

CHAPTER 5

DETERMINANTS OF THE EDUCATIONAL SYSTEMS OF BOPHUTHATSWANA AND BOTSWANA

5.1 INTRODUCTION

Hornby (1974:238) defines the word determinant, *inter alia*, as decisive or determining. The word determinant further means fundamental, cementic and formative. For the purpose of this study the concept determinant will be taken to mean the factors which are responsible for the existence and characteristics of the two educational systems in question. Without these factors the educational systems of Bophuthatswana and Botswana would be non-existent and would also not have the characteristics they are presently having. Put differently, the determinants which will be discussed in the subsequent paragraphs determine the type and form of the educational systems of the two countries under review.

The exposition of the determinants of the educational systems of the countries in question will be divided into two main groups, viz. internal and external determinants. This grouping has been considered appropriate because it presents a more logical picture of the fundamental factors which give the educational systems of Bophuthatswana and Botswana their shape.

In juxtaposing various determinants the problem of motivating all of them equally was encountered, because otherwise the chapter would have

been too long. To curtail the excessive length of the chapter it was decided to provide enough reasons to prove beyond question that a specific determinant really determines education in the systems of education in question. Put differently, reasons for proving different determinants were not accorded the same length in each case because the chapter would have been clumsy.

It is also necessary to point out here that no particular order was followed in listing and discussing various determinants, therefore it does not necessarily mean that the first discussed determinant is more important than the last one and vice versa.

5.2 JUXTAPOSING OF INTERNAL DETERMINANTS

5.2.1 INTRODUCTION

Internal determinants refer to all the determinants which take their origin within the country or within the educational system of a particular country or even from the people of that particular country. For the purpose of this study internal determinants refer to all those determinants which have a definite influence on the systems of education of Bophuthatswana and Botswana but which also have their origin in either of these two countries. The following have been identified as some of the internal determinants of the educational systems of Bophuthatswana and Botswana: national ideals, viz. *popagano* and *kagisano*, the historical development of education, the political philosophy of the countries, religion, national languages, traditional patterns of settlement, the spirit of localization, the needs of the country, the economy,

the child, teachers, trends in primary school education, numbers, spatial determinants, movement, analytical determinants, psychic, ethical and judicial determinants.

It is important to note that different determinants are interwoven with each other.

5.2.2 NATIONAL IDEALS

5.2.2.1 *The ideal of popagano (Bophuthatswana)*

The concept of *popagano* is the ideal which has given direction to the highest aspirations of the Batswana nation, the moulding of physical, intellectual, moral and the spiritual aspects of the Tswanas and that had been done by the family, age-groups (*Mephato*) and the entire nation. *Popagno* as an ideal of education aptly tells what is basic to the goal of the people of Bophuthatswana, (Bophuthatswana, 1978(a):18)

Education for *popagano* embraces the following four elements (Bophuthatswana, 1978(a):18; Smith, 1984:13):

- * For the individual, *popagano* is concerned with *creation of new self-reliance and confidence.*
- * In social and economic life *popagano means building up, progress and development.*
- * *The creation and building of a new nation.*
- * *Popagano* is an expression of the democratic ideal, the bringing together in *cooperation and interdependence* of all the people of Bophuthatswana.

The ideal of *popagano* is derived from the proverb which says

"popapopa e a ipopaganyetsa; phatlaphatla wa iphatlaletsa"

(He who moulds does it for his own advantage and he who repels does it for his own disadvantage) (Bophuthatswana, 1978(a):18). The authenticity of this proverb as used in the Lekhela Report, in Bophuthatswana (1978:18), which is a blueprint for education in Bophuthatswana creates doubt. If *popapopa e a ipopaganyetsa; phatlaphatla wa iphatlaletsa* (he who moulds does it for his own advantage and he who repels does it for his disadvantage) is carefully analysed it will be found that the two elements of this "*proverb*" as used in the Lekhela report (Bophuthatswana, 1978(a):18-20) have two different and unrelated meanings. To be more precise, the first element, viz. *popapopa e a ipopaganyetsa* (he who moulds does it for his advantage) the idea of giving shape or moulding comes to the fore, whereas in *phatlaphatla wa iphatlaletsa* (he who repels does it for his disadvantage) the idea of rending asunder or dispersing or being interpersonally unsound emerges, therefore it is absolutely wrong to regard the proverb under review as used in the Lekhela Report as a national proverb. At best it may be a regional proverb. The correct form of the proverb in question is *Kgobokgobo wa ikgobokanyetsa; phatlaphatla wa iphatlaletsa* (he who is interpersonally sound will attract many people and he who is not interpersonally sound, that is, who is repulsive, will repel people to his own disadvantage). The first element of the correct form of the proverb gives an impression of the idea of aggregation, putting together or being interpersonally sound whereas the second element is merely a negation

of the first one and therefore gives an idea of putting asunder or dispersing.

The ideal of *popagano* is therefore unfounded and not national even if the authorities in Bophuthatswana regard it as the major determinant of education. In view of the fact that the Lekhela Commission on education in Bophuthatswana was formed in 1978 shortly after the Botswana Commission on education came out with "*Education for Kagisano*" one may safely conclude that the Lekhela Commission was influenced by the Botswana's Education for *Kagisano*, or they wanted to conform with other African states such as Zambia, which has Education for Development, and Tanzania, which has Education for self-reliance (Smith, 1984: 13).

Popagano is unfortunately regarded in Bophuthatswana as a major determinant of education. The journal of the Ministry of Education is called *Popagano*. The concept of *Popagano* as a forced national ideal determined the naming of this journal. S.J. Malao has also authored a series of Setswana grammar books for the Middle School which he has named *Setswana sa popagano*. He probably named them so in order to conform to the dictates of the forced ideal of *popagano*. There is also a school in the Mankwe Inspection Circuit which is called *Popagano*.

From the above remarks it has become clear that although the ideal of *popagano* determines education in Bophuthatswana the root from which it is derived is open to criticism.

Popagano, even being a forced ideal as it is, directs education in Botswana because it forms the basic aim of education. The danger with this aim of education is that it may render education both restrictive and prescriptive. Smith (1984:13) also asserts that

"Education for popagano automatically restricts us to a pre-determined programme . . . Anything which is not popagano related is by any definition non-educational, or at least, not included in our programme of education. We limit the scope of education and we restrict the choices available to parents and pupils. They are denied the chance to follow alternatives".

The effect of *popagano* on education has been indicated in paragraph 3.8.1.2.

5.2.2.2 *The ideal of kagisano (Botswana)*

It has been stated in paragraph 4.5.2 that the government of Botswana is based on the following four principles:

- * democracy;
- * development;
- * self-reliance; and
- * unity.

The totality of these four principles is *Kagisano*. Two other dimensions of *Kagisano* are the idea of social justice and the sense of community and mutual responsibility (Botswana, 1977:31).

Social justice implies fairness and equity. An attempt is being made in Botswana to make the distribution of educational facilities equitable and fair. It is, however, fitting to mention that it is not easy to

attain absolute equity due to factors such as demography, economy and climate. In distributing educational facilities there is no discrimination on the grounds of sex, ethnic group or religion, and wide tolerance in admission ages is allowed. Examinations which test both achievement and ability to complete the next stage of education are generally regarded as the fairest and most objective way of allocating places and of excluding personal bias in the process of selection. In paragraph 4.7.8.2 it has been stated that there is an examination unit in the Ministry of Education. One of the functions of the examinations unit is to exercise control so that social justice which is an aspect of *Kagisano* can be a reality, because objective examinations will promote children on merit.

The government is trying to make schools geographically accessible to all. This is so because the aim is to serve all the inhabitants of the country educationally equal.

Community responsibility and mutual personal responsibility are other elements of *Kagisano*. Community feeling is at the root of African culture and the system of education must be geared to preserve and to foster it. The control of education of Botswana whereby LEA's control and provide the physical infrastructure in primary education as stated in paragraph 4.7.3.2.2 shows that the feeling and mutual responsibility of the community have an influence on the control of education.

Schools and colleges also function as community centres, teachers have responsibilities towards pupils which do not end after lessons at the classroom door (see paragraph 4.7.5.).

From the above exposition of *Kagisano* it becomes clear that *Kagisano* exerts a great influence on education in Botswana.

5.2.3 HISTORICAL DEVELOPMENT OF EDUCATION

The educational system of Bophuthatswana developed from the South African educational system. It therefore stands to reason that many aspects of the Bophuthatswana educational system bear the stamp of South African system of education for Blacks. In paragraph 3.10 an attempt has been made to show resemblances between the Bophuthatswana system of education and that of South Africa for Blacks.

Long before independence Bophuthatswana high schools followed syllabi and examinations designed by both the Department of Education and Training and the Joint Matriculation Board. Even if the Bophuthatswana educational authorities plan that in future schools in that territory should use syllabi and examinations designed there, the fact of the matter is that presently the South African syllabi and examinations are still in use in Bophuthatswana.

All schools in Bophuthatswana still take Afrikaans as a subject. In fact, Afrikaans is still a compulsory subject in the middle school phase and in the primary schools with the exception of the grades.

In the past, schools in Bophuthatswana used to follow the school calendar of the Department of Education and Training in South Africa. Presently the school calendar of Bophuthatswana is more or less the same as that of schools in the Department of Education and Training in South Africa.

If the schools of Bophuthatswana do not reopen on the same day as the schools of the Department of Education and Training there is always a difference of a day or at most of a week.

The above phenomena are the result of the historical development.

As mentioned in paragraph 4.6, England ruled in Botswana for more than 70 years. During their regime in Botswana the British exerted a great influence on the Tswanas in more ways than one. Firstly it has been stated in paragraph 4.7.5.3.4 that English is being used in schools as a medium of instruction. Secondly, the control of LEA's at local level is also the result of the historical factor. In paragraph 4.7.10 the whole question of the similarities between the Botswana system of education and that of Britain has been addressed.

