
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

A thorough understanding the practises of apartheid during the era before April 1994, results in the observation would assume that even after 1994, most South Africans still encounter racism, which automatically and unintentionally exists in multicultural secondary schools.

In terms of the new dispensation in 1994, South Africa became a multicultured country which practises non-racism, non-sexism as well as non-discrimination. The best driving route in practising non-racism is through multicultural education whereby school policies would be drawn up and practised to ensure sustainable and democratic non-discriminatory education. Richard (2003:15) says; "Multicultural education is the popular term to describe education policies and practises that recognise, accept and affirm human differences and similarities related to gender, race, handicap and class."

The study revolves around the influence of multicultural situations inside and outside the classrooms on learner - educator interaction. Considering multicultural education in a new South Africa, one has to consider a curriculum which satisfies the needs of all learners and those of the societies from which the learners come. Thus, Foster (1990:38) clearly states that multicultural education is "a whole curriculum which also involves an attitude to life." This would include the attitude of educators, learners and also the rest of the community including the parental community, the broader community and official role players like the state and departments of education. If a learner comes to school with a positive attitude towards learning and acquiring knowledge and skills, and if the parental