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LIST OF THE PEOPLE WHO WERE INTERVIEWED

- J.R. Swartland, Deputy Permanent Secretary of Education in Botswana;
- H. Philips, Chief Education Officer for Curriculum Development and Evaluation in Botswana;
- Christel C. Bodenstein, Education Officer for elementary education in Bophuthatswana;
- J.E. Mantswe, Circuit Education Officer in the *Thlabane* Circuit in Bophuthatswana;
- I.S. Mfundisi, Education Officer in the Ga-Rankuwa circuit in Bophuthatswana;
- G. Majatladi, Circuit Education Officer in charge of high schools, at the head quarters of the Ministry of Education in Bophuthatswana; and
- T. Vanqa, Senior lecturer in Education, University of Botswana.

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APPENDIX I

QUESTION SCHEDULE - BOPHUTHATSWANA

1. How does the ideal of *popagano* relate to educational practice?
2. Does the absence of a planning section in the Ministry of Education not encourage academic downtrends?
3. How does the political philosophy of the people of Bophuthatswana relate to the educational practice?
4. How do financial grants that Bophuthatswana receive from the Republic of South Africa affect educational expansion in your country?
5. It is clear from statistics in annual reports of the Ministry of Education that the number of under-qualified teachers is legion in your schools. Is this situation responsible for the academic wanes which are increasingly becoming evident in your system of education?
6. Statistics in annual reports of the Department of Education reveal that there is still an acute shortage of classrooms in some places in the Ga-Rankuwa inspection circuit. How does the department hope to ease this situation?
7. According to the pronouncements of most of the officials of the Department of Education, primary school education has improved remarkably over the past few years. How does this improvement affect provision of secondary school education?
8. Which considerations have been taken into account when planning a middle school curriculum?
9. Which subjects have been included in the curriculum of the middle school?

10. Venture an opinion on the weight of Religious Education in your school.
11. So far there is stability in your schools when schools in the Republic of South Africa are going through all kinds of problems ranging from political to social and educational. Could you explain why there is stability in your schools?
12. Which yardstick is used when promoting Inspectors of Education and other officials of the department?
13. How does the fragmented nature of your country affect administration of education?

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APPENDIX 2

QUESTION SCHEDULE - BOTSWANA

1. How does the ideal of *Kagisano* relate to educational practice?
2. How do the effects of the colonial neglect in terms of education affect provision of education in your country?
3. Does the size of your country affect educational administration?
If yes, explain.
4. How does population density affect the provision of education?
5. How does the fact that the rural Tswanas have three homes affect provision of education in this country?
6. How does the spirit of localization relate to educational provision and planning?
7. How does the fact that your pupils have to write a type of matric designed in England affect your teacher training?
8. Is it not yet time to extend the duration of teacher training to four years?
9. How does the poor economy of the country relate to educational provision?
10. How does the tremendous rate at which urbanization is taking place in your country relate to provision of educational facilities?
11. How does the movement of people from rural areas to urban areas affect education planning here?