The fact that up to now, 18 years after independence, Botswana cannot yet offer all the primary school leavers places in the school system is determined by history. In paragraph 4.6 it has been stated that at the time of independence the Government had not yet provided a single secondary school. This unfortunate state of affairs was the result of the fact that England saw Botswana as a potential part of South Africa (Anderson, 1979:xvi). It is therefore clear that an independent Botswana inherited a crippling backlog from the colonial government. Put differently, the defects in the supply of especially secondary school education are the result of the historical development of education.

5.2.4 POLITICAL PHILOSOPHY OF THE COUNTRIES

The political philosophy of the people of Bophuthatswana, viz. democracy, has caused the people of Bophuthatswana to opt for the type of system of government they are presently having. The system of government of Bophuthatswana is outlined in paragraph 3.6.4.

The government of Bophuthatswana, under the influence of democracy, has decided on the type of the educational control which has been discussed in paragraph 3.8.2.2. In paragraph 3.8.2.3 it has been shown that the Bophuthatswana control of education lies midway between centralised and decentralised forms of control. The School Councils, the District Education Councils and the National Education Council in Bophuthatswana have been granted rights by legislation to decide on certain issues on education in their sphere of operation. Democracy has dictated to the government of Bophuthatswana to grant a right to the aforementioned councils to decide on certain issues.

The Department of Education in Bophuthatswana gives recognition to teachers' associations and to inspectors' associations. The recognition of these bodies by the Education Department is the result of the democratic philosophy of the people of Bophuthatswana, and therefore democracy is a determinant of education in Bophuthatswana.

The political philosophy of the Botswana ruling party, viz. the Botswana Democratic Party, has four elements: democracy, self-reliance, unity and development. The democracy of this country has been carefully stressed

in paragraph 4.5.3. The political philosophy of Botswana has given rise to the present system of government in Botswana (Botswana, 1971:3).

Education in Botswana reflects the democratic principle that the country has set itself. The political philosophy of democracy has determined a situation where a local community, through Local Education Authorities (LEA's) and Boards of Governors, has a say in the control of education. The presence of Parent-Teachers' Associations in the educational systems of Botswana is also a result of the democratic principle of the government.

The parent may, according to the Botswana Education Law (Act 40 of 1966 art. 23), decide whether his child should be taught Religious Education or not. The parent may further decide on the type of Religious Education his child should be taught. This tolerance stems from the political theory of democracy.

At the school level principals hold regular staff-meetings with their teachers, which is also the result of the political influence of the country (Botswana, 1977:26).

From the above remarks one cannot fail to conclude the following:

- * The spirit of democracy is responsible for the decentralised control of education.
- * Democracy has caused educational policy-makers to give parents a choice in respect of the teaching of Religious Education and of teachers.

* Democracy makes it possible for principals to hold regular meetings with their teachers.

On the strength of the above, democracy, which as an aspect of the political philosophy of the people of Botswana, is one of the determinants of education.

The principle of self-reliance is applied in education in that the government of Botswana has succeeded in instilling in the populace the spirit of *ipelegeng* (self-reliance). It has been mentioned in paragraph 4.7.5.3.2 that many primary schools in Botswana came into being through a scheme called *Ipelegeng* (self-reliance). In paragraph 4.7.5.3.2 it has also been categorically stated that LEA's provide the physical infrastructure in primary school education, which is a sign of the dictates of the political principle of self-reliance. The brigades which are self-maintaining institutions also prove the presence of self-reliance. It is correctly asserted that self-reliance as a national character is fostered through the medium of education (Botswana, 1977:28).

Through a scheme called the University of Botswana Campus Appeal, a sum of one million Pula was raised from voluntary contributions. This is another important example of self-reliance (Botswana, 1977:28).

The spirit of self-reliance has also made teachers in Botswana to be inventive in producing their own teaching aids. It has been stated in Paragraph 4.7.8.2 that TAPU trains teachers to produce their own teaching

aids. This training makes teachers less dependent on the Ministry of Education and it makes them self-reliant in as far as teaching aids are concerned.

From the above remarks it can be deduced that the political principle of self-reliance has been a very strong factor which determine self-reliance in education.

The fact that when Botswana became politically independent it was one of the poorest countries in the world has been stated in paragraph 4.5.4. The Botswana Democratic Party (BDP) therefore had to work hard to develop the country and the educational facilities. The principle of development therefore had to determine educational development. The word development is defined as

"a process whereby the nation as a whole and its individual citizens come to have improved standards of living; increasing control over their environment; more options in the disposition of their time and material resources; and greater choice in items they consume"

(Botswana, 1977:26).

When the preceding definition of development is related to education it is realized that when the people of Botswana go through the educational system they get better employment in terms of salary and subsequently their standard of living improves and they join the adult community with a better perspective of exercising choice. This better perspective of exercising choice in turn influences the development of the educational

system in that the educated community in Botswana stands a better chance of deciding on the type of education which is good for their children in terms of their aspirations and priorities.

Khama (1969:4) categorically declares that his government has from the moment of its first taking office given top priority to educational expansion. They pledged themselves in 1965 to work to meet the community's manpower requirements by remedying the neglect of colonial days. The Botswana Democratic Party policies have aimed at the gradual transformation of the inadequate educational system they inherited from the colonial government. In the life of the first Botswana Democratic Party Government they much more than doubled the number of secondary school places. The phenomenal growth in respect of educational institutions was the result of the dictates of the political principle of development.

The spirit of development has also dictated to the curriculum developers to revive the curriculum inherited from the colonial system to include more practical subjects.

The fourth political principle is unity. The concept unity covers many important ideas such as loyalty, cooperation and a sense of national identity. It is asserted that the

"pursuit of unity calls for every Motswana to appreciate his or her rights and responsibilities as a citizen of Botswana, to be fluent in the national language and to take pride in the national cultural heritage"

(Botswana, 1977:30).

The fact that the government had improved some of

the schools which had been built by local communities was to encourage those communities to admit children from other places. This venture would encourage national unity. In this regard Khama (1967:7) declares that

"Some schools which have developed from our old tribal secondary schools are sometimes criticised by local parents because they take pupils from other areas. Such criticisms have to be countered by explaining that national resources have been made available to improve these schools, and that they must serve the nation as a whole".

Unity in education also means amongst others that education should form a unified system. Schools and training courses in different parts of Botswana are properly linked to a national system so that learners can qualify themselves appropriately to move from one institution or level to the next without undue impediment. Unaided schools and continuation classes are linked to the public system because all syllabi are prescribed by the central Ministry of Education and people who follow a self-help path are not blocked from re-entering the public school if they demonstrate academic ability. Teachers and other academic personnel are also prepared to serve wherever their services are required.

From the foregoing remarks it emerges clearly that the Botswana Democratic Party has succeeded in causing politics to determine education positively. The four principles enunciated by the Botswana Democratic Party have been meaningfully connected to education. Khama (1969:1) in this regard declares that

"These national principles of democracy, development, self-reliance and unity must shape our approach to education. Teachers have a unique opportunity to put these principles into practice".

5.2.5 RELIGION

Bophuthatswana is a Christian country. Most, if not all of the people of Bophuthatswana are Christians and they also belong to the Christian Church (Bophuthatswana, 1978(a):2). The Christian religion of the people of Bophuthatswana has given education in this state a Christian character.

Religious Education is a compulsory subject in all the classes. It is also an examination subject up to Standard 8. Some high schools do Biblical Studies as an examination subject.

In view of the fact that the Christian religion has coloured all education in Bophuthatswana and also that Religious Education is a compulsory subject in schools, religion can rightfully be taken as a determinant of education. It has been categorically stated in Bophuthatswana (1978(a): 78) that education in this territory is based on the Christian philosophy and way of life (see paragraph 3.9.1.3.5).

In Botswana the religious convictions of the parents play an eminent role in education. The Botswana Education Act (Act 40 of 1966 art. 23) vividly spells out how the religious persuasion of the parents affect education. The Act in question makes it clear that no pupil will be

forced to do Religious Education which is not acceptable to his or her parents. If parents prefer a type of Religious Education which is not offered in a school they may make arrangements that their children should receive it after school. The fact that the population of Botswana is predominantly Christian means the educational system has no problems in religious matters. Religious Education is not a compulsory school subject. This is so because of various shades of religious persuasions of the people. The fact that Religious Education is not a compulsory school subject is that the interests of the minorities such as the Moslems, Hindus and atheists are respected. Therefore religion is undoubtedly a determinant of the educational system.

5.2.6 LANGUAGES AS DETERMINANTS OF EDUCATION

In Bophuthatswana there are three languages which determine the educational systems, viz. Setswana, English and Afrikaans. It has been stated in paragraph 3.9.1.3.6 that Setswana is being used as a medium of instruction from Grade 1 to Standard 2. English is introduced in Grade 2 and Afrikaans is introduced in Standard 1. English is used as a medium of instruction from Standard 3.

Setswana in Bophuthatswana remains an important criterion for passing any standard. If a candidate fails Setswana as a subject at any level he or she fails the entire examination, therefore Setswana is an important factor determining the progress of every child in the educational system.

From Standard 3 all children in Bophuthatswana are compelled to study in English. English therefore determines the progress of the child

through the education system. A pupil who has problems in understanding English may not be very successful in the content subjects such as Mathematics, History, Geography, Commerce and Physical Science. Therefore pupils have a double problem, both of understanding the English language and the contents of the subjects.

Afrikaans is also a compulsory subject in Bophuthatswana. It therefore stands to reason that it also has an influence on the progress of the pupil through the education system. It further increases the language burden of the pupils. As books are important tools in any education system the fact that Afrikaans is taken in schools ensures that Afrikaans books, like English and Setswana books, are found in the schools and libraries of Bophuthatswana.

