.

One of the most critical distinctive features of the qualitative approach lies in the position occupied by the researcher. In qualitative research the researcher is regarded as the key instrument in the data collection process (Bogdan & Biklen 1992:29). The qualitative researcher collects data by interacting with the informants in their settings (McMillan & Schumacher 1993:372-373). The researcher's presence and interaction with the informants or participants is of decisive importance in qualitative research (Marshall & Rossman 1995:59).

Qualitative research is therefore seen as "an interactive process between the researcher and the participants" (Marshall & Rossman 1995:4).
Again, as the key instrument which does not only collects but also interprets data, the researcher exercises some effect on the data, "possibly affecting the validity of the [whole] research" (Lemmer 1992:294).

4.2.2.3 The nature of data.

According to Bogdan and Biklen (1992:30) qualitative research is descriptive in nature. Qualitative data has thus ability to provide "thick descriptions" (Miles and Huberman 1994:10). This is so because the data is collected in the form of words or pictures rather than numbers (Bogdan & Biklen 1992:30; McMillan & Schumacher 1993:373). Because of its reliance on "people's words and observable behaviour as the primary data", qualitative research has the ability to produce qualitative data characterised by their "richness and holism" (Miles & Huberman 1994:10).

4.2.2.4 Data collection methods.

Because of its much reliance on people's words and observable behaviour (cf paragraph 4.2.2.3) qualitative research employs the following methods of collecting data namely: in-depth interview, direct observation, and written documents (Best & Kahn 1993:184; LeCompte & Preissle 1993:153). Of the three methods, in-depth interviewing "as a data collection method is relied on quite extensively by qualitative researchers"

4.2.2.5 Context

In qualitative research the natural setting is regarded as the direct source of data (Bogdan & Biklen 1992:29). Qualitative data should therefore constitute the "descriptions and explanations of processes in identifiable local contexts" (Miles & Huberman 1994:1). Apart from the fact that qualitative research must be "immersed" in the everyday life of the setting, chosen for study (Marshall & Rossman 1995:4), the data collected must also "be supplemented by the understanding gained by being on location" (Bogdan & Biklen 1992:29).

According to Mile and Huberman (1994:10) the whole aim of considering the context in qualitative research is to "have a strong handle on what 'real life' is like". Thus to divorce the act, word, or gesture from its context, is for the qualitative researcher, to lose sight of significance (Bogdan & Biklen 1992:29).

The qualitative researcher should therefore ensure that he considers the setting and the participants holistically (Taylor & Bogdan 1984:6).
4.2.3 Data analysis

4.2.3.1 The aim of data analysis

The goal of data analysis in qualitative studies is to try to bring "order, structure, and meaning to the mass of collected data". Data analysis is therefore regarded as a search for general statements about relationships among categories in the data (Marshall & Rossman 1995:46).

According to Miles and Huberman (1994:41) data analysis helps to show the generality of specific observations as well as helping to verify or cast new light on qualitative findings. However, "generalizability is not the immediate purpose of qualitative research" (McMillan & Schumacher 1993:373). In general, like any other research, qualitative research seeks to explain, describe or explore the phenomenon chosen for study (Marshall & Rossman 1995:16).

4.2.3.2 Data analysis approach

Because of the fact that in qualitative studies no hypothesis is set before the study begins, qualitative researchers tend to analyze their data inductively. Bogdan and Biklen (1992:58) explain:

"Qualitative researchers avoid going into a study with hypotheses
to test or specific questions to answer. They believe that finding the questions should be a product of data collection and not a priori."

Thus the qualitative researcher uses pieces of collected evidence to arrive at a conclusion so as to enable theory to develop from bottom up (Bogdan & Biklen 1992:31-32). It is intended through this approach to ensure that "unanticipated outcomes" are revealed (Borg & Gall 1989:386).

4.2.3.3 Context

The interpretation of data in qualitative research is made against the context in which the data originated (Webb & Glesne 1992:755). An assumption which is basic to qualitative research is that "human behaviour is significantly influenced by the setting in which it occurs, thus one must study that behaviour in situations" (Marshall & Rossman 1995:43-44). Because of the fact that qualitative analysis is "context dependent" it is thus "infinitely variable" (LeCompte & Preissle 1993:330). The qualitative researcher will therefore try to understand people from their own frame of reference (Taylor & Bogdan 1984:6).

4.2.3.4 Validity and reliability of findings

According to Le Compte and Goetz (1982:32) validity is concerned with the accuracy of scientific findings while reliability is concerned with the replicability of scientific findings.
Validity refers to the "degree to which the explanation of phenomena match the realities of the world" (McMillan & Schumacher). Again, the researcher's personal characteristics, his value system and the stance he assumes are crucial in obtaining valid data (Lemmer 1992:294). Threats to validity of research findings in qualitative research include the researcher bias due to certain preconceptions (Ferreira 1991:219) and the possibility of informants deciding, for some reasons, to tell lies, omit relevant data or misrepresent their claims (LeCompte & Goetz 1982:46).

In order to counteract the problem of researcher's bias it is important for the researcher to "write out all their potential biases" about a topic before the study begins (McMillan & Schumacher 1993:392).

According to Hutchinson (1986:59-60) the question of replicability is not relevant to qualitative studies. This is so because the goal of qualitative inquiry is to offer a new perspective on a given situation. According to McMillan and Schumacher (1993:394) knowledge is not produced by replication but by evidence gathered in separate case studies over time. Le Compte and Goetz (1982:32) further argue that:

"Unique situations cannot be reconstructed precisely, even the most exact replication of research methods may fail to produce identical results".

Therefore reliability of research findings in qualitative research cannot be totally attained as LeCompte and Goetz (1982:37) indicate:
"Because of factors such as the uniqueness or complexity of phenomena and the individualistic and personalistic nature of the ethnographic process, ethnographic research may approach rather than attain external reliability".

The qualitative process is therefore "somewhat personal" because "no investigator observes, interviews, or studies documents exactly like another" (McMillan & Schumacher 1993:385).

4.3 Research design

4.3.1 Design flexibility

Design flexibility is an important characteristic feature of qualitative studies. It "permits the researcher to adjust the direction of the inquiry based on the ongoing experience of collecting and thinking about the data" (Best & Kahn 1993:187). Thus the researcher enters the research with only some idea of what he will do, but a detailed set of procedures is not formed prior to data collection (Bogdan & Biklen 1992:58).

Design flexibility enables the qualitative researcher to decide about various aspects of the research, such as the kind of informants he wants to talk to or observe and the kind of questions he wants to ask, depending on what is possible and suitable given the context and time available (Webb & Glesne 1992:755; McMillan & Schumacher 1993:374).
The above characteristics are to a certain extent reflected in the present research design.

4.3.2 Statement of subjectivity

As pointed out in the previous paragraphs, in qualitative studies the researcher has a key role to play in both the collection and interpretation of data (of paragraph 4.2.2.2). The qualitative researcher does not only exercise his influence on the kind of data that is collected but he also influences the meaning that is attached to the data. In his exercise, the qualitative researcher faces the danger of being biased thus distorting the results of the whole research. However, to achieve objective research results does not entail that the researcher should assume a neutral position by detaching himself from the research (LeCompte & Goetz 1982:46). In support of the above Greene (1986:69) argues that:

"Qualitative research is concerned with meanings as they appear to or are achieved by persons in lived social situations. Research of this kind cannot be carried out by people who see themselves as detached, neutral observers concerned with the kinds of observations, measurements and predictions that are presumed to be unbiased, unaffected by the inquirer's vantage point or location in the world for one thing, the life of meaning does not present itself for examination from without".
In order to ensure that the present research is viewed objectively the researcher's background and values need to form part of the research. This is intended to minimise distortions that may arise due to the researcher's subjectivity.

