

CHAPTER 4

THE EDUCATIONAL SYSTEM OF BOTSWANA

4.1 INTRODUCTION

With Botswana being a former British colony, it stands to reason that many spheres of life in Botswana will still bear the stamp of British influence.

The educational system of Botswana in this chapter will be discussed under the following headings: Educational legislation, control of education, the school system, ancillary services and the supplementary services. Before giving an exposition of the educational system the following issues which facilitate the understanding of the educational system of any country will be looked into: the geographical position of Botswana, climate, population, culture and the historical background of education in the country in question.

4.2 THE GEOGRAPHICAL POSITION OF BOTSWANA

Botswana is situated in the heart of Southern Africa. On the South and South-East are borders with the Republic of South Africa, Namibia on the West, Zambia in the North and Zimbabwe on the North-East (Thebenala, 1982:1). Botswana is, a fairly big country with an area of 582 000 km², about the size of Kenya or France (Mautle, 1983:33; Thebenala, 1982:1). Botswana is divided into two ecological zones, viz. the Eastern Hard Veld, which is a gently undulating sandy plain

and which is also bisected by a developed drainage system and the Kgalagadi Sand Veld zone which covers 75 percent of the land surface area of the western portion of the country (Kwerepe, 1983:2).

The fact that the greater part of Botswana is sandy points to spatiality which is likely to affect the provision of education. This phenomenon will become clear in the course of this study.

Map 4.1 (see p.153)

4.3 THE CLIMATE

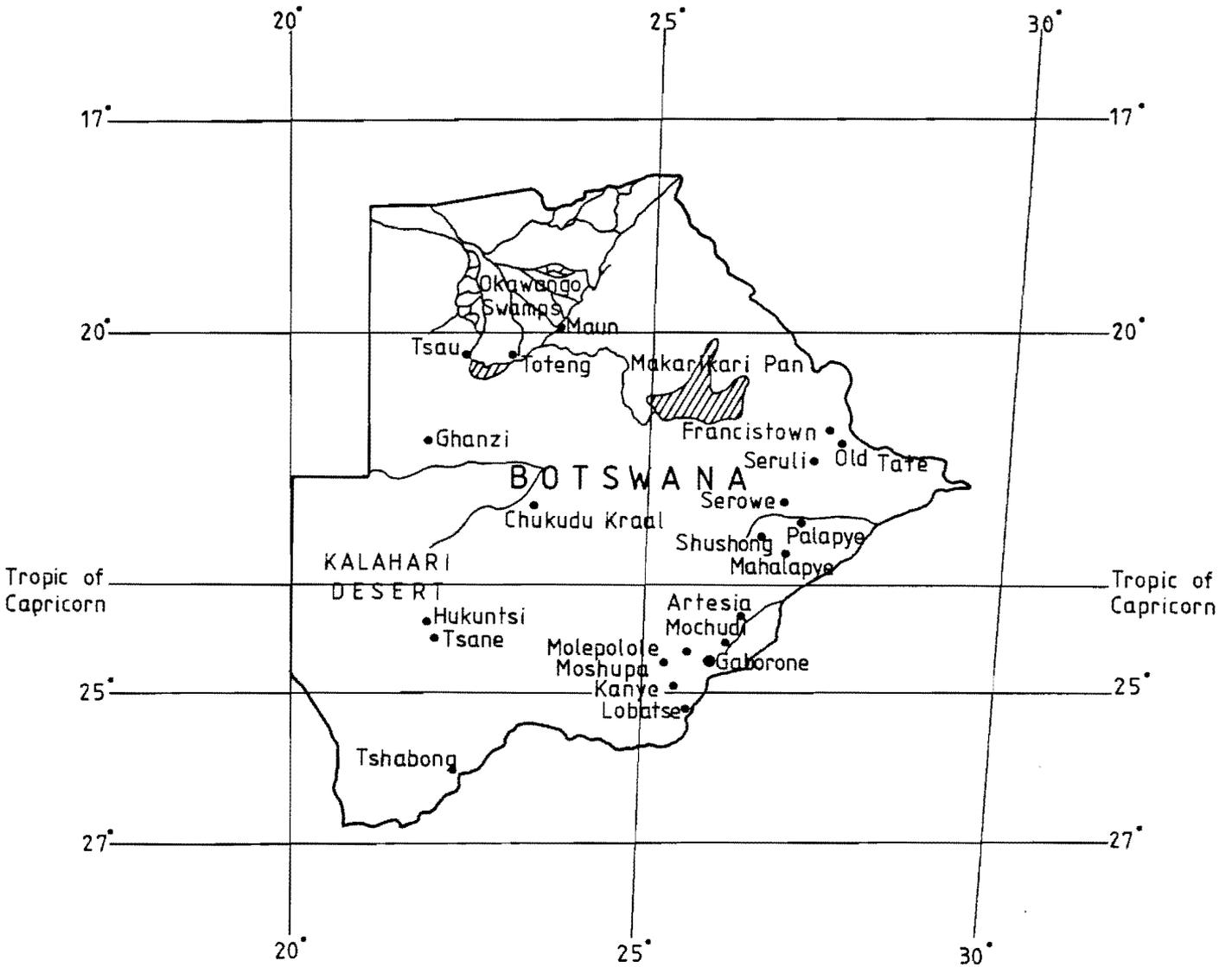
Climatic conditions and their associated natural vegetation vary from dry to sub-tropical (Barclays Bank, 1978:1; Mautle, 1983:33; Kgosidintsi, 1978:2). Botswana is a semi-arid region which is characterised by insufficient rainfall in amount and distribution (Kwerepe, 1983:1).

The mean annual amounts range from 673 mm in the north to 275 mm in the south-west portion of the country which is more arid. The rainfall season coincides with the summer season and as a result the daily evaporation rates may reach 7,5 mm per day and transpiration rates of 5,5 mm per day may occur (Kwerepe, 1983:1). The hot summers with temperatures reaching 37,8°C are generally tempered by prevailing north-easterly breezes (Barclays Bank International, 1971:4).

4.4 THE PEOPLES OF BOTSWANA

The peoples of Botswana are called Batswana and their language is called

MAP 4.1 BOTSWANA

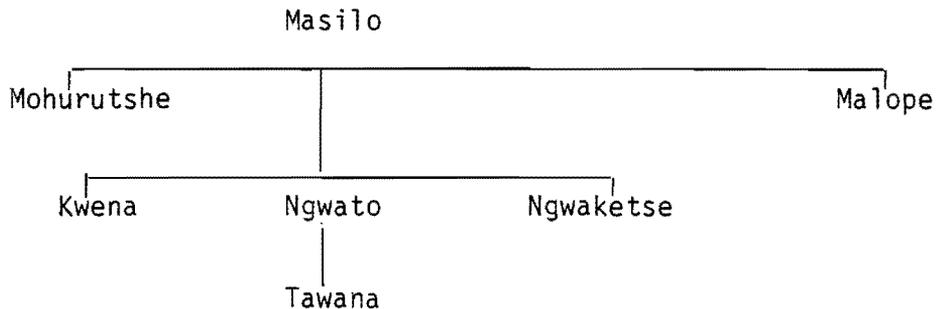


Setswana (Thebenala, 1982:2). The people of Botswana are to a very large extent one ethnic group (Mautle, 1983:36).

The origin of the Tswana tribes can be ascribed to family problems in the course of which the sons of the same father broke away from the parent stem and attracted tribal followers to settle in the other parts of the country and the name of the tribe was designated from the leader (Thebenala, 1982:2).

Figure 4.1 demonstrates how the sons of a parent broke away from the parent stem.