No education system can exist without a language whether national or foreign. A language is therefore a very powerful medium through which education is being imparted; it is therefore an important determinant of education by any description (see paragraph 2.3.2.4.3.4).

There is absolutely nothing that prevents the people of Bophuthatswana from developing their own language to attain the status they accord to the English language. The officials of the Bophuthatswana Ministry of Education argue that they use the English Language as a medium of instruction because (Bophuthatswana, 1983:32):

- * It is a language of formal study;
- * it is a language of continuing education;

- * it is a language of business, commerce and science;
- * it is a language of information; and
- * it is a language of pleasure and entertainment.

Normatively the national language of a given group should have the greater influence on the educational system of that particular group. The opposite is, however, true of Bophuthatswana.

In Botswana both English and Setswana have a decisive influence on education but English has more influence than Setswana because English is used for a much longer time in the educational system than Setswana which terminates at the Standard 4 level. To vindicate that English has a much more telling influence on the Botswana system of education Somerset (1977:2-8) contends that

"Secondary school selectors can presumably take note of the Setswana marks if they wish, but the fact that the marks do not contribute to the overall order of performance must inevitably mean that competence in Setswana is much less important in deciding who goes to secondary school than competence in the other examination subjects".

The determining influence of English on the system of education in Botswana is also reflected in the requirements for completing the Junior Certificate. In order to qualify for an award of a certificate a candidate must pass English (Botswana, 1979:6).

Some racial groups in Botswana such as Hereros, Yajis, Bambukushu and Sarwa who have difficulties in understanding either Setswana or English have serious problems in benefitting in the education system. Mazonde (1983:6) contends that the provision of education in the western parts of Botswana is being hampered by communication problems because some of the population groups in that area do not understand either Setswana or English.

From the above remarks one may safely conclude that English and Setswana are some of the important determinants of the Botswana system of education because without these two languages it would be impossible to speak of education in this country. It is unfortunate that a foreign language such as English should be given prominence over and above the national language.

5.2.7 TRADITIONAL PATTERNS OF SETTLEMENT

The traditional patterns of settlement affect education only in Botswana. In Bophuthatswana there is no connection with the phenomenon in question and the education system.

There is a close connection between the phenomenon of the traditional patterns of settlement and movement. It has, however, been thought fit to discuss it separately because of that fact that even if it is associated with movement its importance to the culture of the Tswanas makes it important that it should be discussed in its own right as a factor.

Traditional patterns of settlement and migration in Botswana are different

from those found in other countries, with certain influences on education. Permanent residence has tended to be in large-sized traditional villages, although increasing numbers of families are either migrating to towns or in the reverse direction, to live adjacent to their grazing or crop-growing areas. It has been stated in paragraph 4.5.2 that the rural Tswanas in Botswana have three homes. Due to the country's semi-arid climate it is often necessary to graze cattle at a remote cattlepost where grass and water are in abundance. Crop-growing areas are often in remote areas. In rural areas women are largely responsible for crop production, which means that, like the fathers and brothers at the cattle-post many mothers are away from the permanent residence (village) for months at the time. Children may accompany their parents to such places.

When a number of parents either at the cattle-posts or on the lands realize that they are with a number of children of school-going-age they normally enlist the services of somebody who can read and write to teach these children. A school of a poor quality may start in this way. As soon as the Government identifies such a school, arrangements may be made to take it over. To try to prevent schools of poor quality the Ministry of Education in Botswana has decided on the grounds of settlement patterns of rural Tswanas to build small schools in such areas (Swartland, 1984).

It is therefore indeed an irrefutable fact that settlement patterns of the rural population have given rise to the establishment of small schools in some rural areas. The fact that settlement patterns have dictated to the educational planner to provide schools in the villages,

cattle-posts and on crop-growing areas makes it (the settlement pattern) a determinant of the educational system.

5.2.8 THE SPIRIT OF LOCALIZATION (EMPLOYING THE NATIONALS)

In Bophuthatswana the spirit of localization has not yet been effective as a determinant of education.

In many fields of occupation in Botswana expatriate specialists are given the nationals as their assistants. The national assistants are given orders to understudy the expatriates so that as soon as the national become competent in the job the expatriates could be replaced by the nationals. The general feeling in Botswana is that the expatriates should be replaced by the nationals as soon as it is conveniently right to do so. The school system must therefore be diversified so that more artisans, technicians, engineers, teachers and doctors can be produced to replace the expatriates (Swartland, 1984).

Another example of the effect of localization on education is that in the early eighties the students of the University of Botswana protested against the appointment of a white rector. They argued that there were many Tswana professors who could be appointed as rectors. They further asked the government to explain whether localization was not applicable to the University. The government promised that it would no longer appoint a white rector after that particular rector's contract had expired. In 1984 professor T. Tlou, a Tswana academic, was appointed as the first Tswana rector of the University of Botswana.

The spirit of localization causes the expansion of the school system, revision and diversification of the curriculum to include more practical subjects. The inclusion of practical subjects in the curriculum is necessary because Botswana as an underdeveloped country, inter alia, needs physical development. To make a meaningful replacement of the expatriate engineers and technicians schools must offer practical subjects. From the foregoing remarks it becomes clear that localization is an important determinant of education (Botswana, 1977:30). The technical schools discussed in paragraph 4.7.5.6 are an expression of the spirit of localization because the Tswanas qualifying in these schools will in time replace the expatriates.

5.2.9 THE NEEDS OF A COUNTRY AS DETERMINANTS OF EDUCATION

Bophuthatswana as a third world country has a variety of technical or physical needs because the physical infrastructure is not yet up to standard, for example roads in the rural areas are not yet tarred, electricity and bridges are still a problem in many areas. The educational authorities in Bophuthatswana are presently trying to make education relevant to the needs of the country by, for example, providing technical education in some big areas. In trying to address the needs of Bophuthatswana the Department of Manpower Utilization and the Department of Education have become partners in technical education. Still in terms of the needs of the country it is being asserted that a

"number of new courses is in the process of being introduced, care is being taken that they are relevant to the needs of Bophuthatswana"

(Bophuthatswana, 1982:21).

The University of Bophuthatswana has established a faculty of agriculture in Taung. The aim with this faculty is to produce people who can do farming on scientific basis. The establishment of the faculty in question is the result of the agricultural needs of the country. It has been declared that the

"complex and changing circumstances of our industrialised world, make it imperative to assure all children of an adequate preparation for entrance into the working world"

(Bophuthatswana, 1978(a):21).

Botswana, like Bophuthatswana and the other developing countries, needs a lot of technical development. To be more precise it needs trained manpower in all the fields of human endeavour. Swartland (1983:47) correctly contends about the situation in the primary schools of Botswana that the

"primary school curriculum aims at orientating children towards the realities of life in Botswana and at preparing them for life after they leave school".

The realities of life in the above quotation refer to the needs of the country and to life.

To develop the country technically engineers must either be expatriated or produced locally. This need has caused the Ministry of Education in Botswana to provide technical education at all the centres which have been mentioned in paragraph 4.7.5.6.3. The Botswana technical need has caused the minister of Education in that country to declare that

"At all costs our main objective now is to explode the misconception that education for the brown-collar type of work is inferior"

(Botswana, 1971:2).

The political needs of Botswana also have a decisive influence on education. Botswana, like all countries of the world, has political needs for stability and fairness to all. When the politicians go to the people with politics they (the people) must be in a position to choose responsibly, especially during the election time when they have to make a choice between parties. This particular need has given rise to, inter alia, non-formal education which is presently controlled by the University of Botswana. In non-formal education people are taught to read and to write so that, amongst others, they can read and understand the laws and other government notices (Vanqa, 1984).

The fact that the political need of Botswana is amongst the other factors which have caused the Ministry of Education to establish a non-formal education section of education in the university, renders itself a determinant of education (see paragraph 4.7.7).

5.2.10 THE ECONOMY AS A DETERMINANT OF THE EDUCATIONAL SYSTEM

The economy is one of the strongest determinants of any system of education. Without financial resources no educational system can survive. Before any system of education can function there must be school buildings, books and other facilities which all cost money. For schools to function

there must also be teachers who must be paid by the end of every month. The availability of money therefore has a decisive influence on the nature and scope of educational system of Bophuthatswana and Botswana.

During the financial year ending on 31 March, 1984 the estimated educational spending in Bophuthatswana was as reflected in the following table:

Tabel 5.1 *Estimated educational spending in Bophuthatswana during the financial year ending 31 March, 1984* (Bophuthatswana, 1984: 58-65)

Subject	Amount in Rands
Salaries	74 855 716
Subsistence and transport	1 100 000
Postal, telegraph and telephone services	57 800
Printing, stationery, advertisements and publications	15 500
Miscellaneous expenses	35 884
Machinery, equipment, stocks and tools	2 418 000
Financial contributions and allowances	3 044 600
Special departments services	1 731 500
Grants-in-aid to Statutory Bodies	19 147 000
Total	102 406 600

Without money as reflected in the above table educational administration would have been impossible in Bophuthatswana in 1984. Bophuthatswana has the following major sources of income (Bophuthatswana, 1978(a):99):

- * Its own revenue, a big percentage of which is derived from general taxes, townships, mining and agriculture; and

* grants from the South African Government.

The fact that Bophuthatswana still receives financial aid from the Republic of South Africa proves beyond doubt that Bophuthatswana is still not yet economically independent enough to finance her education. It is further true that educational expansion in Bophuthatswana, inter alia, depends on the size of the grants the Republic of South Africa may allocate to Bophuthatswana.

The general public and all the schools in Bophuthatswana have been requested to donate towards the university bursary fund. The names of the donors are published in monthly issues of the government magazine called *Morongwa*. The aim of this undertaking is to build a fund from which needy students can be helped.

