

## CHAPTER 6

### SUMMARY AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

An attempt will be made in this chapter to recapitulate all matters which have been discussed in all the previous chapters.

General as well as particular recommendations flowing or emanating from this study will be given. In this chapter the following issues will also receive attention: problems encountered during the period of research as well as fields that can be indicated for further research.

#### 6.2 SUMMARY

The problem of research has been stated in paragraph 1.2 as:

- An effort to determine whether the influence of the Republic of South Africa on Bophuthatswana system of education and that of England on Botswana are responsible for differences of the educational systems of Bophuthatswana and Botswana;
- an effort to determine whether there are other determinants of the systems of education in question; and
- comparison of the determinants of the educational systems in question.

Derived from the problem of research the aims of this study have been sited in paragraph 1.3 as:

- An attempt to make a study of the systems of education of Bophuthatswana and Botswana;

- the determination of the determinants of the systems of education of Bophuthatswana and Botswana; and
- a comparison of the determinants of the systems of education in question.

It is also essential to state here that in order to meet the aims of this research the following methods were used as indicated in paragraph 1.4: literature study, interviews, interpretation of data, evaluation, scientific writing and the comparative method of George Bereday with slight changes.

In chapter 2 the use of the comparative method which is used in this study is illustrated and motivated.

The exposition of the nature and structure of the theory of the educational system which serves as a basis for the description of the educational systems of Bophuthatswana and Botswana is also provided in chapter 2.

In chapter 3 and 4 the educational systems of Bophuthatswana and Botswana are discussed under the following headings: juridical basis, control, the school system, ancillary and supplementary services. It has also been pointed out that apart from the fact that these systems of education rest on juridical bases they also have identifiable structures of control, school system, ancillary and supplementary services. In this way the first research aim has been reached.

The determinants of both systems of education are analysed in the first half of chapter 5. In determining the determinants of the educational systems of both systems of education in question it has become vivid that great emphasis is put on national ideals as determinants of

education. It would appear that national ideals of *popagano* and *kagisano* in Bophuthatswana and Botswana respectively are taken by policy-makers in those countries as single factors which determine education. It was shown that the principle of *kagisano* is genuine whereas that of *popagano* is forced.

Historical development of education as a determinant of education has proved in a foregoing chapter to maintain continuity in education. Continuity between the Bophuthatswana and the South African system of education on one hand and the Botswana and the British systems on the other has become most evident in the previous chapter. The historical development of education is therefore an important determinant of education in both systems of education under review.

The political philosophy of the people of Bophuthatswana and that of the people of Botswana have given rise to types of governments found in those countries. Put differently, the democratic philosophy of the countries under review has given rise to the democratic governments in these countries which in turn give rise, amongst others, to a democratic control of education. The atmosphere of tolerance and democracy is, however, more evident and abundant in the Botswana system of education than in that of Bophuthatswana. The political philosophy has proved, therefore, to be an important determinant of education.

In both the Bophuthatswana and Botswana systems of education religion determines education. The manner in which religion determines education in both systems of education in question is, however, different. In

Bophuthatswana Religious Education is compulsory in schools whereas in Botswana it is not. Religious Education is not taught at all in some of the schools in Botswana.

Languages determine education in both systems of education under review. It has become very clear in the previous chapter that the mother tongue of the Tswana children has not been accorded its rightful place in both systems of education because it is only used in the junior phase of the school system as a medium of instruction. Bophuthatswana is, however, slightly better off than Botswana in respect of Setswana as a subject because in Bophuthatswana Setswana is taken in higher classes as a compulsory subject. Any pupil who fails Setswana in the examination in any class fails the entire examination whereas this is not the case in Botswana.

Traditional patterns of settlement determine education in Botswana as indicated in paragraphs 5.2.7 and 5.4. The rural Tswanas in Botswana have three homes, viz. the village, the cattle post and the land. The government must provide educational facilities in all these three places of settlement, therefore the fact that settlement causes the government to provide education renders traditional pattern of settlement an important determinant of education in Botswana. In Bophuthatswana there is only one type of settlement, namely village or town, and for that matter traditional patterns of settlement do not determine education as it does in Botswana.