Figure 4.1 *How the sons of a parent broke away from the parent stem*
(Thebenala, 1982:2)



From the above figure it becomes clear that *Masilo* is the main ancestor of the Tswanas and his sons were *Mohurutshe* and *Malope*. The *Bahurutshe* tribe which is presently living near Zeerust is named after *Mohurutshe*, the *Bakwena* tribe in Molepolole after *Kwena*, the *Bangwato* tribe after *Ngwato*, the *Bangwaketse* tribe in Kanye after *Ngwaketse* and the *Batawana* after *Tawana*.

The Tswanas trace their ancestry to around 1350 at the time of *Mogale*. However, some of the Tswanas look upon *Masilo* as being their ancestor (Campbell, 1979:43; Thebenala, 1982:2).

The people of Botswana are divided into eight major tribes, namely, *Bangwato*, *Bakgatla*, *Bakwena*, *Bangwaketse*, *Batawana*, *Bamalete*, *Batlokwa* and *Barolong* (Barclays Bank International 1971:7; Thebenala, 1982:2).

In addition to the major tribes referred to above the following smaller groups of people also live in Botswana: *Lilima*, *Yei*, *Mbukushu*, *Subiya*, *Herero*, *Kgalagadi*, *Kalanga*, *Lala*, *Bushmen* and *Whites* (Campbell, 1979: 58-79; Botswana, Pitse ya Naga, 1981:9-16; Hartland-Thunberg, 1978:1; Mautle, 1983:36; Thebenala, 1982:2). These smaller groups together form 20 percent of the total population (Mautle, 1983:36).

In 1978 the population of Botswana was 770 000 (Campbell, 1979:41).

In 1981 the *de jure* and *de facto* population of Botswana were respectively 912 000 and 887 000 (Mautle, 1983:37).

The other population groups which are not Tswanas by birth have the same political rights with the Tswanas in Botswana - in other words whether by birth or by affiliation the citizens have the same rights. Khama (1965:10) asserts that

"the Batswana, Europeans, Asians and Bushmen citizens of this country will have equal rights for electing the country's government".

4.5 THE CULTURE OF THE TSWANAS

4.5.1 INTRODUCTION

Culture affects the life of man on all fronts. Heyns (1983:7) declares that

"Kultuur raak die lewe van die mens op alle terreine op so 'n wyse dat die lewe daarsonder, indien nie onmoontlik nie, dan wel sinloos sou wees".

An attempt has been made in paragraph 3.6.1 of this study to describe culture. It is, however, fitting to see how other authors describe culture. Malherbe (1977:14) defines culture as follows:

"Kultuur is alles van grondbewerking tot skeepvaart, van Jabul se siter en fluit tot die magistrale oratoriums van Handel; van die minneliedjie tot die grootste letterkundige verbeelding van Dante en Shakespeare; en van die kennis van bome te snoei tot die fynste biologiese ondersoek in die laboratorium, van die familiehoof se beslegting van 'n geskil tot die wydste regbank van ons tyd; van die nederigste hut tot Windsor Castle; van Abram se klipaltaar tot die Gotiese Domkerk".

The traditional African culture, which has to a very large extent been eroded by the Western culture, gave the Tswanas sound foundation in their environment. Boateng (1979:14) correctly contends that

"In Western cultures, social scientists agree that the transition from youth to manhood with its sexual ripening, is accompanied with prolonged conflicts marked by varying degrees of frustration, guilt and at times a total break in intergenerational communication. In traditional African societies, secret societies or institution ceremonies helped the African youth to avoid this break in communication and all the attending negative reactions".

The importance of the inclusion of the traditional African culture in education can therefore hardly be over-emphasized.

4.5.2 THE LIFE-PATTERN OF THE RURAL TSWANAS

In paragraph 3.6.2 an attempt has been made to represent the life patterns of the village Tswanas of Bophuthatswana. In the paragraph in question, 3.6.2 it has become clear that the village Tswanas life-style has the following features: the family, the ward, the tribe and tribal council. These patterns are also evident in the lifestyle of the Tswanas of Botswana. Campbell (1979:45) contends in respect of the rural Tswanas of Botswana that the village is split into a number of wards called *dikgotla*. These similarities vindicate the idea that the cultures of Tswanas of Bophuthatswana and of Botswana are to a very large extent similar.

Rural Tswanas of Botswana have three homes: in the village, on the land and at the cattle post. After harvest they live in the village, after the planting period on the land and between the aforementioned seasons

at the cattle post.

Patterns of settlement affect the provision of education. This phenomenon is important because the government must provide schools in every settlement area. The issue of settlement in relation to education is further discussed in paragraph 5.2.7.

4.5.3 THE POLITICAL SYSTEM

The declaration of the protectorate in Botswana was the result of Khama the Great's efforts. Woudstra (1973:16) asserts that

"in 1870 het hoofman Khama van die Bangwato by die Britse regering beskerming teen die boere gevra, wat daartoe glei het dat Betsjoeanaland in 1885 deur Britse magte beset is . . ."

Seretse Khama's own grandfather, Khama the Great, brought about the unification of Setswana-speaking tribes and for this purpose he sought British protection (Anderson, 1979:XVI).

Botswana gained political independence from Britain on 30 September 1966 after 81 years of British rule. It is a multi-party, non-racial and democratic country (Nyerere, 1980:ix; Mautle, 1983:39).

The constitution of Botswana provides for a one-house legislature, the National Assembly (NA) whose members are elected every five years. The Attorney-General is an *ex officio* member of the National Assembly.

The ruling party, viz. the Botswana Democratic Party established a parliamentary government of a multi-party democracy on the following principles:

- * *Puso ya batho ka batho* - Democracy
- * *Ditiro ka tlhabololo* - Development
- * *Boipelego* - Self-Reliance
- * *Popagano ya Setshaba* - Unity (Thebenala, 1982:7).

Botswana is a truly independent African state and its independence is accepted and recognised by all world bodies. Henderson (1974:37) contends that

"Botswana . . . has been granted formal status as a state. Formal status means equal voting rights at the United Nations, and in such bodies as the OAU".

- i For administrative purposes the country is divided into the following districts: North West, Ghanzi, Kgalagadi, Central, North East, Kweneng, Kgatleng, Southern, South East, Francistown, Gaborone and Lobatse (Mazonde, 1983:2).

The political system of government which implies the political philosophy of the people pervades the entire system of education in Botswana especially control and provision of education. This fact is further discussed in paragraph 5.2.4.

4.5.4 THE ECONOMY

One area in which the scars of colonization are evident in Botswana is the economy. Mautle (1983:42) correctly asserts that

"In fact colonization had, as it did in many former colonies, eroded the independent - albeit subsistence economy of Botswana and converted the country into a peripheral labor pool of the South African sub-metropole".

Prior to World War II England did not make any meaningful financial contribution to Botswana because it was thought by England that Botswana would ultimately become part of South Africa (Alverson, 1978:36).

When Botswana became independent it was one of the poorest countries in the world. Young (1966:10) contends that

"Seretse Khama's first government has inherited a frail economy".

By the mid 1960's the economy of Botswana had no infrastructure worth the name, it had only 90 km of tarred roads, no real communications or power network and an unreliable water supply (Hartland-Thunberg, 1978: 5).

Due to poor economy, Botswana had to depend on the Republic of South Africa economically. Dependence of Botswana on the South African transportation system, inter alia, compelled Botswana to sign a customs agreement with the Republic of South Africa establishing the South African Customs Union in the early 1900s (Mautle, 1983:45).

Cattle farming is one of the most important economic assets of Botswana. The distribution of cattle is, however, highly skewed. Half of the rural population of Botswana has no cattle while five percent own about 50 percent of the national herd. In 1974 the poorest rural family had an annual income to or less than P182,00 while the wealthiest have a net income of more than P50,000,00 (Mautle, 1983:48).