The Department of Education and the Public Service Commission in Bophuthatswana have bursaries which are intended to help needy people to achieve their qualifications.

The Department of Education in Bophuthatswana has been allocated vehicles which the officials of the Department use to run in-service training courses, to inspect schools, to give guidance to principals and teachers, to transport equipment and to perform many other tasks. Those cars have been bought by the government and the Department of Education pays for petrol and for wear and tear. Without the services rendered by those cars the Department of Education cannot effectively and efficiently perform its functions (Mfundisi, 1985).

Many schools in Bophuthatswana have bought equipment such as typewriters, duplicating machines, overhead projectors and many other types of teaching aids. These equipment and aids can only be available in schools where the economy permits it. Their availability also implies improvement of the quality of education. It therefore stands to reason that the economy of a state has a tremendous influence on education (Mantswe, 1985).

In villages, school buildings in Bophuthatswana are being built on a Rand for Rand basis, for example the state pays 50 percent of the total costs of the school and the local community another 50 percent. In towns the state is entirely responsible for the provision of school buildings. The difference between villages and towns in terms of the provision of school buildings and other facilities leads to disparities in respect of educational facilities in villages on one hand and in towns on the other. From the foregoing remarks it stands to reason that the educational system of Bophuthatswana is, amongst others, dependent on the economy. The economic functioning of the Bophuthatswana system of education has been indicated in paragraph 3.9.1.3.7.

It has been stated in paragraph 4.5.4 that Botswana is a relatively poor country. The provision of secondary school education is therefore still a serious problem. A quota system is still applied in Botswana in respect of the admission of pupils into secondary classes. The poor economy of Botswana is responsible for this situation.

The reason for the creation of the brigade institution was, amongst others, to solve the problem of the primary school leavers who could not find

admission to the secondary schools because they are self-maintaining as stated in paragraph 4.7.5.6.2. The limited financial resources of Botswana have therefore dictated to Patric Van Rensburg and his wife the need to start the brigades and have also subsequently influenced the government into accepting and recognising them.

The economic picture of Botswana is, however, not completely dark because a number of factors are contributing towards the economic growth of 15 percent per annum. Such factors are mineral discoveries and exploitation, favourable customs arrangements negotiated with the Botswana's Southern African neighbours and the government's own economic policies. The economic growth results in expansion of educational facilities (Botswana, 1977:13). Hanson (1968:4) correctly contends that the ability of the government to continue educational expansion, or even to maintain the existing services, is strictly dependent upon the economic support.

In 1977 it was found that 45 percent of the rural population of Botswana lived in abject poverty, subsisting on a meagre output from crops and small stock, hunting and food gathering, and transfers in money or in kind from others (Botswana, 1977:15). The situation has presently not improved much. This question of poverty has dictated to the Government to declare primary school education in Setswana medium schools free.

Economic growth provides the means to sustain educational growth and creates the opportunities for profitable work. The basing of job recruitment and salary on educational qualifications reinforces a demand for education or determines the need for education. It is been asserted that the

"currently high income differentials for people with different levels of educational qualifications are a major factor in fuelling demand for education".

(Botswana, 1977:15).

From the above paragraph one may not fail to conclude that the economic strength of a country determines the rate of educational growth and the extent to which educational facilities can be provided. The salary level can also influence people to study for higher qualifications. The economy is therefore a determinant of education in Botswana.

5.2.11 THE CHILD AS A DETERMINANT OF EDUCATION

All the money spent on the provision of educational facilities and the training of teachers - this is all done for the sake of the educand. We can never speak of school education without simultaneously implying the presence of educands. The educational system and schools in particular can therefore never exist without children.

The Bophuthatswana educational system, like the system of education of Botswana, is paedocentric. Bophuthatswana (circular no. 10 of 1985) in very strong terms warns teachers not to concentrate on their private studies at the expense of the pupils. In an unnumbered circuit circular dated 22.1.1985 the Circuit Education Officer of the Tlhabane Circuit stresses the importance of School Health Services in terms of the performance improvement of the pupils. He asserts, inter alia, that

"the School Health Services will help us to uplift the performance of our underachieving pupils".

From the foregoing remarks it becomes clear that the child is of utmost importance in the educational system of Bophuthatswana. It is further declared that it

"is the duty of the system of education in Bophuthatswana to seek to make all levels of education suited to the capacities of various individuals . . ."

(Bophuthatswana, 1978(a):21).

Subject-matter is therefore graded in accordance with the level of development of the child in all schools.

The child has caused the Bophuthatswana educational system planner to introduce a middle school in the school system. It is being asserted in terms of middle schools that

"We believe they (Middle Schools-JM) can be a powerful force in the process of achieving the aims and objectives of education for Popagano, because they will be working with the young adolescent at a period in his life when he is at his most receptive and impressionable, when his attitudes and values take root and he places himself in relationship with society"

(Bophuthatswana 1978(a):47).

In Botswana, due to some economic and psychological factors, some children go to school for the first time at ages beyond seven. Teachers in the lower standards therefore have to deal with much older pupils.

This situation is more prevalent in remote rural areas than in towns. In 1984 there were 3 495 pupils in Standard 1 who were nine years and older (Botswana, 1984:16). The fact that teachers handle 16 and even 18 year-olds in the first educational standard makes their task and their approach different from that of a teacher who deals with six-year-olds, as it is the case in Bophuthatswana. The child therefore determines the type of the approach of teachers in the Botswana schools. It is also important to note that as in Bophuthatswana, education in Botswana is paedocentric (see paragraph 3.9.1.4.2 and 4.7.8.3).

5.2.12 TEACHERS AS A DETERMINANT OF EDUCATION

Teachers in all the systems of education have a telling influence. The appointment of teachers in Bophuthatswana schools is legalised by article 11(2) of the Education Act 2 of 1979.

The poor qualifications of some of the teachers in Bophuthatswana affect the quality of education negatively. Wastage in education in Bophuthatswana which has been discussed in paragraph 3.9.4.3.5 is another example of the negative effect of the poor qualifications of some of the teachers in the education system.

The analysis of 1982 Standard 10 examination results in table 5.2 proves beyond doubt that failure rate is tremendously high in Bophuthatswana.

Table 5.2 *Analysis of Standard 10 results* (Bophuthatswana, 1982:42)

Name of Circuit	No. of Cand.	M	%	S	%	F	%	Total Pass	%
Ditsobotla	360	39	10,83	169	46,94	152	42,22	208	57,77
Ganyesa	55	4	7,27	34	61,81	17	30,90	38	69,09
Ga-Rankuwa	1 048	147	14,02	464	44,27	437	41,69	611	58,30
Jericho	431	17	3,94	173	40,13	241	55,91	190	44,08
Kudumane	179	7	3,91	77	43,01	95	53,07	84	46,92
Lehurutshe	128	43	33,6	74	57,8	11	8,6	117	91,40
Mabopane	506	77	15,21	232	45,84	197	38,93	309	61,96
Madikwe	335	59	17,61	152	45,37	124	37,01	211	62,98
Makapanstad	746	60	8,04	389	52,14	297	39,81	449	60,18
Mankwe	347	22	6,34	192	55,33	133	38,32	214	61,67
Molopo	599	84	14,02	338	56,42	177	29,54	422	70,45
Moretele	480	50	10,41	209	43,54	221	46,04	259	53,95
Moutse	591	35	5,92	259	43,82	297	50,25	294	49,74
Taung	360	27	7,5	169	46,94	164	45,55	196	54,44
Thaba'Nchu	334	89	26,64	159	47,60	86	25,74	248	74,25
Tlhabane	635	98	15,43	310	48,81	227	45,74	408	64,25
GRAND TOTAL	7 134	858	12,0	3 400	47,7	2 876	35,74	4 258	59,7

From table 5.2 it can be deduced that in 1982 out of 7 134 candidates only 12 percent gained matriculation exemption. Poor training and academic qualifications of teachers are, amongst others, responsible for this shameful state of affairs.

The importance of teachers in the educational system has caused the education system planner to establish Colleges of Education. The Bophuthatswana Colleges of Education, as outlined in paragraph 3.9.1.4.6.2, are an example of the influence teachers have on the educational system.

The importance of up-to-datedness of teachers has given rise to the establishment of the in-service training centre in Mafikeng. The activities of the in-service training centre in Mafikeng in 1981 can be divided into three types of courses (Bophuthatswana, 1981:7):

- * Enrichment courses for teachers teaching Standard 5 classes;
- * teaching by in-service training staff in high schools; and
- * conducting subject weeks or conferences for teachers teaching Standard 9 and 10 classes at St. Peter's School in Hammanskraal.

Opportunities have been created for the academically underqualified teachers to improve their qualifications through the upgrading programme in Bophuthatswana. Due to the importance of the teacher in education, the Department of Education in Bophuthatswana has deemed it fit to make arrangements for underqualified teachers to improve their qualifications.

The importance of equipping teachers for early childhood education has

necessitated the establishment of an Early Childhood Resource Centre in Mafikeng. Teachers who handle early childhood education are being trained in-service in the Resource Centre (May, 1984:17).

In Brief, teachers are regarded as important determinants of the educational system in Bophuthatswana because:

- * The importance of teachers in education has necessitated the establishment of Colleges of Education, in-service training centres and an Early Childhood Education Resource Centre; and
- * without teachers schools cannot exist and without schools no education system can exist.

2 The importance of trained teachers in Botswana has given rise to the establishment of Teacher Training Institutions, the exposition of which is given in paragraph 4.7.5.7. The importance of the teacher in the educational system of Botswana is further emphasized by Turner (1982:1) when he declares that

"The quality of the education in the schools depends to a considerable extent upon our Teacher Training Colleges".