The spirit of localization as a determinant of education is not important

in Bophuthatswana, it only determines education in Botswana as explained in paragraph 5.2.8. In Botswana the nationals that is the natural inhabitants of Botswana are given orders by the government to understudy the expatriates so that as soon as they become skilled in a particular job they can replace the expatriates. The aim of the Botswana government is therefore to replace all the expatriates as soon as it will be convenient to do so. Education in Botswana is therefore structured in such a manner that it prepares the pupils for the jobs in that country so that they can qualify and take over the jobs currently held by the expatriates. The spirit of localizing jobs therefore determines education in Botswana. In Bophuthatswana it is not yet the aim of the government to replace the expatriates, therefore this spirit has no impact on education in this country.

In view of the fact that both Bophuthatswana and Botswana are countries of the third world they both have more or less the same development needs. In paragraph 5.2.9 it has amongst others, been spelled out that the presence of technical schools in these two countries is the result of the technical needs of these countries.

It has further become clear in chapter 5 that the economy plays a predominant role in educational provision. Bophuthatswana partly depends on grants from the Republic of South Africa for educational expansion. In Botswana insufficient educational facilities mirror the poor economy of this country.

Teachers play a decisive role in both systems of education. The poor

qualifications of teachers present a big problem in both systems of education and measures are being undertaken to improve the situation.

Trends in the primary schools affect the expansion of secondary school education. One of these trends is the improvement of primary school education. The fact that primary school education has reasonably improved in both systems has given rise to an increase of secondary school enrolments. The reduction in admission age in the first standard of the primary schools gives rise to a situation where the pupils complete their primary school education at the ages which do not permit them to find employment anywhere. After primary school education many children therefore move into secondary schools because they are too young to be employed by any company. Trends in the primary school education therefore proves to be an important determinant of education, especially secondary school education.

Numerical determinants affect education in both systems of education in two ways. First, numbers are used for a variety of reasons in the educational systems, for example in education planning and in determining the number of teachers needed in schools. Secondly, big numbers of pupils present problems in both systems of education in terms of enrolments which are not commensurate with the available facilities.

In the preceding chapter it has become clear that the ill-defined boundaries of Bophuthatswana as well as its fragmented nature present a problem in the administration of education. The sparse population of Botswana, scattered over a big area is among the spatial factors which determine education in Botswana.

Movement as a determinant of education proves a more serious problem in Botswana than is the case in Bophuthatswana because people in Botswana move to towns in greater numbers than in Bophuthatswana. The government in Botswana must therefore provide educational facilities to the people streaming into towns. In Bophuthatswana villages are being developed and industries built on the borders of the Republic of South Africa and Bophuthatswana remarkably reduce movement of people from the rural areas into towns. It is, however, interesting to note that the problem of movement in both countries is being counteracted by the planning of the same syllabi throughout each of the countries in question, so that a pupil who transfers from one school into the other will not experience the problems of starting a completely new syllabus in a new school.

The psychic determinant of education affects education in both systems of education because in both systems of education there are curricula. Curriculum planning, amongst others, points to the psychic aspect of man because the curriculum is always planned in accordance with the psychic development of the child. In both systems of education again there are special schools for mentally retarded children. The negative side of the psychic determinant of education in both systems is that mentally gifted children are not provided with the facilities needed for such children.

Bophuthatswana reveals more serious problems in terms of the analytical aspect of education due to a lack of proper planning as indicated in paragraph 5.2.18. It has been mentioned in the previous chapter that the Bophuthatswana Department of Education has not yet succeeded in

planning forms for the annual statistical returns. The annual returns (ET 20) of the Department of Education and Training have been adopted in toto in Bophuthatswana despite the fact that the school system of Bophuthatswana is different from that of the Department of Education and Training.