The first factor that had an impact on the study is the location of the researcher. The researcher spent the better part of his life in the area being researched. Through more than three decades of experience as a resident of the research area, one of the most rural part of South Africa, the researcher has over the years developed a great interest in community development, especially in the area of education. The abject poverty, neglect and ignorance that characterize most of rural black communities in the country, prompted the researcher to seek lasting solutions through research. Again, with the social transformation which culminated in the new democratic order, the researcher felt the need to participate in the ongoing socio-economic transformation debate taking place nationally.

The second factor relates to the researcher's attachment with the community and the research participants. The researcher's familiarity with not only the participants but also with the general public within the community and his background experience of the area benefited the research greatly. This is so because the researcher could relate very well with the participants and the conditions under which they operated, as a person who was once a pupil and later an educator in the same area. This attachment with the research situation and participants did not however, inhibit the researcher to suspend his own preconceptions but still maintain
the necessary warm relationships and rapport with the participants (LeCompte & Goetz 1982:46).

The last factor concerns the researcher's values and life-view. The researcher upholds Christian values. The researcher holds the belief that God endowed each and every person with unique potentials in order to benefit the whole community. So, it is the researcher's belief that co-operation among individuals and institutions are the basis for community development.

4.3.3 The research area: background

The Dzumeri community is located in a remote rural setting. The traditional chief controls the 18 villages that comprise his area of jurisdiction. Each of the 18 villages is under a headman (induna) who reports to the chief. Thirty-four primary and secondary schools are evenly distributed within the 18 villages.

Schooling takes place under generally poor conditions. School are characterised by an acute shortage of educational facilities and accommodation. The supply of other basic amenities such as electricity and water remains a sore problems inspite of the government's programme of reconstruction and development.

The Dzumeri community is generally said to be remote in the sense that it does not enjoy the advantages of being next to the main commercial
centres such as towns and cities. The vast majority of the economically active citizens of the community are subsistence farmers, farm labourers, hawkers, mine workers and migrants in the country's big cities.

4.3.4 Sampling

In most cases, it is not possible to study intensively and in depth all instances, events, or persons. The general approach is to select a sample (Marshall & Rossman 1995:50). Usually, qualitative studies "work with small samples of people, nested in their context and studied in depth" (Miles & Huberman 1994:27). The use of smaller samples in qualitative studies enables the research to focus on the "detail and quality of an individual or small group's experience" (Lemmer 1992:294).

The sample for the present research was drawn from the target population of 34 primary and secondary school principals within the Dzumeri tribal area. A total number of 10 school principals were selected to serve as key informants for the study. Four primary school principals and six secondary school principals were selected (see Table 1). A smaller sample of 10 informants was preferred in order to ensure that as much as possible information was gleaned and an undivided attention paid to each informant, within the scope of the limited time available to the researcher.

Judgement sampling was used in selecting the informants. Judgement sampling requires that informants are deliberately chosen because of specific qualities which endow them with a special knowledge that the
researcher values. Such informants are chosen because they are likely to be knowledgeable and informative about the phenomenon of research (McMillan & Schumacher 1993:378).

For the purpose of this research, school principals were particularly targeted for interviews precisely because:

- They are usually the most well-informed members of schools who posses potential valuable information based on their experiences and their positions of influence within the institutions and communities.

- Of their positions which enable them to interact readily with many and diverse community stakeholders on a regular basis.

- Being the general oversees of both the educational and administrative aspects of schools, it makes them the most resourceful and versatile individuals in the study of this nature.

Certain criteria were followed in selecting the informants. Principals who were selected to participate in the study had to meet the following conditions:

- They should be principals of schools which were within the 20 km radius from where the researcher resided, to ensure easy access by the researcher.
They should be principals of schools with not less than five years of uninterrupted experience in the same position at the same schools, thus increasing the chances of deriving information characterized by depth, based on a substantial number of years of experience.

They should be principals of schools who, according to the researcher showed enough interest in the project during the preliminary interview sessions, thus creating an atmosphere of trust and rapport which is necessary when interviewing is used as a data collection technique.

**Table 1**

Type of school and years of experience of the informants at the time of interviews.

<table>
<thead>
<tr>
<th>Informants</th>
<th>School</th>
<th>Experience in years</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Primary</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>Secondary</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>Primary</td>
<td>11</td>
</tr>
<tr>
<td>D</td>
<td>Primary</td>
<td>10</td>
</tr>
<tr>
<td>E</td>
<td>Secondary</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>Secondary</td>
<td>10</td>
</tr>
<tr>
<td>G</td>
<td>Secondary</td>
<td>11</td>
</tr>
<tr>
<td>H</td>
<td>Secondary</td>
<td>5</td>
</tr>
<tr>
<td>I</td>
<td>Secondary</td>
<td>15</td>
</tr>
<tr>
<td>J</td>
<td>Primary</td>
<td>16</td>
</tr>
</tbody>
</table>
4.3.5 The data collection instrument

The main data gathering instrument used during the study was an in-depth interview based on the semi-structured interview guide. The semi-structured interviews were preferred precisely because they are "reasonably objective while still permitting a more thorough understanding of the respondent's opinions and the reasons behind them". (Borg & Gall 1989:452). All the selected informants were subjected to in-depth interviews. During the interviews questions in the interview guide were not rigidly followed, but a more flexible approach was adopted. This approach was meant to ensure that the questions asked were suitable to various unique contexts. The flexible use of the semi-structured interview guide proved to be of great advantage to both the research and the researcher. The following advantages were noted:

- the study was able to cover the essential topics and issues it was originally set to achieve;

- the study was given a more clear focus and direction it deserves;

- more and valuable information could be derived from the informants because follow-up questioning and probing were made possible; and

- the researcher could adjust and adapt questions, where and when necessary, to suite the relevant contexts.
4.3.6 The interview guide format

LeCompte and Preissle (1993:169) define the interview guide as a "checklist" which is used to make sure that all relevant topics for each respondent are covered, during the interviews.

For the purpose of the present study the interview guide was divided into six main themes or topics. Under each theme the more general questions were asked. The more specific and probing questions were not formulated beforehand. These more specific and probing questions differed from one situation to another, hence they were not included in the interview guide.

Broadly, the interview guide (see Appendix I) was designed as follows:

Questions under Theme 1 were designed to probe the nature of relationships that hold between the local school and any other institution (stakeholder) in the community with vested interest in education in a given locality. Questions under Theme 2 sought to establish the particular forms in which the business sector gets involved with the local schools.

Under Theme 3 the questions asked focused on the actual areas of involvement between business and the schools. Seven specific areas of involvement were investigated namely: education financing, the provision of facilities, literacy, career education, school governance and administration, in-service training of teachers and curriculum
development. Questions under Theme 4 were based on the perceived motives that prompted the business people to want to play a role in education upliftment.

Questions under Theme 5 focused on the future role of business as a potential partner in education in an attempt to find solutions to the educational problems that plague the rural school in particular. Under Theme 6 the questions asked centred around the kind of problems that schools experience which hindered their involvement with the business sector.

4.3.7 Data collection process

The data collection process lasted for about four weeks. Approximately 20 hours were devoted to interviews with the selected informants. Two interview sessions of +/- one hour each were held with each informant on different dates. The first set of interviews (the preliminary interviews) were meant to be exploratory in nature. These interviews were less formal, unstructured and very flexible. Open-ended questions were mainly used thus facilitating free flowing and natural conversations. The aim of these interviews was to establish those topics and themes that could later be used in the formulation of the interview guide. The viability and the feasibility of the study were also tested in the process.

