

1. INTRODUCTORY REMARKS

1.1 INTRODUCTION

Upon examining the educational systems of various independent African states one realizes that the first aim of those independent states' educational system planners has been to depart from the colonial systems of education. Bophuthatswana, which gained political independence in 1977, has not been an exception to this practice.

In the case of Bophuthatswana departure from the South African system of education is reflected in the appointment of the Bophuthatswana National Education Commission and the subsequent introduction of the school pattern of 6-3-3, the explanation of which will be provided in chapter 4.

1.2 THE AIM OF THIS STUDY

The aim of this study is to come to a fuller understanding of the present educational system of Bophuthatswana so as to ascertain whether this system of education functions effectively or not and thereby to contribute to sound educational system planning in this state.

The purpose of this study would therefore seem to be fourfold:

- * to assess the efficiency of the present system of education of Bophuthatswana;
- * to find out whether the Bophuthatswana system of education is based on the ground motif of the Tswanas;
- * to propose reforms in the present educational system; and
- * to make recommendations in the educational system planning of Bophuthatswana.

1.3 METHODS OF INVESTIGATION

It is important to remember that solutions and remedies for the problems can never be found unless the problems have been identified and analysed. To achieve this, the following methods of investigation were followed:

1.3.1 Literature study

For better insight into the phenomenon of education system planning in general and in particular for Bophuthatswana, the researcher conducted a literature study. Both the primary sources (e.g. Official Journals, Annual Reports, Official Magazines, Departmental Circulars) and secondary sources on educational system planning were studied.

With particular reference to Bophuthatswana all published

and unpublished reports of the Ministry of Education which could be obtained during the period of research were studied.

1.3.2 Interviews

Interviews were carried out with the officials of the Department of Education in Bophuthatswana and also with other people interested in education.

The purpose of these personal interviews was a dual one:

- * to determine how closely the views of those interviewed correlated with information obtained from official reports; and
- * to determine how those people interviewed felt about the present system of education in Bophuthatswana.

1.3.3 Interpretation of data

The data obtained from the sources referred to above in 1.3.1 and 1.3.2 were carefully selected, arranged and interpreted to form a logical whole.

1.3.4 Evaluation of data

After the selection, arrangement and interpretation of data, an objective evaluation of the material was made. The objective evaluation of data brought the researcher

to a point where he could make recommendations most objectively.

1.3.5 Scientific writing

Based upon this evaluation, the writing of this objective research report was undertaken.

1.4 THE DIFFERENCE BETWEEN THE PLANNING OF EDUCATION AND THE PLANNING OF AN EDUCATIONAL SYSTEM

The difference between the planning of education and the planning of an educational system is that in the former, one is dealing with the core of the matter. Finer details such as syllabuses, etc. receive attention. In the latter, one is dealing with the entire system of which education is the core (Thembela, 1980:3).

In respect of education planning one is dealing with a part of the educational system whereas in educational system planning one is dealing with most of the components of the educational system. Educational system planning is therefore more all-embracing than education planning.

1.5 THE PROBLEMS OF EDUCATION IN BOPHUTHATSWANA

The objectives and needs of the system of education of Bophuthatswana raise many problems of a financial, pedagogical and administrative nature.

What follows is a brief description of these problems:

1.5.1 The fragmented nature of the state

The fact that Bophuthatswana consists of fragmented pieces of land raises many administrative problems. Equal dissemination of education also becomes difficult.

1.5.2 Dearth of properly qualified teachers

The quality of education is to a very large extent determined by the quality and competence of those who staff schools. Bophuthatswana at present has a large number of under-qualified teachers. The question of these under-qualified teachers will be highlighted in chapters 4 and 5.

1.5.3 No continuing educational research

The present system of education in Bophuthatswana is not based on continuing research. The importance of continuing research in education will be dealt with in chapters 5 and 6.

1.5.4 Lack of proper planning

A lack of properly trained educational planners results in a lack of proper educational planning. Bophuthatswana

has no trained educational system planners. Instead, the head office of the Ministry of Education is staffed with Chief Education Officers who are actually school inspectors who have merely been promoted to those positions.