In both systems of education moral codes are entrenched through various acts as proved in paragraph 5.2.19. the Bophuthatswana National Education Act (Act 2 of 1979), inter alia, stipulates the conditions of service of serving teachers and also gives the Minister of Education powers to expel pupils whose behaviour may be deemed unbecoming. In Botswana the Unified Teaching Service Act of 1975, amongst others, entrenches the moral codes of the teaching profession.

The field of education in both systems of education is created by educational acts. In Bophuthatswana the Bophuthatswana Education Act of 1979 (Act 2 of 1979) creates the field of education whereas the Botswana Education Act of 1966 (Act 40 of 1966) does so in Botswana. There are several Acts in both systems of education which determine education. In Bophuthatswana for instance the Bophuthatswana Library Service Act (Act 8 of 1978) determines the provision of the National Library. In Botswana section 15(b) of the National Policy on Education determines the creation of the Curriculum Development and Testing Unit.

Both systems of education are determined by western culture because both systems in question are western in character. The Tswana ground motif does not determine education in both systems of education. The Traditional

languages in both systems have not been accorded their rightful place because they are not used as media of instruction beyond the junior primary school phase.

Events in the Republic of South Africa affect education in both Bophuthatswana and Botswana whereas England affects the Bophuthatswana system of education indirectly and that of Botswana directly. Curriculum changes in the Republic of South Africa, especially in matric, affect the curriculum of Bophuthatswana high schools because the Department of Education and Training and the Joint Matriculation Board are still examining bodies for the high schools in Bophuthatswana. Curriculum changes in England affect curriculum development in Botswana because schools doing the Cambridge Matric follow the curriculum designed by the Cambridge University in England.

The second aim of research is achieved by having done what has been discussed above.

In the second half of chapter 5 the determinants of the systems of education are compared. The comparative method of Bereday with some adjustments is used to compare the determinants of the systems of education in question. Those determinants are, inter alia: national ideals of *popagano* (Bophuthatswana) and *kagisano* (Botswana), political philosophy, economy, languages, the analytical aspect, the psychic aspect, movement, the spatial aspect, the numerical aspect, western culture and the influence of the Republic of South Africa and England. The third aim of research is thereby attained.

It can therefore be concluded that the overall aim of the research, namely to further the understanding of the educational systems of Bophuthatswana and Botswana (see paragraph 1.3) have been reached.

## 6.3 FINAL FINDINGS AND RECOMMENDATIONS

### 6.3.1 GENERAL RECOMMENDATIONS

It is now seven years and nineteen years that Bophuthatswana and Botswana respectively have been politically independent. The number of the years that Bophuthatswana and Botswana respectively have been politically independent are the same number of years that these two countries have been controlling their educational systems. It is true to say it is already seven years (1985) and nineteen years respectively that Bophuthatswana and Botswana have been popularising education for *popagano* and education for *kagisano* respectively. Most obviously what was relevant seven years and nineteen years ago need not still be relevant today. The governments of the two countries in question should therefore appoint commissions of enquiry to look into the relevance of their systems of education.

A selection of the people to serve on the commissions of enquiry must be carefully done. Only people who understand education and who also have sound and solid academic and professional backgrounds and who also have extensive experience in educational practice must be appointed to serve on these commissions. A warning must be sounded that education is not a matter of common sense but it is a science, therefore the academic and professional identity of the people who should conduct this particular research should be such that they will not embarrass true educationists

in a territory. Political interference in education must also be eliminated from the educational scene so that the commissioners can remain objective in their research, especially in Bophuthatswana. The Botswana educational authorities must equally note that not everything that comes from England is automatically good therefore the commission of enquiry in that country should not be overwhelmed by British things.

Enquiry into education in both systems of education in question should not be done on a part-time basis. People who will serve on these commissions should be taken out of their jobs for a certain period so that they can do a thorough job. Their salaries and travelling and subsistence allowances must be paid by the respective Ministries of Education.