During these pilot stage of the study a notebook was used to record the relevant data. Only keywords and short sentences were noted down as
these interviews were meant to establish broadly the foundation upon which the research could be based. After piloting the study a preliminary data analysis took place. Related information was classified into categories and themes were established for each category. Questions for the interview guide were formulated according to the established themes.

The second interview sessions were later arranged and held with the same informants where more in-depth interviewing took place. The audiorecorder was used to record the interviews. A notebook was also used to record some of the most important points. Largely, the interviews with the various informants were held in the principals' offices during school hours thus, ensuring that data is collected at the "natural setting" (cf paragraph 4.2.2.5). The interview guide served only as a checklist during the actual interviews. It was always attempted to afford the informant enough opportunity to respond to questions in full. All attempts were made to ensure that probing and follow-up questions were kept short, precise and simple. In very isolated instances third visits to the informants became necessary mainly in order to probe or confirm some of the recorded points which sounded vague or very general.

4.3.8 Data analysis

As a general rule, in order to explain, describe or explore the phenomenon chosen for study the collected data need to be analyzed (Marshall & Rossman 1995:16). In qualitative studies data analysis begins with the researcher understanding or making sense of and
organizing patterns that exist in the empirical world he is studying. After understanding the phenomenon of study the researcher then "develops analytical, conceptual and categorical components of explanations from the data itself" (Ferriera 1991:204).

In the present study the researcher tried to understand the collected data by studying the information in the notebook and listening to the recorded interviews repeatedly. In the process the collected data were being sorted out and categorised into six themes, namely: education stakeholders, forms of business-education involvement, areas of involvement, the motives that underlie business involvement in education, the future role of business in education, and the perceived problems that hinder business-education involvement.

Under each theme the most important characteristic features as reflected in the collected data were outlined. A summary of the basic data gathered according to the various themes appears in the matrix (See Table II).
<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Forms of involvement</th>
<th>Areas of involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Church</td>
<td>- scm, church buildings, furniture.</td>
<td>- supply of facilities</td>
</tr>
<tr>
<td>b. Traditional leaders</td>
<td>- convene meetings, decision making.</td>
<td>- education funding</td>
</tr>
<tr>
<td>c. Civic associations</td>
<td>- conflict resolution.</td>
<td>- school governance</td>
</tr>
<tr>
<td>d. Parents</td>
<td>- building, school funds, discipline, governance.</td>
<td>- conflict resolution</td>
</tr>
<tr>
<td>e. Business sector.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Small and medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- local supermarkets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- general dealers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- spaza shops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- taxi industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Big business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- commercial farming</td>
<td>- building materials, financial donations, material donations, transport, members of</td>
<td></td>
</tr>
<tr>
<td>- mining industry</td>
<td>governing bodies.</td>
<td>- education financing</td>
</tr>
<tr>
<td>- chain stores</td>
<td></td>
<td>- provision of facilities</td>
</tr>
<tr>
<td>- other big companies</td>
<td></td>
<td>- school governance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- practical agric. lessons, transport, equipment, sports grounds, and facilities,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>financial donations, bursaries, merit awards, educational facilities e.g.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stationery, school buildings, supporting school functions.</td>
<td></td>
</tr>
</tbody>
</table>
4.3.9 Presentation of key themes and summaries of major findings

The ensuing paragraphs present in-depth discussions of the six key themes as identified and used in the course of data collection. In presenting the identified themes it is not intended to exhaust all the aspects that are involved in each theme. But the presentations will be limited to those outstanding characteristic features that are the most salient under each theme. Extracts of the informants' responses taken from the recorded interviews will be used constantly to support and enrich the discussions that will ensure. In this regard note should be taken of the fact that in the majority of the cases interviews proceeded in the informants' vernacular.
majority of the cases interviews proceeded in the informants' vernacular language which is Tsonga. It was therefore necessary to translate most of the extracts that were used in the ensuing presentations. During the translations it was always attempted not to lose the essence of the various responses, thus minimising misconceptions and distortions as far as possible. A summary of the main findings will also be given under each discussion of the various key themes.

4.3.9.1 Education stakeholders

Like other communities, the Dzumeri community, is constituted by individuals and institutions which fulfil various roles for the benefit of the whole community. In the area of education, the research has found that there are five main institutions (stakeholders) with vested interest in education upliftment. Apart from the business sector, which was the main focus of the study, other education stakeholders included the church, the parents, the traditional leadership and the civic associations.

(a) The role of the church

The research has found that the church, as represented by its leaders, the ministers of religion, played an active and supportive role in the education of the youth in the Dzumeri community. Religious leaders did not only help to initiate schools, where there were no schools before, but they also served as active members on the governing bodies of the various schools, as the following comments indicate:
In this particular community education was spearheaded by religious leaders. They were the first people to teach our people how to read and write long before there was any school nearby (Informant B).

Two of our local ministers of religion have been serving in the governing body of our school for many years now. Over the years they did not only encourage the community to build the school, but they also worked with their own hands to support education. I remember one of them using his own wagon to deliver loads of sand and bricks for the construction of classrooms. That shows how committed he was to education and development in the community (Informant J).

Furthermore it was established during the investigations that all the schools within the Dzumeri area upheld strong Christian values and character. The Christian religion has become part and parcel of schooling as the comments by the following two informants show:

The church still dominates what we do here at school. For example, every morning we conduct a ten minutes prayer session... We also invite religious leaders to our SCM (Student Christian Movement) to come and mould our students morally and spiritually (Informant C).
It has become the tradition of our school to invite our local minister of religion at the beginning of each school year to come and open the activities of the year in prayer. We do the same at the end of the year (Informant A).

Again, because of the cordial relationship that holds between the schools and the church, it was found that some schools used their local church buildings for educational purposes. This arrangement came about because of the acute shortage of classrooms which apparently is a sore problem in the area. The following comment confirms:

We do not have enough classrooms for our pupils as you can observe. For many years that old church building (pointing to an old one-room house nearby) has been used as a classroom during weekdays and as a church building during the evenings and weekends (Informant B).

In the process of the involvement of the church with schools it was found that the church also benefited in certain respects. For instance, schools assist their local churches with facilities such as furniture when such a need arises:

When there are weddings, funerals or other church meetings we lend some of our furniture to our local church. We also allow them to use the school hall for some of their meetings... (Informant A).
(b) The role of parents

Parents have been found to be an important stakeholder in education in all the schools under observation. The collected data shows that parents have particular responsibilities to fulfill with regard to the education of their children. They firstly, make certain that their children attend school regularly:

It is the direct responsibility of all parents in the community to ensure that their children attend school regularly... (Informant D).

The above mentioned responsibility is largely carried out by mothers who are mostly unemployed or engaged in the informal business sector, as the following comment indicates:

When we talk about parents' involvement in education in our particular context we are referring mainly to women. They are always available when the school needs them, unlike their husbands who are mostly migrants (Informant E).

Secondly, it is the duty of all parents to pay for the education of their children. Parents did not only pay school fees but they also paid for the construction of more classes for their children. The following comments confirm:
At the beginning of every year all parents are required to pay a sum of R21-00 per child for school fees. The school relies on this money to run smoothly (Informant A).

By working in close co-operation with the local traditional leadership we were able to collect money from all parents which was commonly known as building fund. The former government used to subsidize every rand we collected by the ratio 1:4, that is: for every rand that we collected from parents the government gave us extra four rand. So we were able to build a class or two every year (Informant l).

However, it was also discovered that some parents did not always afford to pay the required fees, due to social problems such as poverty and lack of job opportunities, as one informant pointed out:

As you can imagine, poverty is rife in this area. Parents did not always have money when the school desperately needed additional classrooms. Instead of sitting down and doing nothing they worked with their own hands. They would bring in water and sand in their buckets, thus indicating their commitment and interest in the education of their children (Informant C).