In 1982, experts in teacher education, amongst others, J.D. Turner, B. Otaal, Hugh Hawes of the Institute of Education at the University of London and J.R. Swartland, presently Deputy Permanent Secretary for the Botswana Ministry of Education came together to discuss ways and means of improving teacher education in Botswana (Pandey and Otaala, 1982).

This coming together of renowned educationists is sufficient evidence to prove the determining influence of a teacher on the education system of Botswana.

Francistown Teacher Training Institution, which is been used as an in-service training centre for serving teachers, is the result of the need which had been identified by the Ministry of Education in Botswana. Put differently, after the Ministry of Education had identified the need for continuous in-service training of serving teachers, facilities for this purpose were created at the Francistown Teacher Training Institution. This need was the result of the importance that well-informed teachers have on the educational system.

On the strength of the above remarks, the availability of teachers is irrefutably regarded as an important determinant of the educational system of Botswana.

5.2.13 TRENDS IN PRIMARY SCHOOL EDUCATION

For effective and meaningful planning a planner for secondary school education must take note of the dynamics of primary school education. Facilities such as buildings and equipment have improved tremendously in Botswana's primary school education (Mantswe, 1985). Improved facilities in primary schools result in improvement of the quality of education in the primary schools. Improved primary school education results in the fact that many primary school leavers must now be accommodated in secondary school education.

The age at which children are admitted in the primary schools also affects the secondary education. Prior to independence pupils were admitted at the age of seven to primary school education. Presently the admission age into primary school education has been reduced to six years of age. Many children are therefore too young to find employment at the end of their primary school education. This phenomenon results in increased enrolments in secondary schools. On the strength of the above remarks one can postulate that trends in primary school education determine secondary school education.

The present trends in primary education in Botswana are certain to prove major determinants of the rate of growth, the quality and nature of secondary education which will be provided in the decade ahead. The ever-increasing enrolments in primary schools and the future expansion of primary education are important in this respect (Hanson, 1968:7).

Qualitative improvement in primary school education can reasonably be expected to result in both a larger number of students eligible for secondary school and a lower rate of attrition of students who have been admitted to secondary education. The Department of Curriculum Development and a Testing Unit have been created in the Ministry of Education, amongst others, to

"effect improvements in quality of primary school education"

(Botswana, 1980:1).

Any increase in the number of pupils completing the primary school education and (alternative opportunities for primary school certificate holders

are either unattractive or scarce) is apt to result in steadily increasing pressure for further expansion of secondary level education. It has been stated in paragraph 5.2.3 that Botswana still has the problem of accommodating all the primary school leavers in secondary education. This phenomenon is, amongst others, aggravated by the great number of the primary school leavers. The Government of Botswana is presently working hard to build enough secondary schools for the primary school leavers (Swartland, 1984).

The secondary schools which are currently being built have been necessitated by enrolment trends in the primary schools.

A reduction in the age of primary school certificate holders is apt to place increasing pressure on secondary schools and may also reduce attrition of students once who are in them. The following issues are important in this respect:

- * The age limit of seven years for entry into Standard 1; and
- * automatic promotions through primary schools as stated in paragraph 4.7.5.3.3.

The joint operation of these two policies reduce the average age of primary school certificate holders to 13 or 14 years (Hanson, 1968:9). Children of 13 or 14 years cannot easily be offered jobs anywhere in the country.

More children leaving the primary school with primary school certificates

cause the government to build more secondary schools, therefore the trends or dynamics of primary school education are determinants of education in Botswana.

5.2.14 NUMBERS AS DETERMINANTS OF EDUCATION

Bophuthatswana still has a problem of catering for the number of children, especially in the primary schools, in terms of classrooms and teachers.

In trying to provide primary school education for all the children a system of double sessions has been resorted to.

Table 5.3 demonstrates the number of pupils who were involved in the double session system in Bophuthatswana in 1981.

Table 5.3 *Primary school pupils who were involved in the double session system in 1981* (Bophuthatswana, 1981:21)

Control of Schools	Grade I	Grade II	Total
Community	39 301	31 714	71 015
Private	119	80	199
Special	22	41	63
Total	39 442	31 835	71 277

From the above table it may be concluded that in 1981, 71 277 pupils in Bophuthatswana were put to a disadvantage because they were taught by teachers who were burdened by big number of pupils and who were working extraordinarily long hours. The disadvantage of a double session is that one teacher handles two class groups in two shifts.

IN 1984 Bethanie Primary School in the Ga-Rankuwa Circuit had an enrolment of 1 021 pupils with only 12 classrooms. The classroom pupil

ratio in this school was 98:9 (Mfundisi, 1985). It is clear that the high classroom pupil ratio in the schools in question will negatively affect the quality of education.

All the principals of schools in Bophuthatswana complete statistical returns in terms of enrolment at the end of every quarter and annual returns on the first Tuesday of March every year. The Head Office of the Ministry of Education then summarises enrolment statistics in respect of the repeaters, teachers, buildings and furniture in the report of the department which is published annually (Mantswe, 1985).

Chief Education Officers and all other officers in the Department of Education make use of statistics to run their departments. Therefore numbers are important determinants of education in Bophuthatswana,

4 The Government of Botswana is trying to increase enrolments, amongst others, in remote areas by providing boarding facilities at some primary schools (Kann, 1983:12). The government is faced with this problem because it is aware that it may not be wise to build schools all over the country with meagre enrolments. The number of pupils in far away schools will therefore dictate to the government to build boarding facilities in such places where enrolments are meagre in order to attract more pupils with boarding facilities.

The population of Botswana grows at the rate of 3 percent per annum (Botswana, 1977: 10). This major population growth which in simple terms implies an increase in numbers, has a direct influence on the educational system of Botswana.

in that the educational planner has to make proper arrangements to accommodate the 3 percent increase in schools. The population increase in Botswana affects the following aspects of the educational system:

- * Provision of educational facilities such as classrooms, laboratories, libraries, hostels and toilets;
- * provision of teachers, which also leads to the expansion of Teacher Training Colleges;
- * provision of study material; and
- * provision of the finances.

It has been stated in paragraph 4.7.8.2 that in Botswana there is a Research and Testing Centre within the Ministry of Education. To carry out its function this centre makes use of statistics. The Ministry of Education uses statistics for planning. The statistics from schools in Botswana are put together in a report entitled "*Education Statistics*". From the above remarks it becomes clear that numbers are important determinants of education in Botswana (see table 4.2).

5.2.15 SPATIAL DETERMINANTS

The fact that Bophuthatswana consists of fragmented pieces of land with no definite boundaries makes the administration of education difficult because when the officials of the Ministry of Education visit schools they go through a foreign country, viz. the Republic of South Africa. In some areas such as Welbedacht they may be expected to produce passports.

Bophuthatswana is mainly rural and consists of underdeveloped villages. To obtain some material necessary for the improvement of teaching teachers have to travel long distances into South Africa to buy such material from the South African shops because small village shops do not usually have enough material. This situation therefore has a negative effect on education.

In the thinly populated villages of Bophuthatswana fewer schools are being provided, the school system in such areas is not differentiated because it will be a waste of money to build many schools of different types in sparsely populated areas or villages. The fact that technical schools in Bophuthatswana are presently only found in towns such as Tlhabane, Ga-Rankuwa, and Mmabatho is also the result of spatial factors.

To cater for the pupils who come from sparsely populated areas of Bophuthatswana where certain courses may not be offered due to the lower population hostels have been built at schools in larger towns.

Distance between school and home is another factor that determines education in Botswana. In the Ganzi district only 55 percent of the population lived within eight kilometers from a primary school whereas both in Barolong farms and in Chobe district 91 percent of the population was found to have relatively easy access to a primary school. In the Southern and Kweneng districts 69 and 72 of the population respectively had access to primary schools, but major differences were found within different parts of the districts (Kann, 1983:11). The distance between schools and homes determines accessibility to education.

Mazonde (1983:6) contends that

"Unfortunately certain disadvantages that the Western Botswana has over Eastern Botswana cannot be measured directly. These include problems of accessibility caused by sandy roads, the prevalence of Bushmen who are difficult to group for educational purposes".

Bad roads also aggravate the problem of accessibility to schools. The distance between schools has an impact on the provision of education since smaller places have to be provided with educational facilities of reaching the nearest school.

With an area of 582 000 sq km and a population of 1 799 000 Botswana is for the most part an empty country (Botswana, 1977:9; Mautle, 1983:37). Large land area, low population, and relatively dispersed settlement patterns influence strategies of educational system planning. It is difficult and costly to provide primary schools for widely scattered populations in remote rural areas because of the problems of gathering sufficient children in one place. The spatial factor therefore affects the educational system of Botswana directly and for that reason they are determinants of the Botswana system of education.

The low population density of Botswana make communication between schools and the Ministry of Education Officers or in-service training advisors in some places infrequent. In such a situation a devolution of authority to those on the spot saves time. It therefore stands to reason that the spatial factor determines education in Botswana (see paragraph 3.2 and 4.2).

5.2.16 MOVEMENT AS A DETERMINANT OF EDUCATION

Education Officers in Bophuthatswana are being transferred without prior consultation with them or at least without asking them about their future plans with the areas under their control. This indiscriminate transfer of Education Officers negatively affects the quality of education because an officer may be transferred before implementing his plans in his area. When the new officer comes into the area he also starts by planning and before he also implements his plans he may also be transferred to another area. It is therefore extremely difficult to say whether an official is capable or not in Bophuthatswana, because they are not given time to prove themselves.

Some of the Education Officers who are subject to a transfer have school-going children. In view of the fact that an officer may be transferred in the middle of the year, such an officer's children will be at a complete disadvantage because they will have to start learning in a new environment at a time when they should be preparing themselves for the examinations.