The discovery of diamonds and the minerals has substantially contributed to Botswana's economic growth. The economy is likely to affect the provision of educational facilities as well as the expansion of the educational system as a whole. The effect of economy on education is revealed in paragraph 5.2.10.

4.5.5 CURRENCY

South African currency was used in Botswana until 1976. Today Botswana uses her own currency. The Botswana *thebe* may be equated to South African cent and *pula* to rand.

4.5.6 LANGUAGE AND LITERATURE

As indicated in paragraph 4.4 above the people of Botswana speak Setswana. Setswana and English are official languages.

The Tswanas have their own literature even if it is very limited.

Setswana and English play an important role in education as indicated in paragraph 5.2.6.

4.6 HISTORICAL BACKGROUND OF EDUCATION IN BOTSWANA

The development of missionary work and education is closely related in Botswana. The London Missionary Society (LMS) started the first schools in Botswana under the guidance of men such as Moffat, Livingstone and Mackenzie (Smit, 1970:92; Thema, 1947:5; Woudstra, 1973:35).

The Government made the first grant to Native Education only in 1904. For the second half of the nineteenth century and the first decade of the twentieth century the history of education in Botswana is the story of the activities of a number of missionary bodies (Thema, 1947:5).

Up to 1944 there was no secondary education in Botswana and most of the education was provided in the Republic of South Africa. It was not until 1954 that a full secondary course leading to School Matriculation Certificate was introduced in Botswana by some mission schools (Smit, 1970:92).

It is a very sad historical fact that even up to the time of independence the Government had not completed a single secondary school. Khama (1979:98) declares that

"Most important of all the colonial Government failed to recognise the need to educate and train our people so that they could run their own country. Not a single secondary school was completed by the colonial Government during the whole seventy years of British rule. Nor did we inherit any properly equipped institutions for vocational training even at lowest level artisan skills".

In 1953, South Africa concluded an agreement with Botswana that all pupils registered in or prior to 1953 at institutions (Secondary schools and training institutions) in South Africa would be permitted to conclude their studies but that further enrolments would not be accepted as South Africa required all the facilities for its own population groups (Smit, 1970:92-93).

The number of primary schools increased from 229 in 1961 to 280 in 1969 (Smit, 1970:93). In 1967 there were 252 primary schools with a total enrolment of 71 577 pupils of whom a little more than half were girls. This enrolment represented approximately 70 percent of the population of school age. Excluding a few volunteers, there were 1 713 teachers. The pupil-teacher ratio was 42:1 (Botswana, National Development Plan (NDP), 1968:73-53).

It is vividly clear from the foregoing that in as far as the provision of education is concerned, especially secondary school education, independent Botswana started the hard way.

From the above remarks it has become clear that this system of education has not originated in a vacuum but it has its roots in the past, viz. missionary education and the British system of education. The influence of historical development of education on the present system of education is dealt with in paragraph 5.2.3.

4.7 THE EDUCATIONAL SYSTEM

4.7.1 INTRODUCTION

The educational system of Botswana has developed from the British tradition. The British influence on the educational system of Botswana will therefore become evident in the course of this chapter.

The educational system in question will be discussed under the following sub-headings: educational legislation, control of education, the school system, supplementary services and the ancillary services. The reason for this pattern or sub-division is given in paragraph 2.4.

4.7.2 EDUCATIONAL LEGISLATION

4.7.2.1 *Introduction*

Educational legislation gives an educational system legal foundations. Educational legislation also reflects the educational policy of a country. It spells out the rights and privileges of all involved in the practice of education. No system of education can survive without educational legislation.

In Botswana the Ministry of Education through its Permanent Secretary (PS) makes suggestions to the Minister of Education concerning the formation of the laws. The Minister of Education then takes that to Parliament where debates will be conducted on such suggested laws. If the majority should vote for the suggested law, then it becomes a binding law. The Minister of Education then takes it back to the Ministry of Education through the Permanent Secretary (PS) for Education for

implementation (Swartland, 1985).

4.7.2.2 *The Botswana Education Act (Act 40 of 1966)*

Like all other independent states, Botswana after attaining political independence from England in 1966 passed an Educational Act.

The Educational Act of Botswana has the following main elements:

* Part I : Preliminary

In the preliminary phase articles 1 to 2 give definitions of basic concepts to be used in the subsequent articles of the act. The following concepts are, inter alia, defined in this phase: aided schools, area, government school, local council, local government school, manager, owner, post-primary school, primary education, private school, pupil, parent and school.

* Part II : Administration

Articles 3 and 4 of the act among others outline the duties of the Minister of Education and the permanent Secretary for Education respectively. The duties of the Minister of Education and the PS for Education will be discussed in paragraph 4.7.3.1.

The constitutions as well as the duties of the local Education Authorities (LEA) are respectively outlined in articles 5 and 6. The constitution and the duties of LEA will be exposed in paragraph 4.7.3.2.2.

i * Part III : Registration and control of schools

This phase is mainly devoted to the registration of all the schools with the Ministry of Education. In terms of article 13 of the Act in this phase the PS for Education keeps the register of all the schools.

In terms of article 14 of the Act any unregistered school is unlawful and any person who may run a school which is not registered with the Department of Education will be guilty of an offence and liable to a fine of P500 (R500).

* Part IV : Supplementary

In the supplementary phase article 28 of the Act gives any person aggrieved by the PS for Education by turning down his request to register a school the right to appeal to the Minister of Education. The minister's decision will be final in this respect.

It is also essential to state here that the Minister of Education is given powers in terms of article 29 of the Act to publish notices in the Gazette of regulations prescribing any matter. Such regulations may, inter alia, prescribe the following (article 29(2)):

- The conditions of payment of grants and advances on loans;
- the requirements for school buildings, premises and equipment;
- the conditions under which funds raised by local authorities may be expended for such purposes;
- the conditions for the administration of corporal punishment;

- the number and qualifications of personnel required in any school;
- the way in which the supervision of aided schools shall be carried out;
- the conditions for the use of buildings of schools after school hours;
- the manner in which schools will be classified and the naming thereof of the classes or standards or forms into which schools may be divided; and
- the conditions of any examination held by or under the direction of the Ministry and the fees payable in respect of any such examination.

In 1975 the Education Act was amended in terms of the conditions of service of teachers. From 1976 to date teachers in Botswana have been controlled by Unified Teaching Service Act of 1975.

Because of the importance of the Unified Teaching Service (UTS) to the life of teachers the UTS will be fully discussed later in this chapter.

The Education Act point to the legal or judicial functioning of the educational system. The judicial functioning of Botswana education is discussed in paragraph 5.2.20. The Education Act (Act, 40 of 1966) is imbued with the spirit of *Kagisano* (social justice) for example part IV which affords any person aggrieved by the Permanent Secretary a chance to appeal to the Minister of Education.

4.7.3 ORGANISATIONAL STRUCTURE AND CONTROL OF EDUCATION

The concept of control has been outlined in paragraph 3.8.2.1. It is, however, essential to mention here that control of education refers to functionaries who have powers to direct education. In the following exposition of the control of education in Botswana it will become clear that both the state and local community have a say in the control of education.

4.7.3.1 *Central control of education*

Education is centrally controlled by the Ministry of Education. The essential function of the Department of Education as a nodal structure in any system of education is to link the schools with the state.