Finally, parents remain the most important players in school governance. The research has found that parents are still exercising greater influence in school governance even though all the school investigated, have
installed, as a transitional arrangements, the more representative governing bodies, the Parents Teachers and Student Associations (PTSAs) in the case of secondary schools and the Parents Teachers Associations (PTAs) in primary schools:

Even under the present dispensation parents continue to play a dominant role in school governance. They have a much stronger voice and power as people who are directly affected by any decision taken by the school (Informant J).

The democratization of school governing bodies did however create new challenges for parents, as one informant explains:

For our local parent community to make meaningful contributions to issues concerning the curriculum of the school and appointment of suitable candidates in case of available vacant teaching post, they need to be trained. Unfortunately those parents who cannot read and write cannot benefit from such training (Informant H).

(c) The traditional leadership

As indicated before, the headman or induna represents the chief in each village within the Dzumeri area. The investigation has established that the traditional leadership as represented by the indunas and their councillors plays a facilitating role with regard to community participation in education.
The headman's role centres around his influence and power in the community and his ability to foster links between the school and the community, as the following comments shows:

He is the most feared and respected person in the community. His words carry more weight that anyone else's (Informant B).

Our local induna shows great interest in what we are doing here at school. He is therefore able to influence his people to support the school in various ways (Informant C).

He (the induna) convenes and presides over special community meetings where crucial decisions need to be taken regarding matters educational, such as: the erection of new classrooms, changes in school governance system, increase in school fees, etc. (Informant B).

Because of his position, he attracts more parents, than the school is able to. In this way, the whole community gets to know what the school requires from them (Informant C).

Most informants were however quick to accept that the indunas are mainly consulted by the school only when there are serious problems such as conflicts or criminal cases:
When and only if we have failed in our attempt to solve conflicts that occasionally arise among us, do we call him (the induna) to come to our rescue (Informant H).

Apart from the induna's role in conflict management at school, he is also seen by the community as a law-enforcement agent, as the following comment indicates:

In case of any offence that is beyond our powers to control such as theft and damage to school property, before we contact the police we consult him first (Informant C).

(d) The civic associations

The civic associations, also referred to as the civics have surfaced as the most recent formations in the community with particular interest in education. In general the civics came into being in the Dzumeri community since the start of political transformation of the early 1990s. The most widely accepted role of the civics in education is in the area of conflict resolution. Because they are perceived to be politically neutral and composed of influential people who are democratically elected by the whole community, they thus enjoy respect and credibility:

They are seen to be politically non-aligned and well-informed. That is why they are called in, in case of conflicts that prove difficult to deal with at school level (Informant B).
We always call them when we meet serious problems. I remember early last year, we called them to the school when we had a serious conflict. A group of students were protesting against the unbecoming behaviour of one of newly appointed teachers. We tried our best to defuse the situation but we failed. After involving the civic we were able to bring the two parties together and a solution to the problem was found (Informant H).

However, some of the informants indicated their concern about some of the actions and decisions taken by their respective civic associations which amounted to interference in the smooth running of their school:

At times they (civic association members) come uninvited to school, and in so doing they exasperate existing problems thus creating even more serious division among both the staff and the pupils (Informant E).

In communities where the civic are much more organized and disciplined their activities are already yielding good results, as one informant observed:

Our local civic has its education desk, which is assigned with the responsibility of checking the needs of the school constantly and reporting the same to the parents and vice versa, thus harmonizing and strengthening the relationship between the school and the community (Informant C).
Summary of findings: With regard to the type and role of education stakeholders in the Dzumeri community, the research has found that the main stakeholders are largely those which can be labelled traditional. They include the church, parents and the traditional leadership. There are however other stakeholders which are relatively new such as the civic associations which only emerged within the community because of the socio-political transformations which gained momentum since the early 1990s.

As revealed in the foregone analysis, each stakeholder has particular contributions to make to education upliftment in accordance with its relevant areas of interest and level of expertise:

- The church has been found to be playing an active role mainly in the areas of: the establishment and initiation of school, school governance and ensuring that education acquires a Christian character (cf paragraph 2.5.3.1).

- The role of parents (mothers in particular) include: ensuring that their children attend school regularly, financing their children's education and participating in school governing bodies as representatives of the parent community (cf paragraph 2.5.3.3).

- The traditional leaders have been found to be the most influential
figures, who do not only ensure that the community at large fully participates in education, but who also assist schools in times of difficulties such as conflicts and criminal cases.

Although the educational role of civic associations remain elusive in most of the villages, they are however recognized not only as democratic but also as informed structures which have an important role to play not only in conflict management but also in fostering community-school links.

4.3.9.2 The role of the business sector in education

Business enterprises which have been found to be involved with school in various ways can be categorized into three groups, namely: small-, medium-sized and big businesses.

Classified under small-sized businesses are informal business undertakings which are a common sight in all villages monitored. These informal businesses include the spaza shops, shebeens, fruit shops, welding works and small-scale farming. This category of business enterprises has been found to be the most dominant in all the villages as one informant observed:

There is an unprecedented mushrooming of informal business in our community... almost every household has its own type of business (Informant F).
The main reason cited for the general increase in the number of informal businesses by all the informants, was the lack of jobs opportunities:

People are unemployed... not because they do not want jobs... they just can't find any. More so many adults in this area are illiterate and thus lack the necessary employment skills (Informant A).

Businesses under the category medium-sized businesses include all licenced or formal business enterprises. Included under this category are supermarkets, general dealers, the taxi industry, bottle stores and butcheries. The investigations shows that at least two licenced business enterprises exist in each of the researched villages. Competition with informal business, has been found to be a serious problem, which threatens the prosperity of licenced business enterprises:

Formal businesses obviously suffer loses of profit and customers because of the informal businesses which are scattered all over the community (Informant A).

Under the category of big business the commercial farming sector in the vicinity of the Dzumeri area has been found to be the closest big business in the area. Other big businesses which show support to education in the villages investigated are located in the nearest towns and other main commercial centres country-wide. Included under this category are chain
stores, insurance companies, mining sector and other big companies. All the informants see the absence of big business in the area as a drawback to education upliftment:

Except for the farmers across the river we do not have big companies or industries in our vicinity. As a result schools can't get the necessary assistance... like schools in the cities do (Informant C).

Summary of findings: The research revealed that the most common type of business enterprises, that exist within the Dzumeri community, are those classified as informal. Unemployment is the most commonly cited reason for the unprecedented increase in the number of informal businesses. A limited number of licensed business enterprises exist in each village. Because of competition with the informal business sector, licensed businesses in the area are not very viable. The general absence of big businesses in the area also has a negative influence on the establishment and maintenance of effective business-education partnerships.

4.3.9.3 Forms of business-education involvement

The collected data show that there are various ways in which business enterprises interact with local school. Both the small-, and medium-sized businesses, which are located within the respective villages, support their local schools in various ways:
Firstly, they assist school through both financial and material donations aimed specifically at the construction of classrooms:

During the previous era when communities used to build their own schools we had a lot of support from the local business people. A bigger portion of financial contributions towards the erection of the classrooms came from them. They would donate up to 10 times the amount contributed by one parent as building fund (Informant I).

When we were still constructing these two blocks (pointing to two blocks of 4 classes each) we received a tremendous boost from our local shop owner. He gave the school building materials which include window and door frames, enough to complete the whole block (Informant H).

Secondly, school also received donations in the form of money and foodstuffs as support from local business people for functions such as farewell ceremonies or parents days.