### 6.3.2 FINDINGS AND RECOMMENDATIONS IN TERMS OF PARTICULAR DETERMINANTS OF EDUCATION

#### 6.3.2.1 *The national ideals as determinants of education*

It is true that national ideals should determine education. It is equally true that if the national ideals are regarded as the sole determinants of education or the only aims of education, as it is the case in Bophuthatswana and Botswana, then education becomes too restrictive. This is so because any type of education which is not *popagano*-inclined in the case of Bophuthatswana and *kagisano*-inclined in the case of Botswana is not acceptable as education by the education authorities. It is therefore strongly recommended here that while the importance of national ideals in education is accepted great care should be taken that these ideals should not be allowed to restrict education, therefore the national ideals should not be sole aims of education.

#### 6.3.2.2 *Languages as determinants of education*

The importance of the language factor in education can hardly be over-emphasized because it is a generally accepted principle that education in the mother tongue is pedagogically sound. A foreign language in education can be a very serious handicap. Any nation which takes its values and culture seriously and which also has self-respect will never replace its own language with any other language in education. It is therefore strongly recommended here that Setswana in both systems of education in question be progressively used as a medium of instruction from the lowest to the highest possible educational levels.

It would be unrealistic to refute the importance of the English language as a *lingua franca*. It will therefore be an unwise move to remove English from the curriculum in both systems of education under review. It is therefore further recommended here that English be retained in the curriculum and as soon as Setswana is used as a medium of instruction English may be allocated more periods than other subjects so that pupils may still master it even if it is not used as medium of instruction. The most able teachers must be used to teach English.

The recommendation that Afrikaans should not be taught in Bophuthatswana and Botswana will be most unrealistic and unfounded because most of the citizens of Bophuthatswana and Botswana need this language for their survival. South Africa is a Southern African economic power, and for that reason it is obvious that many of the Bophuthatswana and Botswana citizens need Afrikaans to be able to communicate with their employers in the Republic of South Africa. It is therefore strongly recommended that Afrikaans

should be retained in the syllabus. It is further recommended that only teachers who have a special love for this language and also who have proper qualifications in it should be recruited for the subject.

A failure in either English or Afrikaans should not be a criterion for the promotion of the pupil into the next class. A pass in both of these subjects should, however, strengthen the aggregate pass mark of the pupil.

#### 6.3.2.3 *The spirit of localization*

No country will be meaningfully developed exclusively by the expatriates. It is encouraging to note that Botswana has long realized this and for that reason the spirit of localization determines education in that country as indicated in paragraph 5.2.8. Bophuthatswana, which still prefers foreigners at the expense of nationals, should note that some expatriates come into developing countries with the only aim of making money, and some of them are considered rejects in their native lands. It is, therefore, recommended that the spirit of localization be used as a determinant of education. Put differently, the citizens of Bophuthatswana must be made aware that as soon there is a qualified Motswana in a particular field, the services of a foreigner will be terminated and a Motswana will be appointed. All the Batswana working under expatriate specialists must be given orders to under study their expatriate seniors so that when a contract of that particular person expires he (the Motswana) should be qualified and competent in that job and be able to replace him. Localization will therefore undoubtedly fuel the attainment of qualifications and job competence among the people of Bophuthatswana.

#### 6.3.2.4 *Needs of the country*

Education should not only enrich the intellect but should, inter alia, prepare the educands for the available jobs. Education in Bophuthatswana and Botswana should therefore be adapted to real life needs. The relevance of all the subjects in the curriculum should therefore be tested against the background of the demands of the labour market or the needs of the countries in question.

#### 6.3.2.5 *Teachers as determinants of education*

Any system of education which does not take the training of teachers very seriously is doomed to a lamentable failure. Professional training alone is not enough to produce teachers of substance. Professional training should therefore be integrated with the academic training. Three years is therefore too short a period to prepare teachers meaningfully. The duration of teacher training should therefore be extended to four years, so that at the end of their training period teachers should have an education degree or diploma relevant to their work because education has become complexed. Secondary teacher training must be controlled by the respective universities so that trained teachers can get into schools with university influence which they can disseminate to pupils.

It has become clear in paragraph 5.2.17 that in both Bophuthatswana and the Botswana educational systems no provision is made for mentally gifted children. It is therefore recommended that arrangements be made that mentally gifted children be catered for in the educational system. The Ministries of Education should investigate where and how such children should be taught.