The political head of the Ministry of Education is the Minister of Education. The following are, in terms of article 3(1) of the Act, the duties of the Minister of Education:

- * Promotion of primary education, post-primary education, educational research and the progressive development of schools.
- * Establishment or disestablishment of schools without prejudice.
- * The minister may in terms of article 25(1) of the Education Act prescribe the fees which shall be charged in any government school, local government school or aided school.
- * In exercising his powers in term of article 25(1) the Minister of Education may prescribe fees for:

- ** the instruction, including instruction in special subjects of the pupils;
 - ** the accommodation, including boarding, provided for pupils;
 - ** special courses of instruction provided for pupils; and
 - ** books and materials supplied to pupils.
- * In prescribing the fees listed immediately above the Minister of Education may:
- ** fix different fees for different categories of persons, pupils or schools;
 - ** prescribe the circumstances in which fees may be refunded or remitted in whole or in part; and
 - ** prescribe the time or date when any fees shall be payable and the person to whom they shall be paid.

The administrative or executive head of the Ministry of Education in Botswana is called a Permanent Secretary. The Permanent Secretary (PS) is in charge of the activities of the Ministry of Education.

In terms of article 4 of the Act the PS shall, subject to the control of the Minister of Education perform all work necessary or incidental to the duties and powers of the minister under this Act, and shall carry out such other functions as are conferred by or under the Act in question.

The following officers are, according to organogram 4.1 also included in the Head Office structure of the Ministry of Education: Chief Education Officers, Secretary for bursaries and a Director of Unified Teaching Service.

Organogram 4.1 demonstrates the organisational structure of the Ministry of Education in Botswana (see p. 171).

4.7.3.2 *Local control of education*

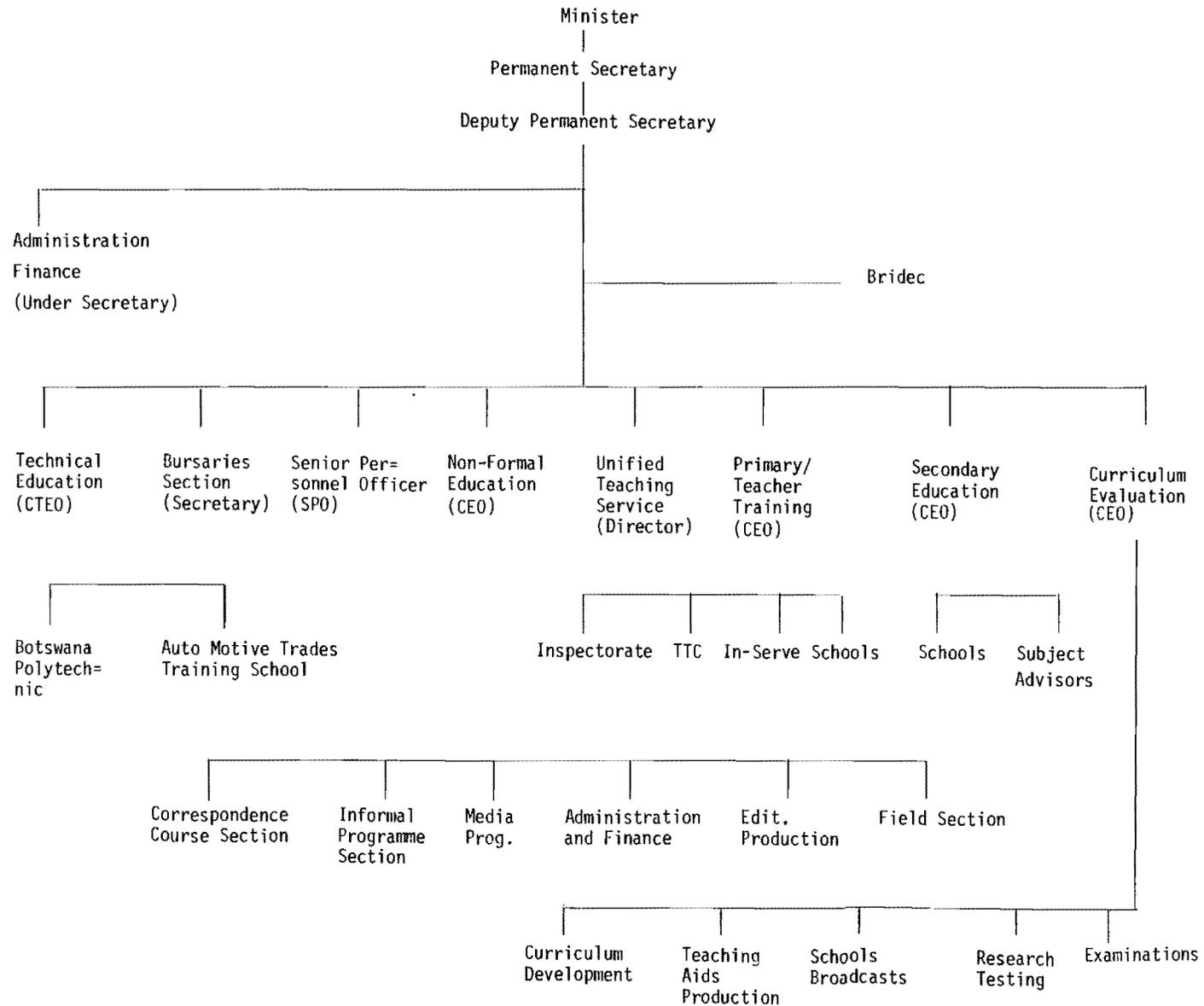
4.7.3.2.1 *Introduction*

Botswana is a truly democratic country. Local participation in the control of education shows the democratic nature of the control of educational affairs in this country. Anderson (1979:xvii) correctly declares that:

"One of the most remarkable features of this country is the very high degree of personal freedom which exists, the extent of political and every kind of tolerance and the continued existence of a formal multi-party political system with different parties putting forward their candidates at general elections held every five years".

Education in Botswana is democratically controlled. The democratic control of education serves as an antidote to evils of many kinds in education (Botswana, 1971:2). Local control of education further ensures greater local participation.

Organogram 4.1 *Organizational structure of the Ministry of Education (Swartland, 1984)*



4.7.3.2.2 *Local education authority (LEA)*

Article 5 of the Education Act accords rights to the establishment of LEA's. It has been stated in paragraph 4.5.3 that Botswana has various District Councils. Every local council is in terms of article 5 of the Education Act the LEA for the area in respect of which it is established.

The major function of the LEA is to provide primary schools' infrastructure, such as classrooms, teachers' quarters and offices. In reality, in performing the duties just mentioned above the councils act as agents of the Ministry of Local Government and Lands (Mautle, 1983:41-43).

4.7.3.2.3 *Board of Governors*

Article 7 of the Botswana Education Act empowers the Minister of Education to establish a Board of Governors for government schools if that is in the interest of any school. The establishment of a Board of Governors for aided schools is spelled out in article 9 of the Education Act.

The Board of Governors control Community Junior Secondary Schools. The membership of the board of Governors is as follows:

- * The Manager;
- * the District Commissioner;
- * the Local Member of Parliament or his nominee; ✓

- * one representative of Local Authority;
- * one member nominated by the Permanent Secretary (PS); and
- * four to seven members chosen by the local community (Swartland, 1984).

4.7.3.2.4 *The School Committees*

The establishment of School Committees for primary government schools in Botswana is legalised by article 10(1-3) of the Education Act.

The following are, according to article 12(1-2), the duties of the School Committee:

- * To advise the school manager on various aspects of management;
- * to advise the manager on the times at which the school session shall begin and end on any day;
- * to give advice to the manager on the appointment, supervision and dismissal of any non-teaching personnel;
- * to provide the manager on appointments to and resignations or dismissals from the school staff of teachers;
- * satisfy themselves as to the maintenance of the school fabric and the provision of furniture and equipment;
- * to organise such activities as it may consider desirable, with the object of collecting funds to be used for the purposes of the school; and
- * to satisfy themselves as to the implementation of reports by inspecting officers.