When we want to hold functions here at school we simply write to him (local shop owner) asking for a donation. We sometimes get money... it may be R50-00 or more. Sometimes he simply give us some vegetables or a bag of mealie meal (Informant B).

Thirdly, in an isolated case, a local business man was found to have been
supporting sports in his local school. He donated the sporting facilities to the local school constantly.

We feel very privileged to be associated with a man like him. He just love sports, especially soccer and netball. He has since bought outfits and balls for our team. We also ensure that we keep him informed of any progress we make in sport, just to maintain the relationship (Informant E).

Fourthly, it was also found that some schools benefit in the area of transport from their respective local business people. In communities where there are taxi owners for instance, schools enjoyed the advantage of being offered transport at a discount or even free of charge:

When we undertake trips to our neighbouring schools, our local taxi owner usually offers to transport our pupils at very low costs, sometimes free of charge (Informant H).

Lastly, it was established, during the interviews, that some schools have business people as members in their respective schools' governing bodies. Most of the informants argued that this had some advantages in the daily running of schools. The following comments show:

They come with invaluable experiences derived from their work in business. Their experiences are largely very relevant to what we are
doing in our committees. For instance, they help us in the budgeting and wise spending of the school funds (Informant C).

He (the local business owner) provides answers to most of the obstacles we encounter in our committee meetings. He volunteers to carry some of the burdens which would have otherwise caused the school to spend more. For example, he bought a big pot for our feeding scheme out of his own pocket. He also uses his truck to fetch water for our pupil when there is no water in the taps (Informant E).

Although big business are not found in the immediate surroundings of the researched schools, except for the commercial farms nearby, they are however also playing a significant role in education upliftment in the community in various ways. Firstly, big businesses assisted schools by donating facilities to them which are of educational and administrative significance:

Annually we receive school reports, calendars, diaries and other stationery free of charge from our local branch of an insurance company located in our nearest town (Informant G).

Secondly, pupils whose parents are employees in the mines and other big companies are assisted with bursaries and study grants for both pre-tertiary and tertiary education by the relevant employers. In the majority
of cases it was found that such financial assistance was allocated to deserving Maths and Science students on the basis of merit:

Mines are at the forefront of helping our students with bursaries for further education. In most cases, pupils who have parents who are mine workers stand to benefit the most... bursaries are awarded specifically to pupils who do well in both Maths and Science (Informant E).

Thirdly, big businesses have been found to have played a significant role, although in few instances, in the provision of accommodation in the form of classes or other buildings for particular educational purposes. For instance, in one school a company donated a school library building:

That building (pointing to an isolated room) was donated by Anglo American in 1980. It was intended to be a school library. But because of the lack of the necessary facilities such as library books and the general shortage of classrooms, it did not serve the intended purpose until now (Informant B).

Fourthly, it has been found that big business also sponsor competitions where pupils who show outstanding academic achievement, are given prizes. The prizes are mainly tokens which are however of educational significance:
Last year we organized a competition where the different classes dramatized their respect prescribed books in the three official languages. Under each drama group the best actors were awarded prizes. Various businesses in town sponsored the competition. Prizes included, dictionaries, pens, files, staplers etc. (Informant E).

Lastly, big businesses also support school sports on an annual basis. Competitions are arranged where schools within a given circuit competed in various sport codes. The winning teams are awarded prizes sponsored by big businesses:

Companies such as Old Mutual and Kentucky Fried Chicken sponsor knock-out competitions on an annual basis for schools in our circuit. Teams which make it to the top, receive prizes in the form of money, sports outfit or sports equipment (Informant J).

Apart from donating to neighbouring schools, the commercial farmers in the vicinity of the community also annually offer pupils practical Agricultural science lessons. Schools benefit from these learning experiences as one informant confirms:

The learning and teaching of Agriculture has become more meaningful than ever before. Pupils learn practically things which they used to memorize without understanding before. We appreciate this so much (Informant F).
Summary of findings: Business-education involvement within the Dzumeri community mainly takes the form of donations by business enterprise to schools. The donations come in various forms such as, building materials, stationery, learning and teaching equipment, sports equipment, bursaries and transport (cf paragraph 2.7.2).

Apart from donations business people also participate in school governance as parent representatives. To a limited extend big business also support selected subjects such as Agricultural science, Mathematics and Physical science (cf paragraph 2.7.3).

It can be concluded that the relationship between business and school education in the Dzumeri community still reflects many of the characteristics of what Pichler (1992:147) refers to as stage one type of business-education partnership. Miron and Wimpelberg refer to the same type of business-education partnership as Conservative. This stage of involvement is characterised by its passive nature. During this stage, the business partner merely supply its school partner with various resources without any further interaction or follow-up thereafter.

4.3.9.4 Areas of business-education involvement

Upon analysis of the various ways in which businesses worked together with schools in the Dzumeri community, it came to light that four main areas are catered for by the relationships namely: education financing, provision of facilities, school governance and curriculum development.
(a) Education financing

The research has found that although the business sector is already assisting schools through financial donations and bursaries, conditions at the various schools are still far from improving. All the informants want to see more investment from the business sector in view of the enormous role of financing education that both government and parents are confronted with. The following comments confirm:

We lack the necessary equipment and facilities that a normal school cannot do without. The main problem is that we do not have enough money. We rely on the meagre school fees which cannot even begin to address our needs. There is therefore a place for business, especially big business, to come in and assist us, more than they have done up till now (Informant I).

The most common reason cited, by most informants as to why business should invest in schools, was that business needs well-educated people in order to prosper as the following comment indicates:

Business enterprises cannot grow without educated and knowledgeable employees. Therefore it is up to them to help schools in preparing their future employees. This they can do by investing their profits in mainly disadvantaged schools like this one (Informant G).
(b) Provision of facilities

The interviews revealed that donations by the business sector of educational facilities still leaves much to be desired. Most informants felt that big business have not yet exploited their potential to assist schools, as one informant indicated:

Big companies have not yet shown us what they are able to do besides the small items they donate to us annually (Informant D).

The importance of educational facilities cannot be over-emphasized. One informant explained how the provision of facilities could affect the general quality of education as follows:

Better education goes together with better facilities. Education which takes place under a tree is a lot more inferior than education which takes place in a well-equipped classroom environment (Informant E).

(c) School governance.

As pointed out previously, some schools have gained tremendous advantage through the active involvement of business people in their governing bodies. Business people have been found to have brought along not only their resources but also their expertise to boost the school's administration. However it become clear that business people do not
necessarily represent the aspirations of business in their role as school governors. They are mainly elected to represent parents, as one informant noted:

The point of view of business as a sector is not necessarily represented by business people who serve in the governing body. They are more of parents than business representatives (Informant G).

It was the suggestion of most informants that businesses should be represented in the school governing bodies, to ensure that their perspective is considered when decisions are taken with regard to the kind of education that schools should offer.

Much as business has important contributions to make to crime prevention and economic growth in the country, they should also be involved in decision making in issues such as the kind of curriculum schools should follow... (Informant C).

(d) Curriculum development

The general perception among all the informants is that local small and medium-sized businesses have very little if any influence on the type of subjects that are taught at school. One informant gives the reason:
The problem is that education remains something which is school-bound. People outside the school do not see themselves qualified enough to influence the curriculum of the school (Informant C).

On the part of big business however, there is a deliberate effort to promote certain selected subjects which are deemed to be of great significance in the workplace:

Companies are ready to support, both financially and materially, pupils who understand Mathematics and Science. This tells us that we must pay special attention to these subjects at school. (Informant A).

(e) Other areas of concern.

It became evident from the collected data that very little is happening between schools and the world of business with regard to career education, in-service training of teachers and the elimination of illiteracy within the communities.