To cater for the pupils who move from one area into the other there is one syllabus in various subjects for the whole territory. Because of the fact that movement has dictated to the education system planner in Bophuthatswana to design uniform syllabi throughout the territory, it clearly stands to reason that movement is a determinant of education in Bophuthatswana (see paragraph 2.3.2.4.2.4).

In Botswana the syllabi are also the same throughout the country. This has been made so in order to prevent pupils transferring from one part of the country to the other from having problems with their schooling. The fact that there is mobility among people has necessitated that the education planner and the curriculum developers should plan the same syllabi for the entire country. It is asserted in Botswana (1977:10) that modernization in which education plays a part is widening peoples' horizons and increases their mobility. Here we find reciprocity because education influences mobility and mobility determines education.

Young Batswana are being attracted from rural areas to large villages and towns and the growth of urban areas at 12 percent per annum is among the highest rates on the continent of Africa (Botswana, 1977:10). The growth of urban areas of Botswana at such a tremendous rate shows that there is mobility from somewhere to these areas. Urban areas therefore have more schools than the rural areas and the school system is more differentiated in urban areas than in rural areas. The fact that movement in Botswana dictates to the education system planner to provide hostels, more schools and a more differentiated school system in urban areas proves beyond doubt that movement is a determinant of education in Botswana (see paragraph 4.7.9).

5.2.17 THE PSYCHIC DETERMINANT

In terms of the psychic aspect of the educational system Stone (1981:71) declares that there

"are definite indications that an educational system reflects the nature of a people, its mentality, innermost feelings, loves, piety, motivation, fears, doubts, dislikes and preferences".

In paragraph 5.2.4 it has been stated that Bophuthatswana is a non-racial country. This preference or the like of the people of Bophuthatswana has caused the government to declare that education will be provided to all the citizens of Bophuthatswana irrespective of race, colour or creed. The psychic aspect of the people of Bophuthatswana therefore determines education for all in the country.

No arrangement has been made for the education of mentally gifted children in Bophuthatswana. Mentally gifted, average and dull pupils are taught by one and the same teacher and receive the same subject matter. This aspect therefore creates a problem which must be handled by education authorities (Bophuthatswana, 1983(b):9).

The manner in which some parents think about their children in Botswana influences the age at which the child may go to school. It is asserted in Kann (1983:11) that as

"the fatalistic world onlook of many rural Botswana leads parents to believe that children are either born intelligent or stupid, an intelligent child is seen as a good-risk, and may be relieved of duties so that he/she can study. A 'stupid' child might not be sent to school at all."

The provision of special education in Botswana as discussed in paragraph 4.7.5.5 has been necessitated by the psychic problems of the pupils.

The unity of the educational system of Botswana as demonstrated in paragraph 5.2.4 is the result of the Botswana's national feeling of unity. Stone (1981:71) declares that

"a national feeling of unity becomes apparent in the unity of an educational system . . .".

As in Bophuthatswana, the educational system of Botswana makes no arrangement for the education of mentally gifted children.

The psychic aspect of the Botswana's society is regarded as a determinant of the educational system because

- * The way parents think of their children affects, among others, enrolments in school;
- * the psychic problems of the pupils give rise to special education; and
- * the national feeling of unity causes unity in the Botswana educational system (see paragraph 4.7.5).

5.2.18 THE ANALYTICAL ASPECT OF MAN

Planning is an element of the analytical dimension of the reality. One finds, inter alia, the following problems in terms of the analytical determinant of education in Bophuthatswana:

- * No planning section in the Ministry of Education of Bophuthatswana

There is no section or division entirely devoted to planning in the Ministry of Education in Bophuthatswana. The absence of the planning section in the Head Office of the Ministry of Education suggests that education in Bophuthatswana is not completely scientifically grounded.

- * The Bophuthatswana Curriculum and Examination Council has drawn up syllabi for the Middle Schools. The new syllabi were implemented before they were scientifically tested and worse still, it is more than two years now (1985) that some of the syllabi have been in use in the schools and yet in a subject such as history there are no textbooks which are based on the new syllabi. Middle School teachers in history therefore have been left completely in the dark and they have not even been supplied with a list of recommended books.
- * In March 1985 the Department of Education in Bophuthatswana adopted the Department of Education and Training's (RSA) statistical return (ET 20) as is, regardless of the fact that the school pattern of Bophuthatswana differs from that of the schools in the Department of Education and Training. Principals had to erase quite a number of things in an attempt to adapt the said forms to Bophuthatswana's conditions. This situation indicates negligence and a lack of foresight on the part of the Department of Education in Bophuthatswana.
- * President Mangope Technical School in the Tlhabane Circuit starts with Standard 7, and yet none of its feeder schools offers technical subjects. Pupils who move from Standard 6 into President Mangope Technical School find it difficult to start with a new curriculum when they

are admitted in the school in question. There is therefore no continuity in the education of these children. Lack of continuity in curricular matters is a sign of bad planning.

The following instances also reveal the determining influence of the analytical aspect in the educational system of Bophuthatswana:

- * The organizational structure of the Ministry of Education (see organogram 3.1);
- * the grouping of schools into inspection circuits as discussed in paragraph 3.8.2.2.2;
- * the school pattern of 6-3-3 as discussed in paragraph 3.9.1.1;
- * the school calendar which is drawn up by the Ministry of Education each year;
- * examination time-tables drawn up by the Ministry of Education in the case of external examinations and by schools themselves in terms of internal examinations;
- * school time-tables in all the schools; and
- * the manner in which the teaching load is distributed among the teaching personnel.

The Ministry of Education in Botswana also draws up a school calendar which is followed by all the schools in that country. Every school in Botswana has a time-table which enables it to operate in an orderly fashion. The Testing Unit of the Ministry of Education analyses responses as indicated in paragraph 4.7.8.2. Order, planning, systematic and methodical ways which

are evident in the educational system of Botswana have been determined by the analytic aspect of man and the reality.

The fact that the analytical aspect of man has effected order and the system which are evident in the educational system of Bophuthatswana and Botswana renders it an effective determinant of education in both countries under review (see paragraph 2.3.2.4.3.2). The analytical functioning of the educational systems in question is also indicated in paragraph 3.9.1.4.3.4 and 4.7.8.3).

5.2.19 THE ETHICAL DETERMINANT

The Bophuthatswana Education Act (Act 2 of 1979), amongst others, prescribes the conditions of service for serving teachers and other officials. The conditions of service of teachers, inter alia, state what could be done when a teacher misbehaves and acts scandalously. The ethical aspect of man has caused the Government of Bophuthatswana to give the moral code of the teaching profession prominence (Bophuthatswana National Education Act 2 of 1979, art. 12).

All the secondary schools in Bophuthatswana have regulations which must be obeyed by all the pupils. The Bophuthatswana National Education Act (Act 2 of 1979, art. 10(1) also empowers the Minister of Education to dismiss or suspend any pupil who contravenes the regulations of the school or who in one way or the other deports himself or herself scandalously.

Article 28 of the Botswana Education Act (Act 40 of 1966) gives the Minister of Education the right to close a school which, according to his

view, does not morally operate normatively. A school which may for instance teach children things which may be contrary to the accepted values, or even influence them against the state, may be closed by the Minister of Education. The ethical aspect of man therefore determines the control of education in Botswana.

The Unified Teaching Service Act of 1975 (Article 12 to 29) deals with the disciplinary issues affecting the teacher. This means that the moral standards of the people prescribe to the educational policy-makers the necessity to formulate a set of regulations for the teachers. The fact that the moral standards are given prominence in the educational system of Botswana shows that the ethical aspect of man is a determinant of education in that territory. The ethical functioning of the educational systems under review is indicated in paragraph 3.8.1.2 and 4.7.6.

5.2.20 JUDICIAL DETERMINANTS

Education in Bophuthatswana is also, amongst others, determined by legislation (paragraph 3.8.1.2). The Bophuthatswana Education Act of 1973 (Act 9 of 1973) controlled education in Bophuthatswana prior to Bophuthatswana's political independence.

After Bophuthatswana had gained political independence, educational legislation for independent Bophuthatswana was formulated, viz. the Bophuthatswana National Education Act (Act 2 of 1979) which, inter alia, determines control of education in this territory.

The Bophuthatswana Library Service Act 1978 (Act 8 of 1978) made provision for the formation of the National Library.

The Bophuthatswana University Act gave rise to the founding of the National University of Bophuthatswana (UNIBO).

On the strength of the above-mentioned acts in the Bophuthatswana educational system one may not fail to conclude that the judicial aspect of man is a determinant of education in Bophuthatswana.

In Botswana, the Botswana Education Law (Act 40 of 1966) creates the field of education. An outline of this Act is given in paragraph 4.7.2.2 of this work.

Teachers in Botswana are controlled by the unified Teaching Service Act of 1975. This Act spells out the conditions of service of teachers. The UTS Act is an important determinant of education in Botswana because without it no effective teaching can take place, since no teacher will be willing to serve without a measure of legal protection. An outline of the UTS Act has been given in paragraph 4.7.6.

Section 15(b) of the National Policy on Education calls for the creation of a Curriculum Development and Testing Unit. Without section 15 (b) of the National Policy on Education an important auxiliary service such as the Curriculum Development and Testing Unit would not have seen the light, therefore the policy in question determines such an important supporting service.

5.3 JUXTAPOSING OF EXTERNAL DETERMINANTS

5.3.1 INTRODUCTION

The educational systems of Bophuthatswana and Botswana are not only determined by internal factors but also by external factors.

External determinants refer to all the determinants which have roots in foreign countries or which originate in foreign systems of education. For the purpose of this study external factors will include: Western culture, influences from the Republic of South Africa in the case of Bophuthatswana and influences from England in the case of Botswana.