4.7.4 CONCLUDING REMARKS

It is true that the control of education to a very large extent mirrors the political philosophy of a country. Democracy as one of the principles of the Botswana Government pervades all aspects of the control of education in Botswana. With the present measure of local control of education the Botswana system of education continues to enjoy the support of the community. \

4.7.5 THE SCHOOL SYSTEM

4.7.5.1 *Introduction*

The school system refers to all institutions for the formal education. All schools in Botswana are registered with the Ministry of Education in terms of article 13 of the Education Act. The different levels of the school system, viz. pre-primary, primary, secondary and the university are spelled out in article 14(1) of the Education Act.

The school pattern of Botswana is 7 + 3 + (2 or 3) and it is demonstrated in table 4.1.

Table 4.1 *The school pattern of Botswana (Botswana, 1977:239)*

Standard	Designation of phase	Number of years
1 - 7	Primary school	7
Form 1 - 3	Junior Secondary School	3
Form 4 - 5	Senior Secondary School	2 or 3

From the above table it should be noted that primary school education

lasts for seven years, Junior Secondary education for three years and Senior Secondary education for two or three years. Senior Secondary education remains two years if the candidate enrolls for ordinary matric or the so-called "0" level matric, and it lasts for three years if the candidate wants to qualify for admission into overseas universities. In the third year of matric the candidates do advanced levels ("A" levels).

4.7.5.2 *Pre-school education*

The Ministry of Education has not yet accepted the responsibility of catering for pre-school education. There are no educationally-oriented centres in Botswana except a few crèches. The whole matter of pre-school education has been left in the hands of the Ministry of Local Government and Lands (Swartland, 1984).

4.7.5.3 *Primary school education*

4.7.5.3.1 *Introduction*

Primary school education in Botswana lasts for seven years as indicated in table 4.1. In this sub-section of the chapter the following aspects of primary school education will be discussed: provision, examinations, medium of instruction and wastage.

4.7.5.3.2 *Provision of education facilities*

Many primary schools in Botswana came into being through a scheme called *Ipelegeng* (Self-help) within the jurisdiction of each local authority (Kgosidintsi, 1978:5).

Provision of education facilities by districts is shown in table 4.2.

Table 4.2 *Provision of education facilities by districts*

(Mazonde, 1983:2; Botswana, 1984:11)

District	Number of schools	Number of classrooms
North East	31	239
Central (N)	37	369
Central (C)	76	760
Central (S)	32	319
Kgatleng	31	268
Kweneng	57	516
Southern	74	506
South East	10	131
Kgalagadi	19	133
Ghantsi	15	85
North West	45	269
Gaborone	18	214
Francistown	7	126
Lobatse	5	60
Selebe-Phikwe	6	106
Jwaneng	1	16
Total	464	4 117

North-West, Ghantsi, Kgalagadi and Jwaneng districts form the Western half of Botswana, the area with fewer amenities in general. Demographic factors are responsible for the disparity in the deployment of educational facilities in Botswana.

Even if the LEA provides a physical infrastructure in respect of primary schools as indicated in paragraph 4.7.3.2.2 of this study, it is important to note that the professional aspect of primary education is the direct

responsibility of the Ministry of Education. Primary school education in Botswana is therefore jointly run by the Ministries of Local Government and Lands and Ministry of Education with the former providing infrastructure and the latter professional services (Mautle, 1983: 41-42; Botswana National Development Plan, 1868-1973:53-54).

4.7.5.3.3 *Examinations*

Promotions in primary schools are automatic from one standard to the next until in standard 7 where an examination is taken down (Kgosidintsi, 1978:8).

Primary School Leaving Examination (PSLE) is the examination which is written at the end of the primary school course. This examination has been introduced due to the following reasons (Somerset 1977:2-3):

- * The basic seven-year cycle is the only formal education which is available to all Botswana children without restriction. For most pupils primary education is terminal and therefore the PSLE is the only selection examination they sit for.

- * In Botswana success or failure in the secondary selection examination is still the main criterion determining who gets access to *formal-sector, job opportunities*.

4.7.5.3.4 *Medium of instruction*

Botswana has two types of primary schools, viz. Setswana-medium schools and English-medium schools. In Setswana schools Setswana is used as a

medium of instruction up to standard 3 where as in English-medium schools English is used from standard one, which is an equivalent of Grade 1 in Bophuthatswana (Somerset, 1977:2-9).

The fact that Setswana is used as a medium of instruction up to Standard 3 vindicates that there are still linguistic problems in this system of education because normatively a native language has to be the medium of instruction up to the highest standard.

4.7.5.3.5 *Wastage in primary school education*

Wastage in education may, inter alia, be caused by the following factors: lack of proper facilities in education, poor qualifications of teachers, the fact that education is not related to the culture of the people and lack of discipline in education.

Table 4.3 depicts the number of repeaters by standard and by district.

Table 4.3 *Number of repeaters by standard and by district*

(See p.179)

From table 4.3 it can be observed that Botswana educational system functions uneconomically. This phenomenon may be attributed to the fact that Botswana still has a massive number of unqualified teachers. In 1984 there was a shortage of 1 900 trained teachers (Botswana, 1984:33).

The problem of dropouts is still very acute in Botswana. In 1983 5 110 dropped out of the primary school phase out of a total of 198 328 (Botswana, 1984:38).

Table 4.3 *Number of repeaters by standard and by district*
(Botswana, 1984:19)

District	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Total
North-East	-	-	2	47	5	8	349	411
Central (N)	2	3	3	397	-	2	700	1 107
Central (C)	26	26	13	802	16	17	1 734	2 634
Central (S)	13	6	3	415	2	21	598	1 058
Kgatleng	6	4	6	256	4	40	398	714
Kweneng	47	79	66	504	33	45	809	1 583
Southern	9	25	18	704	17	10	1 012	1 795
South East	2	6	8	28	5	15	100	164
Kgalagadi	35	5	21	218	15	4	266	564
Ghantsi	23	2	2	74	1	18	97	217
North-West	22	10	10	278	10	14	492	836
Gaborone	34	23	46	119	34	43	388	687
Francistown	1	4	13	108	3	30	264	423
Lobatse	4	13	-	87	8	32	172	316
Selibe-Phikwe	-	-	-	52	-	-	254	306
Jwaneng	3	4	2	-	-	-	17	26
Total	227	210	213	4 089	153	299	7 650	12 841

4.7.5.4 *Secondary school education*

4.7.5.4.1 *Types of secondary schools*

There are four types of secondary schools in Botswana (Swartland, 1984):

- * Government Secondary Schools;
- * Government-aided schools;
- * Community Junior Secondary Schools; and
- * Private Schools.

In as far as Government Secondary Schools are concerned the Government finances 100 percent, in Government-aided 95 percent, in Community Junior P40 (+R40) per pupil and in private school no finances are obtained from the state (Swartland, 1984).

In 1983 there were 22 Government and aided secondary schools and 20 Community Junior Secondary Schools. The total enrolment for all those schools was approximately 22 500 (Botswana, 1984:3-4). There is so far only one private school, viz. Maruapula Secondary School in Gaborone.

All registered secondary schools come under the overall control of Government in terms of the provisions of the Education Law. Such provisions relate primarily to the quality of staff employed, the physical conditions of the premises, the curriculum followed, the records kept and some aspects of day-to-day administration. (Swartland, 1984).

4.7.5.4.2 *The pattern of secondary school education*

The pattern of secondary school which includes Form 1 to Form 111 is according to paragraph 4.7.5.1 of three years leading to Junior Certificate Examination and two years after Junior Certificate leading to ordinary "O" level matric. Those who wish to qualify for admission in overseas universities take an additional year doing Advance "A" Level Cambridge Matric (see table 4.1). Maruapula Secondary School is so far the only school which offers an "A" level matric.