With regard to career education the following comments were common:

Career guidance remains the most neglected subject. Being a non-examination subject very little is happening during guidance periods... they are almost free periods (Informant D).
We have never had anyone from the business sector who visited our school to advice pupils on their future careers (Informant J).

In-service training of teacher is yet another area which received little attention from the private sector in schools. The general understanding among informants is that in-service training of teachers is the sole role of government:

What we know is that the department is directly responsible for organizing and conducting courses for practising teachers (Informant A).

The question of fighting illiteracy among especially adults in the communities is not supported by business in the most direct and visible way. The reason mostly cited by the informants is that:

Some of the local business people are themselves either completely or partially illiterate (Informant E).

**Summary of findings:** There are at least four main areas in which the business sector and schools in the Dzumeri area interact namely: assisting schools financially; donating to schools educational, sporting and other facilities; participation by business people in school governance and assisting schools by supporting selected subjects.
The research has revealed that very little if anything is happening between business and the schools in the areas of preparing pupils for their future career, the provision of in-service training of teachers and the elimination of illiteracy in the community. The government is still largely if not wholly responsible for the latter aspects.

4.3.9.5 Motives underlying business-education involvement

According to the perception of the various informants, two main motives underlie the active involvement of business in education namely; social responsibility and the profit motive.

(a) Social responsibility

To a longer extent big business take it as their social obligation to plough back their profits to the communities that support them. This category of the business sector does not expect to benefit directly when they make contributions to the various educational institutions, as one informant argues.

Big business have a better understanding of their role in the community. Thus they are not pushed to assist schools, they do it voluntarily and with great understanding (Informant F).

With regard to local businesses most informants still feel that their social role still leaves much to be desired.
It will take time before local business people realize that they have an important social role to play in the community (Informant C).

(b) The profit-motive.

In the first place, it has come to light from the research, that there are business enterprises especially among big business, which are using schools as cheap agents to advertise their products, thus increasing their profit margins as the following comment confirms:

One furniture shop in our nearest town promised to donate a small amount of money to the school as long as our pupils could be used to distribute the shop's advertisement pamphlets to the community (Informant B).

Secondly, local businesses are prepared to assist schools on condition that they reap, in the most direct way, some financial benefit from the relationship. Comments such as the following support the above assertion:

Eversince he got the tender to supply us with food for our feeding scheme, our local shopkeeper, has shown greater interest in assisting us financial and otherwise, unlike before (Informant D).

Summary of findings: Two main motives underly the involvement of business people in education. Firstly, by origin all business enterprises are
profit-orientated (cf paragraph 2.6.2). The involvement of business people in education is therefore seen as a way of increasing profit by business enterprises. Schools are therefore used as advertisement agencies or as a source of direct income during the process of business-education involvement.

Secondly, corporate social responsibility is perceived as one of the motive that underlies the involvement of especially big business in education (of paragraph 2.6.2). This is so because big business are generally regarded to be knowledgeable and understanding of the kind of responsibilities they are required to fulfill in society, unlike their small business counterparts.

4.3.9.6 Problems that hinder business-education involvement

Upon thorough analysis of the collected data it became apparent that there are six basic problems that obstructs effective business-education links in the researched community. The first problem is the general reluctancy on the part of schools. Most informants agreed that the schools which they represented did not always take the necessary initiative:

Largely we as a school are to blame for lack of effective partnership with the business sector. We just don't take the necessary initiatives... some business people go to an extent of inviting us to work with them but we are just neglecting the golden opportunities (Informant H).
The second obstacle is poverty. Most informants indicated that the majority of the locally based businesses yield very little profits and as a result businesses have very little to invest in education.

Judging by the general standard of living of people in this community and the number of employed people, it is evident that there are very few viable businesses in our community. Most owners of the businesses live from hand to mouth (Informant F).

The third problem relates to the profit-motive as one of the underlying reason behind business involvement with schools. It was found that business people tend to dismiss any interaction with schools as long as they do not see how they are going to benefit from such an interaction. According to one informant:

The most common way of dismissing requests for donations used by business people is by simply telling you that "the manager is not in" (Informant C).

The fourth obstacle concerns the community's situatedness. The fact that the research area is situated far from the commercial centres where the most viable businesses are located, militates against the establishment of effective business-education links. It became apparent during the research that it is the policy of most business enterprises to assist only those schools which are in the immediate surroundings, within a certain well-defined radius. The following observation confirms:
You are likely to be told: "We don't work with schools as far as your area. We can only help schools in the neighbouring communities" (Informant F).

The final problem is the lack of effective communication between the business sector and schools. Most informants alluded to the fact that there are no open communication channels between business enterprises and schools:

We do not have a telephone, not to mention other modern means of communication such as fax machines. We mainly rely on writing letters. I can tell you that a letter is not an effective means of communicating with people who do not know you or your school. It is very easy for business people to disregard your letter, especially when you are asking for a donation (Informant B).

Summary of findings: Six obstacles that stand on the way of effective and sustainable business-education involvement have been identified by the investigations namely, the general lack of initiative on the part of schools, the low level of performance by locally-based business enterprises, business' profit-motive, the community's location in relation to main commercial centres and the inefficient communication between business and schools (cf paragraph 2.8.3).
4.3.9.7 The envisaged role of business in education

It was established from the collected data that all informants see the business sector fulfilling an important role in the provision of modern educational facilities in future:

It will obviously take a long time before all schools are furnished with the necessary facilities if government does not get assistance from the business sector. We would like to see business people supporting schools by donating to them equipment such as computers, overhead projectors, televisions, radios, photostatic machines, you name them (Informant E).

It was also established that schools expect the business sector to play a role in the promotion of the most wanted subjects namely; Mathematics and Physical science:

Because of the high failure rate and the general scarcity of these subjects (i.e. Maths and Science) we need business to come in and assist schools. Schools need laboratories which are well-supplied with the necessary Science equipment. Business can also donate to schools other effective teaching and learning aids which can make the learning and teaching of these subjects simple and interesting (Informant F).
It was however found that even if business people were to supply schools with the necessary facilities and equipment these would not help without proper accommodation. Schools are still in dire need of more classrooms, as one informant explained:

Our main concern is the shortage of classrooms. If the business people could work closely with communities and government, assisting them in the construction of more classes, it could be an excellent idea. Look now we have just bought a very beautiful set of books for our sub A's but they can't use them, precisely because they do not have desks to sit on or a roof over their heads (Informant J).

**Summary of findings:** The most urgent role that business is expected to play, according to all informants, is in the provision of classrooms. The provision of modern educational facilities by business is seen as a secondary function because without proper accommodation facilities cannot be put to proper and effective use. Schools therefore see the future role of business in terms of their most pressing and immediate needs.

**4.4 Conclusion**

The foregoing chapter has succeeded in providing firstly, the main characteristics of the qualitative research which is the method used to gather data for the present research. Secondly, the research design was
presented in detail. Thirdly, the findings of the qualitative research were discussed. In the process use was made of extracts from the recorded data. Finally, under each topic a summary of the major findings were also presented.
CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

The ensuing chapter seeks to conclude the study by providing a synthesis of the different chapters. Brief summaries of the aims of study, the literature study and the empirical study will be provided. Only the main points under each heading will be highlighted.

Important conclusions based on the empirical study will also be given. It is on the basis of these conclusions that the recommendations will be made. It is intended to make the recommendations that will be of practical significance not only to the area researched, but also to the country at large. To close the chapter, other related research topics will be suggested for further investigation.

5.2 Summary

5.2.1 Aims of the study

As indicated in chapter 1 (cf paragraph 1.3), the study was intended to achieve three main objectives, namely;

- To explore in general, the role of the community in the education of the youth and the specific role of the business sector in rural education upliftment.
To investigate business-education involvement in two highly developed countries of the world namely: America and Britain, and to relate these countries' achievements with the emerging education policies in South Africa.