5.3.2 WESTERN CULTURE

The content of education in Bophuthatswana is western in character (Malao, 1983:298-299). Little if no emphasis is put on Tswana values and norms. The place which has been accorded to the English language is the educational system of Bophuthatswana as indicated in paragraph 5.2.6 is a good example of the determining influence of the western culture because language is an aspect of culture.

The syllabus of history in various classes does not exalt the Tswana national heroes but instead the history of the colonizer is still treated with great respect. The Home Economics syllabus does not promote a Tswana diet but it is instead devoted to the diet of the western people. One would rightly expect the syllabus of Home Economics to treat traditional staple foods of the Tswanas in a modernized way.

What has been said above about Bophuthatswana in terms of western culture also applies *mutatis mutandis* to Botswana (see paragraph 4.5.1).

5.3.3 THE INFLUENCE OF THE REPUBLIC OF SOUTH AFRICA AS A DETERMINANT OF EDUCATION

In standards 8 and 10 and also in teacher training Bophuthatswana schools still use syllabi of the Department of Education and Training. In the afore-mentioned standards South African examinations are still in use. In 1982 the Primary Teachers' Course was phased out in the Republic of South Africa. This change also affected Bophuthatswana because the Department of Education and Training (DET) is still the examining body in teacher education. Teachers' Training Colleges of the DET were upgraded to Colleges of Education in 1982, the Bophuthatswana Teacher Training Colleges were shortly thereafter upgraded to Colleges of Education (Bodenstein, 1984).

When language requirements for matriculation certificate changed in Department of Education and Training in 1983 schools in Bophuthatswana were also affected because up to now (1985) Bophuthatswana high schools follow the same syllabus with Department of Education and Training in high schools.

All the schools in Bophuthatswana do Afrikaans as indicated in paragraph 5.2.6. This phenomenon is the result of the South African influence.

The fact that the Department of Education and Training still controls

syllabi and examinations in Bophuthatswana and also that Afrikaans as a school subject is still accorded prominence in the educational system of Bophuthatswana renders South Africa in particular a major determinant of education in this territory.

South Africa also exerts influence on the educational system of Botswana. The fact that the Republic of South African no longer allows its teachers to take up teaching posts in Botswana proves an important determinant of education in Botswana in that a planner for teacher education has to increase Teachers' Training Colleges and that he should plan for more student-teachers (see paragraph 4.7.5.7.4).

5.3.4 THE INFLUENCE OF ENGLAND

The Bophuthatswana educational system is not directly affected by the events in England.

The fact that Botswana still follows the Cambridge Matric as stated in paragraph 4.7.5.4.2 of this study suggests without doubt that if there are curriculum changes in England Botswana will be affected because the curriculum and the syllabi followed in Botswana high schools are designed in England. It has been stated in paragraph 4.7.5.4.2 that "A" levels are offered at Maruapula High School in order that candidates should qualify for admission to overseas universities. In view of the fact that matric examination papers are set in England and that LEA's are still present in Botswana indicates that the educational system of England is also a determinant of the Botswana educational system. Some more areas of influence by England on Botswana education are expressed in the similarities

between the British and Botswana systems of education in paragraph 4.7.10.

5.4 CONCLUSION

From the above exposition of the determinants of the educational system of Botswana and Bophuthatswana it has become clear that in both systems of education the national ideals form the aims of education. In Bophuthatswana *popagano* as a forced national ideal forms an aim of education whereas *kagisano* forms an aim of education in Botswana.

It has also become clear in the discussion of the determinants of the educational systems in question that the following determinants affect education only in Botswana: traditional patterns of settlement, the spirit of localization and events in England. The following determinants affect both systems of education under review: national ideals, historical development of education, political philosophies, languages, the needs of countries, the economy, the child, teachers, numbers, trends in primary schools, the psychic, the ethical, the judicial and western culture and events in the Republic of South Africa.

5.5 ACTUAL COMPARISON OF THE DETERMINANTS OF EDUCATION IN BOPHUTHATSWANA AND BOTSWANA

5.5.1 NATIONAL IDEALS

The similarities between Bophuthatswana and Botswana in terms of national ideals as determinants of education are that in both countries the national ideals prove to be important determinants in actual fact in both Bophuthatswana and Botswana the national ideals constitute aims of education.

The following are differences in terms of national ideals as determinants of education:

- * The national ideal in Bophuthatswana is *Popagano* whereas in Botswana it is *Kagisano*; and
- * the ideal of *Popagano* is forced whereas that of *Kagisano* is genuine.

5.5.2 HISTORICAL DEVELOPMENT OF EDUCATION

In both Bophuthatswana and Botswana the historical development of education is a determinant of education because the British system of education forms the roots of the Botswana system of education as indicated in paragraph 4.6 whereas the Bophuthatswana system of education stems from the South African system of education as shown in paragraph 3.7.

The difference between the ways in which the determinant under review affects education in the countries in question is that in Bophuthatswana historical development of education shows continuity and support from the South African system of education whereas in Botswana it reveals neglect on the part of colonial masters, hence a serious shortage of secondary schools in Botswana as indicated in paragraph 5.2.3.

5.5.3 THE POLITICAL PHILOSOPHIES OF THE COUNTRIES

The education of both countries is determined by the political philosophies of the respective states.

In Bophuthatswana the democratic philosophy of the Government is merely implied in education through bodies such as School Councils, District Councils, National Education Councils and through the recognition that the Department of Education gives to bodies such as teachers' associations and inspectors' associations as discussed in paragraph 5.2.4. In Botswana the four political principles relevantly relate with education because the Government is committed to the application of these principles which are discussed in paragraph 5.2.4 to education. The main difference between the two systems of education under review is that in Bophuthatswana democracy is merely implied in education whereas in Botswana the four political principles which form the pillars of the political philosophy of the populace are practically applied in education.

5.5.4 RELIGION

In both systems of education religion determines education because the Education Acts in both systems have portions devoted to the rights of the parents in respect of the teaching of Religious Education.

The difference between the systems of education in question in terms of religion is that the Christian religion is more conspicuous in the Bophuthatswana system of education whereas in the Botswana system of education no particular religion is given prominence in the system of education.

In Bophuthatswana, Religious Education is a compulsory subject in all the schools whereas in Botswana no pupil is compelled to study

Religious Education. Morning prayers are not even compulsory in Botswana because the argument of the Ministry of Education is that not all pupils come from Christian families whereas in Bophuthatswana all schools hold morning prayers before starting with the activities of the day.

5.5.5 LANGUAGES AS DETERMINANTS

What the two systems of education have in common in terms of languages is that both systems are determined by more than one language. Another similarity is that in both systems of education English is given more prominence than Setswana in higher standards. This is so because it is believed that English is the *lingua franca*.

The following are the differences in respect of language as determinants of education in the systems of education in question:

In Bophuthatswana Setswana is used as a medium of instruction from Grade I to Standard 2. From Standard 3 to the highest possible standard English becomes the medium of instruction and Setswana and Afrikaans are taught as subjects. Although Setswana is not used as a medium of instruction beyond Standard 2, it remains, however, an important examination subject throughout the school system in Bophuthatswana. In Botswana the picture is completely different from the Bophuthatswana situation in terms of languages. It is not compulsory to pass Setswana in any standard and Afrikaans is not taught in schools.

5.5.6 TRADITIONAL PATTERNS OF SETTLEMENT

The Bophuthatswana system of education is not determined by traditional

patterns of settlement. Traditional patterns of settlement are only important as determinants of education in Botswana as indicated in paragraph 5.2.7.

The rural communities in Botswana tend to be nomadic. They move between a bigger settlement called a village, the cattle post and the lands where crops are grown. The government is compelled to provide educational facilities in all these three places mentioned immediately above. After providing facilities the government encourages people to develop some of the cattle post areas and the lands into permanent settlement areas (Swartland, 1984).

It would seem that the fact that Bophuthatswana people are not educationally affected by traditional patterns of settlement is due to the fact that the Bophuthatswana people are more industrialised (Bophuthatswana, 1978 (a):3).

5.5.7 THE SPIRIT OF LOCALIZATION

While the spirit of localization is not a determinant of education in Bophuthatswana, in Botswana it is indeed an important determinant of education. Thus in Botswana an attempt has been made to replace the expatriate by the local persons whereas this is not the case in Bophuthatswana (see paragraph 5.2.8).

5.5.8 THE NEEDS OF A COUNTRY AS DETERMINANTS OF EDUCATION

In view of the fact that both Bophuthatswana and Botswana are third

world countries the needs of these two countries affect education in the same way, because both countries especially require agricultural and technical development more than any other thing.

Roads in rural areas of both countries under review need to be developed, and without technically qualified people the development of the physical infrastructure will remain in the hands of the expatriates. The presence of technical institutions in Bophuthatswana and Botswana in the school system shows that the technical development of these countries has influenced the educational system planners (see paragraphs 3.9.1.4.4 and 4.7.5.6). The technical needs of Bophuthatswana are, however, not as acute as those of Botswana because Bophuthatswana has been enjoying the financial support and the expertise of South Africa, therefore at this stage Botswana needs the increase in terms of technical schools much more than Bophuthatswana does.

5.5.9 THE ECONOMY AS A DETERMINANT OF EDUCATION

The economy affects the system of education of Bophuthatswana in that Bophuthatswana is not economically independent. Bophuthatswana still receives financing from the Republic of South Africa. Since 1983 stand owners in the townships have been paying a levy of 50 cents per stand towards a school building fund (Holele, 1985:4). Educational expansion in this territory therefore depends first on the attitude of the Republic of South Africa in terms of the finances which it can make available for Bophuthatswana. Secondly the number of stand owners affects education in that the more stand owners there are the more money will be available

for education. The fact that the Republic of South Africa is an economic power in Southern Africa also helps for the administration of education in Bophuthatswana because limited amounts of money that can be raised within Bophuthatswana are augmented by the grants from the Republic of South Africa. The Botswana system of education on the other hand shows scars of poor economy. The shortage of facilities as reflected in paragraph 5.2.3 in respect of Botswana bears testimony to the fact that the poor economy of Botswana gives rise to backlogs in terms of educational facilities (see paragraph 5.2.10).