"O" level means ordinary two-year matric

"A" level means advanced matric in certain subjects usually one year after "O" level matric.

The fact that there are still pupils doing an "A" level Cambridge Matric shows that England still has an influence on the educational system of Botswana. The question of the influence of England on this system of education is further discussed in paragraph 5.3.4.

4.7.5.4.3 *The aim of secondary school education*

Like many developing countries after independence Botswana was forced to employ many expatriates in schools and other sectors. Even in 1983 the number of expatriate teachers in primary schools still stood at 4 percent (Botswana, 1984:29). Anderson (1979:XXI) aptly depicts the situation when he declares that

"The Civil Service was almost totally expatriate, even the Police Force was officered almost entirely with expatriates . . ."

Secondary education is therefore viewed by the Botswana Government as a means of supplying the economy of the land with the skilled and educated manpower required to replace the expatriates (Botswana National Development Plan, 1973-1978(1):108). To reach this aim the following subjects are, inter alia, offered: English, Setswana, Mathematics, Science, Human and Social Biology, Agriculture, Basic Handicrafts, Book-keeping and Commerce, Geography, History, Home Economics and Religious Education (Botswana, 1979:3).

4.7.5.4.4 *Enrolments in Government and aided secondary schools*

The enrolments in Government and aided secondary schools are revealed in table 4.4.

Table 4.4 *Enrolments in Government and aided secondary schools in 1983*

(See p.182)

Table 4.4 *Enrolments in Government and aided secondary schools in 1983*
(Botswana, 1984:3)

Classification	Enrolments
Form 1	4 527
Form 2	3 858
Form 3	3 632
Form 4	1 606
Form 5	1 504
	<hr/>
	15 127

From the above table it may be deduced that the fact that there is a big difference between the enrolment in Form 1 and in Form 5 may, inter alia, suggests that the failure rate and the subsequent dropout rate are high in the secondary school phase.

4.7.5.5 *Special education*

Special education is a type of education designed for people who cannot benefit from ordinary formal education.

Services for handicapped children in Botswana had not been systematized until 1976 when a Special Services Unit for the handicapped was located in the Ministry of Health.

In 1978 there was only one school for the blind in the country, viz. Mochudi School for the Blind, which is integrated into Lencwe Primary School.

The Debora Retief Mission Hospital plays a prominent role in this school because the hospital staff give medical advice to pupils in this school and also make contacts with overseas individuals to sponsor pupils accepted in this school (Kgosidintsi, 1978:5).

For the scholastically retarded children there is the Camphill Community Centre in Otse - in the South East District. This centre started as a school for children whose development is disturbed and as a result suffer from mental, physical or social deficiencies. This is a private school (Swartland, 1984; Kgosidintsi, 1978:6).

A rehabilitation centre for physically handicapped children has been built in Tlokweng. There is also a vocational rehabilitation programme for the blind adults in Mochudi. This is done on the premises of Debora Retief Mission Hospital. The aim is to teach them handicrafts as a basic skill for them to earn a living. They also teach braille (Kgosidintsi, 1978:6).

The school for the physically handicapped children such as Debora Retief and the one in Tlokweng (rehabilitation centre) point to the biological functioning of the educational system and Camphill Community Centre which is for the scholastically retarded children vindicates the claim of the psychic functioning of the educational system.

4.7.5.6 *Technical and vocational education*

4.7.5.6.1 *Introduction*

A developing country such as Botswana can never survive unless technical

and vocational training is well addressed. It is consoling to note that leadership in Botswana has long noted the relevance of technical education in a Botswana situation. Khama (1972:3) correctly declares that :

"In a developing country such as ours whose development is held back more by lack of human resources than of material ones, we welcome the university's desire to associate itself with vocational, technical and sub-professional training".

4.7.5.6.2 *The brigades*

Martin (1970:8) defines a brigade as

"an institution offering primary school leavers a worthwhile technical or vocational training in such a way as to cover the recurrent cost of that training".

The Van Rensburgs, that is, Patrick and his wife, began in 1963 with a secondary school, viz. Swaneng Hill School at Serowe, that combined the traditional subjects with a work-as-you-earn training in building (Nduanya, 1974:149).

There are presently several brigade centres throughout Botswana, inter alia, Mochudi, Lobatse and Kanye. The Serowe brigade has since multiplied into several brigades: builders, mechanics, engineers, carpenters, electricians, farmers, textile, dressmakers, tanners and potters (Martin, 1970:15; Nduanya, 1974:150).

The following are the objectives of the brigades in Botswana (Nduanya, 1974:151):

- * To create a form of vocational training cheaper than the one given in existing conventional schools; and
- * training students to create jobs in a development which is to be shaped by the students themselves.

4.7.5.6.3 *Other facilities and courses for technical and vocational training*

Technical and vocational training are, inter alia, offered at many institutions in Botswana, of which the following are the most important (Botswana, National Development Plan, 1979;1984:121):

- * The Botswana Polytechnic: This centre offers the following courses: craft and technician training in civil, electronic and mechanical engineering and telecommunications.
- * The Botswana Agricultural College offering certificates and diploma level courses in agricultural, animal husbandry and community development.
- * The Botswana Training Centre, which offers courses for the Government, parastatal and private sectors particularly in commercial and secretarial courses.

Botswana still depends to a very large extent on expatriates for technical development. For proper development of Botswana there must be a balance between technical, academic, commercial and other dimensions of education

in that country.

It may be concluded that the inclusion of technical education in this system of education has been necessitated by the needs of the country. The needs of a country and education in a Botswana situation are discussed in paragraph 5.2.9.

4.7.5.7 *Teacher education* ↪

4.7.5.7.1 *Introduction*

A place where teachers are trained is a very important aspect of the school system because it determines the quality of education through its production of teachers. A teacher who is in fact the direct product of the College of Education or Teacher Training School determines the quality of education in a school. Barnard (1984(b):1) declares that

"Die onderwyser is die brandpunt, fokuspunt, middelpunt, belangrikste punt, vaste fondament of sentrale spil waarom skoolonderwys op alle vlakke wentel".

A teacher Training College is there to develop the professional logistics of prospective teachers. Hawes (1982:4) maintains that Teacher Training Colleges should be developed into professional centres to serve the needs of schools in the area.

4.7.5.7.2 *The dearth of properly qualified teachers*

Botswana like most of the countries of the third world has an acute shortage of properly qualified teachers.

In 1982 Ghantsi and Kgalagadi had respectively 17 percent and 22 percent untrained teachers, in Kweneng the proportion had dropped from 53 percent to 34 percent (Swartland, 1983:6). Approximately 31 percent of teachers in both large and small villages are untrained, 24 percent in district headquarters and 27 percent in towns. The national average of untrained teachers in 1983 was 29 percent (Kann, 1983:14).

The number of qualified and unqualified teachers in primary schools is demonstrated in table 4.5.

Table 4.5 *Number of qualified and unqualified primary school teachers by district (Mazonde, 1983:6)*

District	Schools	Qualified teachers	Unqualified teachers
North West	43	299	163 (35%)
Kgalagadi	19	130	53 (29%)
Central	148	1 516	607 (28%)
North East	30	210	116 (36%)
Kweneng	56	520	225 (30%)
Kgatleng	32	253	108 (30%)
Southern	75	587	265 (31%)
South East	13	171	30 (15%)

The following can be deduced from the above table:

* As far as the deployment of qualified teachers is concerned, Western Botswana is in the same position as the eastern part of the country.

This is perhaps due to the fact that teachers are deployed by the UTS and not by the Council.