The educational authorities in Botswana should design a programme whereby the general public should be educated not to regard any child as being "*stupid*" and not fit to be sent to school. School-readiness programmes and the bridging programme should be arranged in both systems of education.

#### 6.3.2.6 *The analytical determinant of education*

It has been stated in paragraph 5.2.18 that the Bophuthatswana educational system reveals very serious problems in terms of educational planning. The cause of these problems is the absence of a planning section within the Ministry of Education. It is therefore recommended here that a section devoted to planning and research be established in the Ministry of Education.

Ordinary Inspectors of Education should not automatically be promoted into the posts of educational planning. People with a sound knowledge of education should be sent to institutions which offer courses in education planning and after qualifying as education planners they should be appointed in planning posts. The research branch of the Department of Education should be manned by academics of note in the country. Again here, not every inspector with matric or a junior degree should be appointed into this section.

Even though the Botswana educational system does not reveal serious problems in terms of planning it is nevertheless important that officials of the Ministry of Education should from time to time review their planning strategies, so as to determine whether their planning is still relevant and scientific.

#### 6.3.2.7 *The ethical determinant*

The organised teaching profession should be given full recognition by the government in both countries because it is the teaching profession which must decide on the professional logistics of education. It is the responsibility of the teachers themselves and not the senior officials alone to decide on the ethical code of conduct of the teaching profession as it is the case with Bophuthatswana and Botswana to the lesser extent. The registration of new teachers should be done by the teachers' organisation and all disciplinary issues must be handled by the teachers' organisation as well.

#### 6.3.2.8 *Culture as a determinant of education*

Both systems of education under review are based on western culture. A modernised Tswana culture should pervade both systems of education. The fact that educational systems in both countries in question prepare children to become brown Europeans creates a conflict in the minds of the children because at school the child is expected to behave in a western way but at home the child remains a Motswana. It is not implied here that traditional education be introduced into the schools. Tswana culture must be modernised to meet the demands of the modern industrial society and be used in education. Cultural erosion of the Tswanas should not be tolerated.

#### 6.3.2.9 *Events in foreign countries*

Even if events in foreign countries may have an influence on the educational systems of Bophuthatswana and Botswana it is essential that influences from foreign countries should be controlled. This can only

happen if the two systems of education can have a final say in their curricula and examination matters. Presently Bophuthatswana matriculants and student teachers write South African examinations and for that reason they follow syllabi drawn up in South Africa. Botswana matriculants also write Cambridge Matric as indicated in paragraph 5.3.4.

#### 6.4 PROBLEMS ENCOUNTERED DURING THE PERIOD OF RESEARCH

One of the serious problems encountered during the research is that some of the head office officials of the Ministry of Education in Bophuthatswana were not completely free to provide information. There were two reasons for their not being free. First the practical situation revealed that they work under stress of fear and feel most unprotected because the most junior in the department has a free passage up to the Minister of Education and beyond. Secondly, some of them are not qualified to be at head office because of their limited educational qualifications.

The other problem encountered was that there were vast amounts of data which had to be organised within a limited length. The length of the research report had to be kept in mind all the time.

Travelling frequently to Botswana was another problem. This problem was economic and demographic in nature. Put differently, distance and costs attached to travelling constituted a problem.

#### 6.5 FIELDS FOR FURTHER RESEARCH

The following fields of investigation emanating from this study are recommended for further research work:

- \* The development of Setswana into a language of education;
- \* the development and modernization of Tswana culture and its subsequent incorporation into education;
- \* adaptation of education to real life needs; and
- \* the impact on education of the needs of a developing country.

## 6.6 CHAPTER SUMMARY

In this chapter all issues raised in the previous chapters have been recapitulated concisely.

The final findings and recommendations flowing from the entire study have been put forward. Recommendations have been confined to only those determinants which revealed serious problems.

A few problems which were encountered during the period of research have been cited. It has also been possible to suggest a few fields for further research.