To conduct a qualitative study in schools within the Dzumeri area in order to determine how and to what extent the business sector is involved with local schools.

**5.2.2 Literature study**

The second chapter sought to investigate through literature study, the role of the community in education upliftment. The concept community was investigated and defined. It was concluded that the community is a complex structure which is composed of people, groups, organisations and institutions which do not only share common factors but also interact with one another (cf paragraph 2.2).

Two types of communities were distinguished: the primitive and the modern communities. Unlike the primitive community, the modern community was found to be highly integrated, institutionalized and differentiated. It is therefore, in the modern community where interaction and interdependence among individuals, institutions and organisations is possible (cf paragraph 2.3).

The functionalists' view of the concept community was adopted. According to the functionalists the community is a system composed of
interaction parts. Social institutions such as the church, the school, the state, business etc; are parts of the system (community) which interact with one another (cf paragraph 2.4).

The concept community-education involvement was investigated. Community-education involvement was found to be any interaction between some elements or parts of the community and those of education thus, enabling the exchange of resources for the benefit of both the community and the school (cf paragraph 2.5.1; 2.5.2).

Upon analysis of the concept education system it came to light that an education system is a complex structure made of other social structures. Social structures with vested interest in education, which are parts of the education system, were indentified (cf paragraph 2.5.3)

The different educational role of each of the following social institutions were discussed:

- the church (paragraph 2.5.3.1);
- the state (paragraph 2.5.3.2); and
- the family (paragraph 2.5.3.3).

The role of the business sector in education as the major thrust of the study, was dealt with under the various headings as follows:
An historical overview of the involvement of the business sector in education over the years was given (cf paragraph 2.6.1).

The various motives (reasons) that underlie the active involvement of employers in education were investigated (cf paragraph 2.6.2).

The concept business-education partnership was explored (cf paragraph 2.6.3).

The requirements for a successful business-education partnership were highlighted (cf paragraph 2.6.4).

The different types of partnerships were discussed according to the following categories:

- membership (cf paragraph 2.6.5.1);
- relationship (cf paragraph 2.6.5.2); and
- legal status (cf paragraph 2.6.5.3).

The different forms of business-education involvement were discussed (cf paragraph 2.6.6).

Six areas of business-education involvement were identified and investigated namely:

- school governance and administration (cf paragraph 2.7.1);
- education financing and the provision of educational facilities (cf paragraph 2.7.2);
- curriculum development (cf paragraph 2.7.3);
- career education (cf paragraph 2.7.4); and
- in-service training for teachers (cf paragraph 2.7.5); and
- elimination of illiteracy (cf paragraph 2.7.6).
Barriers that hinder business-education involvement were identified. In particular, the following problems were discussed namely:

- the conflicting aims and motives of the school and the business enterprise (cf paragraph 2.8.1);
- bureaucracy (cf paragraph 2.8.2);
- the failure to communicate (cf paragraph 2.8.3);
- fear (cf paragraph 2.8.4);
- prejudice (cf paragraph 2.8.5); and
- mutual distrust (cf paragraph 2.8.6).

Chapter 3 focused on the development, growth and manifestations of business-education activities in both the United States of America and Britain.

- The historical overview of education in both countries has shown that preparing pupils for work has been an integral part of the goal of education through the centuries (cf paragraph 3.2.1; 3.6.1).
- The impact of the industrial revolution of the 18th and the 19th centuries, in the vocationalization of education is notable in both countries (cf paragraph 3.2.1; 3.6.1).
- The active role of big business in education restructuring in both countries, has been noted as salient characteristic of the twentieth century with much progress being achieved since the early 1980's (cf paragraphs 3.2.2; 3.6.2).
Two basic motives for business-education involvement in both countries were identified namely:

- to save the countries from the imminent economic risk (cf paragraphs 3.3.1; 3.7.1); and
- the pressing need to effect improvements in the quality of education (cf paragraphs 3.3.2; 3.7.2).

Selected examples of partnerships between corporations, labour unions, governments and schools were cited in both the two countries (cf paragraphs 3.4; 3.8).

Important policy proposal regarding the potential role of the business sector in education in the South African context and the implication for the country were discussed (cf paragraph 3.9) Relevant issues from the following policy proposal documents were highlighted namely:

- The HSRC's report on education provision in South Africa (the De Lange Commission's report) (cf paragraph 3.9.2.1);
- The DNE's Education Renewal Strategy (cf paragraph 3.9.2.2);
- The NECC's National Education Policy Investigation report (cf paragraph 3.9.2.3);
- The ANC's Reconstruction and Development Programme as well as its Policy Framework for Education and Training (cf paragraph 3.9.2.4); and

Lessons for South Africa, taken from the experiences of both Britain and America, were highlighted (cf paragraph 3.9.4).

Chapter 4 gives a report of the qualitative study conducted in the Dzumeri area to explore the role of the business sector in school education.

- A brief investigation of the characteristics of the qualitative research, as a research method used during the study, was undertaken (cf paragraphs 4.2.2; 4.2.3).
- A detailed research design was presented (cf paragraphs 4.3.1 - 4.3.8).
- Data were presented and analyzed according to six themes namely:
  - the types and educational roles of various stakeholders in education (cf paragraph 4.3.9.1);
  - the different forms of business-education involvement (cf paragraph 4.9.3);
  - the areas of involvement (cf paragraph 4.3.9.3);
  - the motives behind business involvement (cf paragraphs 4.3.9.4);
  - the problems that hinder effective business-education involvement (cf paragraph 4.3.9.5); and
the envisaged future role of business in education upliftment (cf paragraph 4.3.9.6).

Under each theme a brief summary of the major findings was provided (cf paragraphs 4.3.9.1 - 4.3.9.6).

5.3 Conclusions

After a thorough scrutiny of the literature study and the research results, the following general conclusions were arrived at:

- The community through its various institutions has a crucial role to play in education.
- Each and every community institution has a specific role to play with regard to the education of the youth in the community.
- The nature and extent of involvement relate directly to the particular community institution's abilities, expertise and level of sophistication.
- Traditional education stakeholders such as the church, parents, and the state remain the most dominant institutions which show vested interest in school education.
- The business sector is increasingly making some meaningful contributions to education in many countries since the 1970s.
- The main motives that prompt the business community to get involved with education are both to render their social responsibility and to save their countries' economies from foreign competition.
The areas that are catered for by a business-education partnership in a given context, revolves around the immediate needs and priorities of the interacting partners. However donations remain the most common forms of contributions that business makes to education.

Directly or indirectly, both the school and the business enterprise seek to benefit from the partnership they may be involved in.

Business-education partnership has a great potential as a future solution to the country's education provision problems. But this potential remains largely unexploited.

Without proper co-ordination business-education partnership occur on an ad hoc basis which could render the relationship less effective and unsustainable.

The government, through its education department has a role to play in encouraging business-education partnership, mainly through formulating enabling and business-friendly policies.

It has also come to light from the research that business-education partnership in the South African rural context, faces serious challenges. The following are some of the challenges which became apparent during the research:

There is a great and urgent need for initiators of business-education partnership activities in particular at school level.
There is a need for an organisational structure which must be put in place to co-ordinate business-education activities at local, provincial, and national levels.

Small and medium-sized business enterprises usually lack the necessary capacity to assist schools in the areas of curriculum development, in-service training of teachers, school management and literacy projects. So there is a need for capacity building to ensure that all forms of business enterprises make contributions in these and other areas.

The business sector has not yet shown its commitment to rural education upliftment by making either some substantial financial or material investments to rural education.