* The North East district had, in 1983 the highest percentage of unqualified teachers. This phenomenon is of signal importance to the officers in charge of the deployment of teachers who rationalise the distribution of qualified teachers to all the districts.

From the above remarks it becomes clear that availability of qualified teachers is still a big problem in Botswana. In order to improve this situation educational authorities must improve conditions of service in order to attract more people into teaching.

4.7.5.7.3 Facilities for teacher training

There are three teachers' training centres in the country which are both co-educational and residential. These colleges are in Lobatse, Serowe and Francistown. The colleges at Lobatse and Serowe offer a two year Lower Primary Teachers' Course and the two year Higher Primary Teachers' Course. The Francistown College is for the upgrading of unqualified teachers in the country. A new college started functioning at Tlokweng in 1985 (Swartland, 1984).

The Advanced Teachers' Certificate is currently offered by the University of Botswana to holders of the Cambridge School Certificate to enable them to teach Junior Certificate Students (Kgosidintsi, 1978:9). Teachers for post-primary classes are therefore trained by the university.

The Government is employing the following strategies to develop the teacher training service (Botswana Development Plan, 1968: 73-57):

- * To upgrade teachers at the lowest level; and
- * to make vigorous efforts to train a large proportion of untrained teachers at present teaching in schools.

4.7.5.7.4 *Factors affecting the supply of teachers in Botswana*

The following factors are responsible for problems in the supply of teachers in Botswana (Hanson, 1968:21):

- * The fact that the Republic of South Africa no longer easily allows South African Black teachers to take up teaching posts in Botswana has adversely affected the supply of teachers in that country.
- * Since the inception of "*Bantu*" Education the people of Botswana have been reluctant to accept teachers who have been educated in
"such a system of education".

This has been due to a belief that "*Bantu*" Education was designed by South African Whites with an intention of keeping Blacks in a permanent position of inferiority.

- * The religious missions have been another major source of supplying experienced teachers during the time when secondary education has been growing. This source of supply likewise gives no promise of growth commensurate to needs in the period ahead.
- * Another source of supply would logically be the Batswana themselves. The country relies too heavily on expatriates. As early as 1965

Luke (1966:159) warned the country with sharp but true words when he said

"secondary schools in this country rely on expatriate teachers to a degree which is unhealthy and dangerous for a poor country nearing independence".

Unfortunately the situation has not changed much to this day. More people in Botswana leave the teaching profession each year than the total annual output of the Training Colleges (Turner, 1967:7).

- * Better opportunities in other Government Services also depopulate the teaching profession.

- * The salary scales and financial incentive system in Botswana ensure that no economically motivated Botswana will willingly enter the teaching service.

To improve the quality of education Botswana will have to make the teaching profession much more attractive.

4.7.6 CONDITIONS OF SERVICE OF TEACHERS

It has been indicated in paragraph 4.7.2.2 that all serving teachers in Botswana are controlled by Unified Teaching Service (UTS) Act of 1975. This Act is an amendment of article 5 of the Botswana Education Act of 1966.

The unified Teaching Service Act which determines the conditions of

service of teachers makes the following provisions:

* Notification of Unified Teaching Service (UTS) posts

Article 3 of the Act under review gives the Director of UTS powers to publish once in a year a list of all UTS posts.

* Constitution of a UTS post in a local authority or private school

In terms of the constitution of teaching posts in a local authority or private school UTS Act 1975, art. 4 states that teaching posts shall be made to the director by a manager, and every such application shall state the following issues:

** The title of the post;

** the grade of teacher to be appointed to such post;

** the salary scale to be attached to such a post;

** the subjects and classes the teachers will be required to teach and other duties of the post;

** whether the proposed post is to be permanent;

** whether funds are available or not;

** reasons why the conditions of such post are considered desirable;

** such other matters as the director may require; and

** constitution and abolition of UTS posts, Government local authorities and in private schools.

Article 6 of UTS pertinently states that local Governments and private schools shall apply to the director for the abolition of the UTS post in

their areas of operation.

* Vacancies

In relation to vacancies UTS Act art. 7 states that the director shall decide the following in respect of vacancies or possible vacancies:

** The vacancy should be filled by the appointment of a serving teacher;
and

** suitable candidates will be found by advertisement in Botswana or elsewhere.

* Selection of candidates

In respect of the selection of candidates art. 9 of the Act in question states that teaching posts will be awarded on merit.

* Termination of appointment other than on disciplinary grounds.

With regard to termination of appointment, UTS Act art. 10 states that the director shall advise the teacher whose retirement is due according to law that he may be called upon to retire and shall further ask him if he wishes to make any representation of a personal nature on the matter. After considering such representations, the director shall decide whether such a teacher should be called upon to retire.

The fact that the conditions of service of teachers are determined by the Unified Teaching Service Act points to the judicial functioning of the system of education. It also points to the operation of the educational system in terms of *Kagisano* because social justice and fairness are ensured through legally spelled out conditions of service.

4.7.7 UNIVERSITY EDUCATION

Many decades of national educational development in Botswana culminated in the establishment of the University of Botswana. The autonomous University of Botswana was established on 1 July 1982 in place of the University of Botswana and Swaziland (UBS). UBS succeeded the University of Botswana, Lesotho and Swaziland (UBLS) which had its headquarters in Lesotho from 1964 to 1975 and in Swaziland from 1975 to 1976 (University of Botswana, 1983:25).

The University of Botswana consists of the following faculties: Economics and Social Sciences, Education, Humanities, and Science (Botswana, 1984: 75-79; University of Botswana, 1983:VII).

The Faculty of Education has the following departments (University of Botswana, 1983:91-92):

- * Department of Educational Foundations;
- * Department of Languages and Social Science Education;
- * Department of Science Education;
- * Department of Nursing Education;
- * Department of Primary Education; and
- * Department of Adult Education.

In 1983 full-time enrolment stood at 1 195 (Botswana, 1984:73).

4.7.8 ANCILLARY SERVICES

4.7.8.1 *Introduction*

A system of education which does not have sufficient and relevant Ancillary Services runs the risk of depriving educative teaching of its quality. The aim of Ancillary Services in any system of education is to support and to enrich educative teaching as indicated in paragraph 3.9.2.1.

In the Botswana system of education very relevant Ancillary Services have been included and manned by the right type of personnel.

4.7.8.2 *The Department of Curriculum Development and Evaluation*

The Department of Curriculum Development and Evaluation has been created for the following reasons (Department of Curriculum Development and Evaluation (Botswana), 1980:1):

- * To effect improvements in the quality of primary education;
- * to direct substantial revisions in the syllabi and curricula at intermediate and senior secondary levels;
- * to help to bring about changes in the examination systems to reflect the new curriculum and to provide for continuous assessment of pupils' progress; and
- * to administer the Research and Testing Centre (RTC), whose work will ultimately include the assessment of secondary, as well as primary education and to contribute to the preparation and enough provision of better teaching materials developed for Botswana.

The Curriculum Development and Evaluation Department started to operate in 1977 when W.D. Johnson was appointed as its first Chief Education

Officer (Department of Curriculum Development and Evaluation (Botswana), 1980:1).

The Curriculum Development and evaluation section has the following units (Philips, 1984):

- The Curriculum Development Unit

This unit plans and reviews curricula from time to time.

- Research and Testing Unit

The function of this unit is to conduct research for the Ministry of Education and to train teachers in analysing responses. Something interesting is that this section is manned by people holding senior degrees in educational measurement.

- Examination Unit

This section controls examinations set by the Ministry of Education and further analyses responses of pupils from the schools.

