

PLANNING AN EDUCATIONAL SYSTEM FOR BOPHUTHATSWANA

BY

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## DECLARATION

I declare that: PLANNING AN EDUCATIONAL SYSTEM FOR BOPHUTHATSWANA, is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

A handwritten signature in cursive script, appearing to read 'J. Malao', written in dark ink.

J. MALAO

November 1983

POTCHEFSTROOM

DEDICATION

To my parents, my wife Emma, my sons, Smay Kearabilwe  
Bonolo, Wilson Regomoditswe Boitshoko, my only daughter,  
Mmathapelo Gaofenngwe Ratanang, and to all the Malao's

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## ABSTRACT

At the beginning of this scientific inquiry the aim, methods of investigation, the difference between the planning of education and the planning of an educational system, the problems, explanation of the terms used in a title, the geographical position of Bophuthatswana, demarcation of the field of study and the structure of the dissertation were outlined.

In the second chapter the history of education of the Tswanas has been traced. During the literature study it became abundantly clear that prior to the arrival of the missionaries the Tswanas already had some form of education. The relevance of that education can hardly be over-emphasized because it was based on the ground motif of the Tswanas.

The theories of educational system planning are discussed in chapter 3. The contribution of both the South African and Overseas educational system planning theories has been dealt with. These theories were chosen to give the researcher sufficient background on the criteria for planning.

The exposition of the present system of education in Bophuthatswana is given in chapter 4. The system of

Bophuthatswana education has also been evaluated in terms of Stone's and Rupert's educational system planning theories. The investigation revealed a number of deficiencies in the educational system in question, inter alia: the fact that this system of education is not based on the nation's ground motif, inefficient school pattern, the absence of some of the important auxiliary services such as a Bureau of Research and External Examinations.

In chapter 5 reforms in the educational system of Bophuthatswana are suggested. The following have among others, been recommended for inclusion in the present system of education of Bophuthatswana:

- \* regional control of education;
- \* a planning section; and
- \* a Bureau of Research.

The phasing out of the middle school has also been suggested.

The final chapter summarises all the issues raised in the other chapters and from this summary flow recommendations.

Recommendations were, among others, made in respect of the following:

- the school pattern;
- teacher education;
- medium of instruction; and
- research in education.

## UITTREKSEL

By die aanvang van hierdie wetenskaplike studie is die doel van die studie, die navorsingsmetodes, die verskil tussen die beplanning van onderwys en die beplanning van 'n onderwysstelsel, die probleme, die geografiese ligging van Bophuthatswana, die omlýning van die studieveld en die struktuur van die verhandeling uiteengesit.

In die tweede hoofstuk van die verhandeling is die geskiedenis van onderwys van die Tswanas nagegaan. In die loop van die literatuurstudie het dit baie duidelik geword dat, voor die aankoms van die sendelinge, die Tswanas reeds 'n vorm van onderwys gehad het. Die relevansie van daardie onderwys kan nie maklik oorskat word nie, omdat dit gebaseer was op die grondmotief van die Tswanas.

Teorieë van onderwysstelselbeplanning word in hoofstuk 3 bespreek. Die bydrae van beide Suid-Afrikaanse en oerseese onderwysstelselbeplanningsteorieë word onder oënskou geneem. Hierdie teorieë is gekies ten einde die navorser voldoende agtergrondmateriaal te verskaf rondom die kriteria vir beplanning.

Die uiteensetting van die huidige onderwysstelsel in Bophuthatswana word in hoofstuk 4 gedoen. Die Bophuthatswana onderwysstelsel word ook geëvalueer in terme

van Stone en Rupert se teorieë aangaande die beplanning van onderwysstelsels. Die ondersoek het aan die lig gebring dat daar 'n aantal swakhede in die betrokke stelsel voorkom, soos onder andere: die feit dat hierdie stelsel nie gebaseer is op die grondmotief van die volk nie, die onvoldoende skoolpatroon, die afwesigheid van sekere belangrike hulpdienste soos 'n navorsingsburo, eksterne eksamens, ens.

In die vyfde hoofstuk word hervormings vir die onderwysstelsel van Bophuthatswana voorgestel. Die volgende is, onder andere, voorgestel vir insluiting in die huidige onderwysstelsel in Bophuthatswana:

- \* Streeksbeheer van onderwys
- \* 'n beplanningsafdeling; en
- \* 'n navorsingsburo.

Die uitfasering van die "middelskool" word ook aanbeveel.

Die slothoofstuk som al die sake wat geopper is in die loop van die studie op, en hierdie samevatting lei dan ook tot sekere voorstelle:

Voorstelle is gemaak met betrekking tot die volgende:

- \* die skoolpatroon;
- \* onderwysersopleiding;
- \* die medium van onderwys; en
- \* navorsing in onderwys en opvoeding.

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