5.4 Recommendations

The business sector as part of the community has a crucial role to play in education upliftment, moreso in the South African rural context where schools are confronted with serious problems of an acute shortage of basic educational facilities. The advent of democracy has created conditions conductive for community participation in education as evident in most education policy statements (cf paragraph 3.9.2). In the light of the potential role of the business sector in education upliftment the following recommendations are put forward:
5.4.1 The aim of business involvement

It is recommended that the whole aim of business-education involvement should be consistent with the aims and objectives of the Reconstruction and Development Programme (cf ANC 1994a:4-2). Business-education involvement should therefore be:

- aimed at developing the future human resource base in accordance with the future socio-economic needs of the country;
- community-driven to ensure that the realization of the goals of business-education involvement activities benefit the whole community;
- intended to redress the imbalances in the provision of education created by the Apartheid policies, thus narrowing the gap between traditionally white and black schools as well as between urban and rural schools; and
- an integrated, comprehensive and sustainable endeavour.

5.4.2 Administrative structures

It is recommended that business-education involvement should be well-administered and well-co-ordinated. Three administrative levels are proposed, namely; the national, provincial and local levels.

- At national level, the National Department of Education must be responsible for the formulation of the general policy guidelines
regarding the role of business in school education. The same department must also help to encourage in particular, big business to take part in the partnership activities. Incentives, such as tax relief could be granted to participating businesses. The role of the National Department of Education should therefore be to create a conducive atmosphere for business-education involvement to thrive.

At provincial level, the provincial department of education must be responsible for the administration and regulation of business-education involvement activities in accordance with the national policy guidelines. The provincial task force must be appointed to execute the latter functions. Such a task force must act as a bridge between big business and individual schools. The task force must therefore ensure that the most needy schools benefits the most.

At the local or school level the governing body of the school must be responsible for the actual implementation of the partnership activities. The governing body of the school should decide on the kind of assistance the school requires from the business sector, depending on the particular circumstance pertaining to that particular school. It is also recommended that the governing bodies of the schools in consultation with other stakeholders in the community, could initiate partnership activities directly with the businesses in their respective local communities as long as the national policy guidelines are adhered to.
5.4.3 Areas of involvement

Given the substantial powers allocated to the governing bodies of school such as the powers to decided on the curriculum of the school, to raise funds and to develop the mission and goals of the school (RSA, Department of Education 1996:10-11) it is recommended that:

- Schools must decide the areas in which they require the involvement of the business sector. The role of the provincial department of education will be to supply all the schools with the necessary information relating to those big businesses which are ready to work with schools. Schools could then liaise with the provincial task force on business-education involvement for the finalisation of the partnership processes.

5.4.4 Forms of involvement

- It is recommended that business-education involvement should assume as many forms as possible as long as the relevant guidelines are adhered to. The following examples are put forward as possible forms of involvement:

- financing students which show an interest and ability in Mathematics and Science. Such financial assistance could take the form of bursaries or merit awards.
supplying the needy schools with modern equipment and other facilities to boost the quality of teaching and learning. Money could also be donated for the erection of classrooms, laboratories and other special buildings where such needs exist.

- constant visits to companies and other business enterprises by pupils in order to gain experience the working world as well as the kind of skills required in the workplace, could be arranged. Visits by company employees and executives to school for career advice sessions could also be arranged.

- co-opting people from the business sector to serve on the governing bodies of schools and tapping from these people the managerial skills used in the business environment to assist in the effective management of schools.

- financing literacy projects by business to help uplift the literacy levels among the rural populace, and in particular among the rural women.

- assisting practising teacher, through in-service training courses, to understand the needs and expectations of the world of work.

- motivating both the teachers and pupils through constant contact between the school and business leaders, to appreciate the relationship that holds between the school curriculum and the needs of the country's economy.

- where feasible companies may be allowed to adopt selected schools. Specific curricular objectives, which must be a
product of consultation between business, government and the community, must be laid down and adhered to. Such schools could target areas such as Computer literacy, Technology Mathematics and Science.

5.4.5 Keys to successful business-education involvement

To ensure success it is recommended that:

- a well co-ordinated and well-funded information campaign by government and business should be initiated. The campaign should be aimed at informing all communities on the crucial role that the business sector could play in the country's education restructuring process. Both the social and economic implications should be made clear, not only to key persons such as school principals and company executives, but also to ordinary citizens.

- effective communication between the schools, government, business and the community at large should be maintained.

- all the involved partners must be made to feel important. No one partner should claim to be more indispensable than another.

- business-education involvement should be seen as the opportunity for each partner to make available its unique expertise and skills for the benefit of all.

- it must be the conviction of all partners involved, that the future of
the South African child and the socio-economic welfare of the country take precedence over an individual partner's sectional and limited goals.

5.5 Suggested topics for further study

Two topics are suggested for further research:

5.5.1 The role of the business sector in post-school education and training

In view of the evergrowing demand for well-trained and skilled workforce in the South African workplace, it is of utmost importance that education beyond the school level should:

- be geared towards the economic demands of the country;
- be accessible to the historically marginalized majority; and
- provide a solution to the country's unemployment problem by emphasizing self-employment skills.

In order to meet the above challenges post-school education and training needs to be restructured. The question that needs to be answered is: What is the role of the business sector in the restructuring of post-school education and training in South Africa?
5.5.2 What the business sector demand from school education?

As alluded to in the literature study, the business sector expect the school to deliver certain types of products that will suit the needs of the workplace (cf paragraph 2.7.2). The economic prosperity of a country is in the hands of its school-going youth - the future employers and employees. This places a great responsibility on the present employers to come out clear on their expectations of schools. Schools must know what is expected of them by the employers. The business sector must therefore clearly indicate the kind of pupils schools must produce with respect to all spheres of life namely; academical, intellectual, spiritual, social, emotional, aesthetical, historical and otherwise.

5.6 Conclusion

The study has attempted to highlight an evolving concept of business-education partnership both nationally and internationally. The study was conducted with a conviction that there is some interaction between community institutions even in the most rural parts of the country. The research hoped to explore and bring to light some of the unique manifestations of business-education involvement in a rural context. Both the literature study and the qualitative study confirmed that the business sector has a crucial role to play in education. With proper co-ordination and dedication among the relevant stakeholders, it can be safely concluded that the business sector has great potential to change the ailing education system in South Africa for the better.
BIBLIOGRAPHY


3. ANC see African National Congress.


30. CBI see Confederation of British Industry.


32. CERI see Centre for Education Research and Innovation.


73. HSRC see Human Sciences Research Council.


116. NECC see National Education Co-ordinating Committee.


134. RSA see Republic of South Africa.


Appendix A

Interview guide

Theme 1: Education stakeholders

1.1 Which local community institutions show an interest in the activities of the school?
1.2 In what way do these institutions interact with your school?

Theme 2: Forms of business involvement

2.1 Which particular role is the business sector playing in your school?
2.2 Enumerate some examples of business involvement with your school in the past?
2.3 How is your school presently involved with the business sector?

Theme 3: Areas of involvement

3.1 In which of the following areas would you say business-education partnership activities are targeted and how?

   a. Education financing
   b. Provision of facilities
c. Career education
d. Literacy
e. In-service training of teachers
f. School governance and management
g. Curriculum development

Theme 4: Motives of involvement

4.1 According your view, what motivates the business sector to get involved with your school?
4.2 Can you provide reasons for your answer?

Theme 5: Future role of business

5.1 What role would you like to see the business sector play in future at your school?
5.2 How do you see the business sector providing solutions to some of the problems at your school in the future?

Theme 6: Problems confronting business-education involvement

6.1 Which problems hinder the success of business-education partnership in your school?
6.2 How do these problems hinder the partnership process?