5.5.10 THE CHILD AS A DETERMINANT OF EDUCATION

In the Bophuthatswana system of education the child has been put in the centre of education as indicated in paragraph 5.2.11. In terms of the children of Bophuthatswana, while voting for the Bill of Educational levy in Parliament it is most assertively declared that

" although we are descendants of Bantu Education, it is not our wish to see our children being impartially embedded on our footsteps. Let our children get a better and valuable education and for this reason I welcome the Bill wholeheartedly for the sake of our children's welfare"

(Motsatsi, 1985:4).

In this quotation it becomes very clear that consideration of the child caused members of Parliament to accept the Bill on an educational levy. Therefore the child can rightfully be regarded as an important determinant of education. Concern for the child has also, amongst others, given rise to the establishment of middle schools. In the

Botswana system of education late admission into schools constitutes a problem and determines a particular approach to education. As in Bophuthatswana education is also paedocentric in Botswana.

5.5.11 TEACHERS AS DETERMINANTS OF EDUCATION

In Bophuthatswana the duration of teacher training is three years after matric. Teacher training in that territory takes place in Colleges of Education. The unqualified and underqualified teachers who are in abundance in Bophuthatswana constitute a problem mainly in terms of poor examination results. In trying to solve the problems of teacher training, a Teacher Education Board has been formed in Bophuthatswana (Bodenstein, 1984). The duration of teacher training in Botswana is two years after Junior Certificate. Teacher training in Botswana takes place at Teachers' Training Colleges as indicated in paragraph 4.7.5.7.3.

Botswana also has a massive number of unqualified and underqualified teachers.

The fact that in both systems of education in question teachers are being trained at institutions especially meant for that purpose and also that both systems have problems in terms of the qualifications of teachers shows that teachers determine education in a similar way in these countries.

The duration of teacher training which is three years in the case of Bophuthatswana and two years in the case of Botswana proves that teachers also determine education differently in the systems of education in question.

5.5.12 TRENDS IN PRIMARY SCHOOL EDUCATION

The following prove to be similarities between the systems of education of Bophuthatswana and Botswana in terms of trends in primary school education:

- * In both systems of education there has been a reduction of age in respect of admission into primary schools. This reduction in the admission age into primary schools results in a situation where the primary school leavers are too young to find employment and for that reason they remain in the school system and proceed to secondary education. The remaining or proceeding of too many pupils in the secondary school gives rise to the expansion of secondary school education which makes demands on the educational system especially in Botswana.
- * In both systems of education under review there have been improvements in primary school education, which have resulted in an expansion of secondary school education.

The only difference in the systems of education of Bophuthatswana and Botswana in terms of trends in primary school education is that automatic promotions, which are evident only in the case of Botswana, create problems for the secondary school education planner because he cannot yet cope with a big number of primary school leavers. Promotions are not automatic in Bophuthatswana.

5.5.13 NUMBERS AS DETERMINANTS OF EDUCATION

The Bophuthatswana Department of Education produces annual reports in which statistics in terms of enrolment, education facilities, examination

results and repeaters are provided. All schools in Bophuthatswana keep a summary register in terms of statistics on attendance for every week. The register in question is completed by the principal at the end of every week (Mantswe, 1985). In Botswana statistics in terms of schools, pupils, teachers, examinations, expenditure and miscellaneous are recorded in a report called *Education Statistics* (Swartland, 1984). Numbers therefore determine education of Bophuthatswana and Botswana in a similar way.

In the Botswana secondary school education numbers constitute a more serious problem than in Bophuthatswana because the Bophuthatswana system of education can accommodate almost all the secondary school pupils whereas classroom accommodation in secondary schools in Botswana is an acute problem, as indicated in paragraph 5.5.2.

5.5.14 SPATIAL DETERMINANTS

Spatial determinants in both Bophuthatswana and Botswana affect education in a similar manner in that in both systems of education school systems cannot be differentiated in rural areas due to the fact that the population in such areas is thinly spread and children are consequently few.

Secondly the manner in which spatial determinants affect education in the two systems under review is different because Bophuthatswana has no serious transport problems whereas in Botswana transport is a problem, accessibility to education is difficult.

5.5.15 MOVEMENT AS A DETERMINANT OF EDUCATION

The rural population of Botswana is more nomadic than that of Bophuthatswana. Movement is, however, also an important phenomenon in Bophuthatswana. To cater for mobility in education there are uniform syllabi throughout both Bophuthatswana and Botswana.

The difference between Bophuthatswana and Botswana in terms of movement as a determinant of education is that in Botswana more people are being attracted into towns, therefore giving rise to more enrolments in towns whereas in Bophuthatswana rural areas are being developed into town and this phenomenon has a stabilizing effect on enrolments in many parts of the country.

5.5.16 THE PSYCHIC DETERMINANT

Both systems of education in question are determined by psychic determinants in a similar way in that there are schools for mentally retarded children as indicated in paragraphs 3.9.1.4.5 and 4.7.5.5. Again in both systems of education children have not been differentiated according to their intellectual abilities. Mentally gifted, average and dull children are put into one and the same classroom (see paragraph 5.2.17).

5.5.17 THE ANALYTICAL DETERMINANT

Although both systems of education under review are analytically determined, the manner in which both systems of education function analytically differs. In paragraph 3.9.1.1 the school pattern of Bophuthatswana

has been given as 6+3+3 whereas in paragraph 4.7.5.1 the Botswana school pattern is depicted as being 7+3+2(3). Organogram 3.1 also shows that in Bophuthatswana cultural affairs and archives have been included in the arrangement of the organization structure of the Ministry of Education whereas they (cultural affairs and archives) have, according to organogram 4.1, not been included in the organisational structure of the Botswana Ministry of Education.

According to paragraph 5.2.17 the Bophuthatswana system of education has more really serious problems in terms of planning than the Botswana system of education. This problem could be the result of the fact that educational qualifications of people appointed in management positions leave much to be desired, as indicated in paragraph 3.8.2.2.2.

5.5.18 THE ETHICAL DETERMINANT

The moral standards in the educational system of Bophuthatswana are engendered by articles 12(4-5) and 10(1a) of the National Education Act of 1979. Every school in Bophuthatswana has regulations with which the pupils are controlled to ensure good moral standards. In Botswana also the pupils of every school are controlled by regulations formulated by individual schools. The two systems are therefore similar in terms of the ethical determinant.

The major difference between the two systems of education in terms of the ethical determinant is that in Botswana teachers are being controlled by a special body called Unified Teaching Service (UTS) which was formed by Unified Teaching Service Act of 1975, whereas in Bophuthatswana the

conditions of service of teachers are embodied in the Bophuthatswana Education Act (Act 2 of 1979) art. 12.

5.5.19 THE JUDICIAL DETERMINANT

It has been stated in paragraph 5.2.20 that the Bophuthatswana National Education Act creates the field of education in Bophuthatswana. The establishment of the Bophuthatswana Library has been legalised by the Bophuthatswana Library Service Act (Act 8 of 1978) as indicated in paragraph 5.2.20. In Botswana the field of education is created by the Botswana Education Act of 1966 (Act 40 of 1966). As indicated in paragraph 5.5.18 teachers in Botswana are controlled by UTS, Act of 1975. Both systems of education in question are therefore similarly determined by judiciary acts.

5.5.20 WESTERN CULTURE

Western culture plays a dominant role in both systems of education. It has been stated in paragraph 5.3.2 that both systems of education are western in character. The English language has been given prominence in both systems of education. The curricula and syllabi are completely western. Koma (1983:5) declares in respect of the educational system of Botswana that the syllabus of History denigrates the Tswana heroes and treats them as savages whereas it eulogises the colonial heroes. In respect of the educational system of Bophuthatswana Malao and Barnard (1984:589) assert that the educational system of Bophuthatswana is not based on the Tswana ground motif. Western culture therefore determines education in a similar way in Bophuthatswana and Botswana.

5.5.21 THE INFLUENCE OF THE REPUBLIC OF SOUTH AFRICA

The manner in which the Republic of South Africa determines education in Bophuthatswana is different. In Bophuthatswana the influence is positive in that there are many similarities between the South African system of education and that of Bophuthatswana as stated in paragraph 3.10. In Botswana the influence of the Republic of South Africa on education has been negative in that it has resulted in the stoppage in the supply of teachers.

5.5.22 THE INFLUENCE OF ENGLAND

England does not determine education in a direct manner in Bophuthatswana. In Botswana the determining influence of England on education is evident as proved in paragraph 4.7.10 and 5.3.4, for example the Cambridge Matric Certificate is still in force and the LEA's are still important in terms of control of especially primary school education.

5.6 CHAPTER SUMMARY

An attempt has been made in this chapter to show how various determinants determine education in Bophuthatswana and Botswana. The determinants discussed in this chapter have been divided into two main groups, namely internal and external determinants.

The internal determinants include the following: national ideals, historical development of education, political philosophy of the countries, religion, languages, traditional patterns of settlement, the spirit of localization, the needs of a country, the economy, the child, teachers,

trends in primary school education, number, spatial movement, psychic, analytical, ethical and judicial.

Under the external determinants the following received attention: western culture, the influence of the Republic of South Africa and the influence of England.

The determinants in question have been juxtaposed, first the internal determinants and lastly the external determinants. Finally the determinants have been compared.

The ensuing chapter will be devoted to a summary of the entire study and also to the recommendations flowing from the whole study.

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