

Discard

**PLANNING EDUCATIONAL REFORMS IN
BOPHUTHATSWANA
AN EVALUATION**

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degree Magister Educationis.

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DECLARATION

I declare that this dissertation for the degree of Master of Education in the Potchefstroom University for Christian Higher Education, hereby submitted by me, has not previously been submitted by me for a degree at this or at another university, and that it is my own work in design and in execution, and that all sources referred to have been acknowledged.

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"The only way to start is to start, and the place to start is right here with what we have and with even a negative quantity. We cannot wait for experts to come, or for money to be appropriated or for certain things to be done for us. Had we waited, we could still be waiting.

Our only capital was ourselves, our health, our determination to succeed ..." (Bishop, 1986 : 19)

Hlapogadi'a Mametsa.

Abstract

This study is concerned with the bold attempt by the government of the new Republic of Bophuthatswana to reform the entire educational system to be in line with the identified needs and noble aspirations of the new nation. This task began in 1979 based on the recommendations of the National Education Commission report which was tabled in August 1978.

Considering the elaborate planning and preparation that must precede any educational change, innovation and reform, the contention is that not much attention and time was given to the planning process per se. Most of the recommended changes were implemented immediately, some piece-meal and others in an uncoordinated manner.

The study discusses some of the developments within the broad educational spectrum, indicating noteworthy achievements and accompanying problems. Some of the problems can be traced to the lack of clearly articulated reform goals and objectives: the absence of a national planning unit to co-ordinate the envisaged reforms in line with the overall national development plan. This would ensure that educational reforms are not seen in isolation but as part of other overall socio-political and socio-economic developments. The absence of a change agent to manage the change process, to sensitize the communities to the need for change and to get them to participate fully in the reform process, was partly responsible for some of the identified problems. Also the lack of a well-conceived model and strategy for planning educational reforms as well as a built-in mechanism to monitor progress and provide feedback are highlighted.

Finally, the study indicates how some aspects of the educational system were remarkably improved inspite of the perceived lack of proper planning. A stable educational system evolved based on the new philosophy of education for Popagano. The formal school system experienced remarkable growth resulting partly from the committed involvement by the communities in providing classroom accommodation and the funding of educational projects where the

need arose. The child-centred approach revolutionized teaching in the primary school and its successful implementation will serve as a model for neighbouring countries. The ten-year period under review also saw the upgraded professional training of teachers and the establishment of a university for which the communities voluntarily donated cash or in kind and which was a major milestone in the educational development of the country.

In conclusion, a model for planned educational reform is proposed as a mechanism that will bring most of the envisaged improvements in the educational system to fruition.

Samevatting

Die studie handel oor die moedige poging van die regering van die nuwe Republiek van Bophuthatswana om die hele onderwysstelsel te hervorm ooreenkomstig die geïdentifiseerde aspirasies van die nuwe nasie. Hierdie taak het in 1979 begin, gebaseer op die aanbevelings van die Nasionale Onderwyskommissie-verslag wat voorgelê is in Augustus 1978.

Met in agneming van die uitgebreide beplanning en voorbereiding wat enige opvoedkundige verandering, of hervorming, moet voorafgaan, kan die afleiding gemaak word dat nie baie aandag en tyd aan die beplanningsproses op sigself bestee was nie. Meeste van die aanbevole veranderinge is onmiddelik geïmplementeer, sommige stuksgewys en ander op 'n ongekoördineerde wyse.

Die studie bespreek sommige van die ontwikkelinge binne die breë opvoedkundige spektrum, met aanduiding van die noemenswaardige prestasies en die meegaande probleme. Sommige van die probleme kan teruggevoer word na die gebrek aan duidelike doelstellings en doelwitte en die afwesigheid van 'n nasionale beplanningseenheid om die beoogde hervormings te koördineer met die nasionale ontwikkelingsplan. Dit sou verseker het dat die opvoedkundige hervormings nie in isolasie gesien word nie, maar as deel van ander sosio-politiese en sosio-ekonomiese ontwikkelinge. Die afwesigheid van 'n veranderingsagent om die proses van verandering te beheer, om die gemeenskap gereed te maak vir die veranderinge en om hulle tot volle deelname aan die hervormingsproses te oorrede, was gedeeltelik verantwoordelik vir sommige van die geïdentifiseerde probleme. Ook die gebrek aan 'n oorwoë model en strategie vir die beplanning van onderwys-hervormings, asook 'n meganisme om vordering te monitor en terugvoering te gee, word na vore gebring.

Laastens, dui die studie aan hoe sommige aspekte van die onderwysstelsel merkbaar verbeter het ten spyte van die gebrek aan deeglike beplanning. 'n Stabiele onderwysstelsel het ontwikkel, gebaseer op die nuwe beskouing van onderwys vir Popagano. Die formele skoolstelsel het merkbare groei getoon,

ook as gevolg van die betrokkenheid van die gemeenskappe in die verskaffing van klaskamer akkommodasie en die finansiering van onderwys-projekte. Die kindgerigte benadering het 'n omwenteling teweeggebring in die primêre onderwys en het gedien as 'n model vir aangrensende lande. Die tienjaar tydperk onder bespreking het ook die verbeterde professionele opleiding van onderwysers en die totstandkoming van 'n universiteit, gesien. Dit was 'n belangrike mylpaal in die onderwysontwikkeling van die land.

Ter afsluiting word 'n beplande model vir opvoedkundige hervorming voorgestel as 'n meganisme wat die meeste van die beoogde verbeterings vir die opvoedkundige sisteem sal bewaarheid.

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