- School Broadcasting Unit

The School Broadcasting Unit is headed by an Educational Broadcasting Officer. This unit is responsible for educational programmes which are broadcast for schools. In 1984, Japan donated 40 000 cassetts and cassette-players to the Ministry of Education to be used in places where the radio reception is poor.

- Teaching Aid Production Unit (TAPU)

Teaching Aid Production Units' main function is to produce samples of teaching aids and to train teachers how to prepare or make their own aids.

The main task of the Department of Curriculum and Education are the following (Department of Curriculum Development and Evaluation (Botswana), 1980:4):

- ** To co-ordinate the implementation of all the Ministry's curriculum development policies affecting primary schools, secondary schools and teacher-training institutions.
- ** Supervision of the formulation of educational goals.
- ** Monitoring the revision of syllabi.
- ** To plan for the design and preparation of materials to be used in teaching.
- ** Organising the trial use and evaluation and eventual introduction of new or revised curricular materials in schools and colleges.
- ** Consulting with other departments or institutions in planning for the introduction of new curricular materials into pre-service and in-service training courses of teachers.
- ** To identify and to enlist the services of suitable writers, illustrators, editors and advisers.
- ** Identifying and seeking to provide opportunities for Botswana to

gain further training, experience, and qualifications in fields relevant to the work of the department.

- ** Strengthening the provision for career guidance and counselling in schools and colleges.
- ** To suggest, write scripts for, or produce radio broadcasts appropriate to schools and colleges and to ensure that such broadcasts are adequately prepared for and followed up.
- ** Advising the Ministry of Education on matters pertaining to the revision of curricular, syllabuses and examinations, and on procedures for assessment, reporting, and record-keeping.

4.7.8.3 *Teachers' Centres*

Teachers' Centres in Botswana have developed into Education Centres. There are Teachers' Centres or Education Centres in the following places: Lobatse, Molepolole, Serowe, Mahalapye, Francistown, Maung, Mochudi, Gaborone and Ghantsi.

In as far as the supporting services are concerned which are in essence the lifeblood of quality teaching Botswana has a lot to write home about.

It may be safely concluded that the presence of the Department of Curriculum Development and Evaluation in this system of education points to the psychic functioning of the educational system because curriculum planning involves the mind and the analysis of responses by the Examination Unit also involves the mind. It also points to the needs of the country because the curriculum must be relevant to the needs of the country.

It further gives recognition to the child because the curriculum must take the developmental stage of the child into account and of course no curriculum can be planned without the teacher.

4.7.9 SUPPLEMENTARY SERVICES

4.7.9.1 *Introduction*

Like most systems of education Botswana system of education provides for Supplementary Services. The following Supplementary Services are present in the educational system of Botswana: pupil accommodation and extra-mural activities.

4.7.9.2 *Pupil accommodation*

The distance between home and school has necessitated the erection of hostels at some schools in Botswana.

In 1983 there were 7 520 dormitory beds for secondary school pupils in Botswana, 16 dormitories and 738 beds in vocational education (Botswana, 1984:60-65).

4.7.9.3 *Extra-mural activities*

The following sporting activities were played in 1983 in the Botswana schools: soccer, netball, tennis, gymnastics, swimming, soft ball and volleyball (Botswana, 1984:59). Music and singing are also important in schools.

The Supplementary Services Section vindicates the claim of the biotic and spatial functioning of the educational system. Biotic because sports improves the physical well-being of the pupils and spatial because the

school hostels are, inter alia, erected and attract children from other areas where the population is thin.

4.7.10 CONCLUSION

It has been stated in paragraph 4.7.1 that the Botswana system of education has developed from the British tradition and for that reason it resembles some aspects of the British system of education.

In paragraph 4.7.3.1 it has become clear that the Botswana system of education is also controlled centrally. Crow (1959:12) asserts the following about the British system of education,

"public education is administered centrally by the government concerned and locally by education authorities . . ."

Central control of education in Botswana is therefore the result of the British influence.

Paragraph 4.7.3.1 above reveals that the administrative head of the Ministry of Education in Botswana is called the Permanent Secretary. Dent (1969:75) contends that the chief administrative officer of the Ministry of Education and Science in England is called a Permanent Secretary. The designation *Permanent Secretary* in the Botswana system of education is a vestige of the British system of education.

It has been spelled out in paragraph 4.7.3.2.2 that, locally, education in Botswana is controlled by the LEA. This phenomenon of LEA is a vestige of the British system of education as seen in the following

words of Curtis (1966:315) when he refers to the British system of education:

"The LEA was empowered for local administration . . ."

Dent (1969:78) also reveals the presence of LEA in the system of Education of England when he asserts that LEA is the statutory body in terms of section 7 of the Education Act of 1944.

In paragraph 4.7.5.3.4 it is indicated that in some schools in Botswana, English is been used as a medium of instruction as from the first year of schooling. This question of medium of instruction is also the result of the British influence.

Maru-a-pula Secondary School in Gaborone offers Advanced Levels of the Cambridge Matric to those candidates who wish to qualify for admission to overseas universities. This has been spelled out in paragraph 4.7.5.4.2 above. The Cambridge Matric in Botswana is undoubtedly the result of the influence of the British.

The presence of Teachers' Centres in the Botswana system of education as discussed in paragraph 4.7.8.3 is another evidence of the British influence since the Teachers' Centres have their origin in England. Behr (1978:102) declares that Teachers' Centres originated in Great Britain in the 1960s.

It is a great pity that the education of a country should have its roots in another country. While we appreciate continuity in education

we can never fairly and meaningfully reconcile the education of a given group with the culture of foreign people.

4.8 CHAPTER SUMMARY

As a background study to the educational system of Botswana the following issues received attention in this chapter:

- * The geographical position of Botswana;
- * the climate
- * various peoples inhabiting Botswana;
- * the culture of the Tswanas; and
- * the historical background of education in Botswana.

The Educational Legislation of Botswana, viz. the Botswana Educational Act (Act 40 of 1966) has been revealed in this chapter.

The exposition of the control of education in Botswana has revealed greater local participation through the LEA. The phenomenon of local participation in educational control is attributed to the two of the four national principles of the people of Botswana, viz. democracy and self-reliance and the British influence.

The discussion of the school system of the territory reveals the following matters in respect of the different phases of the school system:

* Pre-school education

Pre-school education is the responsibility of the Ministry of Local Government and Lands.

* Primary school education

Primary school education is the joint responsibility of the Ministry of Education and LEA. The former provides professional services and the latter the physical infrastructure.

* Secondary education

Secondary schools are categorised into four groups, viz. Government, Government-aided, Community Junior and private.

* Special education

Special education is still mainly in the hands of private institutions. In 1976, however, special education was systematised by the location of special Services Unit for the handicapped in the Ministry of Health.

* Technical education

Technical education in Botswana is offered, inter alia, at the following centres:

- ** The Botswana Polytechnic;
- ** the brigade centres;
- ** the Botswana Training Centre; and
- ** the Botswana Agricultural College.

* Teacher education

There are three Teachers' Training Centres in Botswana, viz. Lobatse, Serowe and Francistown. The fourth college, viz. Tlokwenng College, is to start functioning sometime in 1985.

* The University of Botswana

The University of Botswana has the following faculties: Economics and Social Sciences, Education, Humanities and Science.

The following ancillary services are present in the educational system of Botswana:

- ** the Curriculum Development Unit;
- ** the Research and Testing Unit;
- ** the Examination Unit;
- ** the School Broadcasting Unit; and
- ** the Teaching Aid Production Unit.

All the above units are grouped under the Department of Curriculum and Development and Evaluation.

The following Supplementary Services have been looked into: Pupils' accommodation and extra-mural activities.

In the ensuing chapter the determinants of the educational system of Bophuthatswana and Botswana will be juxtaposed and compared.