1.5.5 Vertical co-ordination

In the present educational structure in Bophuthatswana there are boarding schools and special schools, church schools and day schools which are mainly state-aided. The ideal of providing equal educational opportunities for all children encounters serious difficulties in relation to those different types of schools.

1.6 EXPLANATION OF THE TERMS USED IN THE TITLE

1.6.1 Planning

Ruperti (1974:77) declares: "Beplanning verg berekening of dan navorsing en beraadslaging wat op die neem van besluite uitloop."

Horby (1977:647) describes planning as the arrangement for doing or using. The following basic elements are therefore evident in planning:

- * a process of arranging or preparing;
- * a set of well thought out decisions;

* a statement of goals; and

* action directed at achieving the goals set.

1.6.2 System of education

A system of education appears as an intertwined structure which as an educational culture forms an integral part of the cultural sphere of a country. The educational system is intertwined with the state territorially. It is likewise intertwined with the families, organized teachers groups, commerce and industry, churches and so forth (Stone, 1974:188-189).

An educational system is more than the school. The school is only one of many interwoven societal relationships which co-operate with each other in an organized educational system. Some of the definitions of an educational system will be given in chapter 4 of this study.

1.7 THE GEOGRAPHICAL POSITION OF BOPHUTHATSWANA

Bophuthatswana is situated between latitudes 24° to 30° South and longitudes 22° to 29° East in the interior of Southern Africa. There are seven blocks of territories divided into 12 districts.

These blocks are:

* The Western block: this includes the districts of

Tlhaping, Tlharo and Ganyesa.

- * The Central block: this embraces the districts of Ditsobotla and Molopo, where the capital Mabatho is situated.
- * The Northern block: this covers the district of Lehurutshe.
- * The Far Eastern block: this embraces the districts of Odi and Moretele.
- * The Eastern block: this covers the districts of Madikwe, Mankwe, Bafokeng and part of Odi.
- * The district of Thaba 'Nchu, 250 kilometers South east of Taung.

The districts of Molopo and Lehurutshe border on Botswana, while others are bordered by the Republic of South Africa (Bophuthatswana, 1978(a):1).

What follows is a regional map of the Republic of Bophuthatswana. (See page 9)

1.8 THE CULTURE OF THE TSWANAS

1.8.1 The traditional culture

According to Van der Merwe (1978:21) traditionally the Tswanas' whole world and life-view had been tribally bound. Decision-making and matters such as provision

of educational facilities had been from time immemorial, dominated by tribal interests.

In pre-Christian times the Tswanas believed in a high god named *modimo*, who was regarded as the creator of all things and the moulder of destiny (Schapera, 1971:59).

The dominant cult was the worship of the dead. Men dying at home were buried in the cattle kraal of their family-group or ward, and women in the backyard of their compound. The corpse was laid out by some elderly people under the direction of the deceased's maternal uncle. A man was buried with his weapons in his hands, a woman with her hoe and some seeds of every cultivated grain; both were dressed in the clothes they wore when alive. The corpse was wrapped in a skin of an ox specially killed for the purpose (Schapera, 1971:59).

The traditional Tswana cult is a form of ancestor worship. Among the southern Blacks of which the Tswanas are part this centres especially on the family and is everywhere patrilineal. The deceased's ancestors from the paternal side are held in high esteem and only the head of the family could approach them on behalf of the family (Rupert, 1977:19-20).

1.8.2 Modern Tswana culture

Rupert (1977:6) is correct in asserting that a living

culture is continually in the process of change. This is also true with Tswana culture. The modern Tswanas have accepted Christianity as their religion and therefore most of the Tswanas belong to the various denominations.

Tswana culture has greatly been influenced by the Western culture of the Whites. Van der Merwe (1978:21) declares that a "Kontak met die Westerse kultuur het egter algaande die proses van ontstamming in die hand gewerk. Dit het daartoe gelei dat die stamkaptein in 'n toenemende mate van sy tradisionele gesag ontnem is".

Today they eat the same type of food as the Whites, they clothe the same as the Western people and they also bury their dead in the same manner as the Whites do. This, however, does not mean that the Tswana culture has been eroded. Luthuli (1981:4) declares: "In spite of the many, and often very drastic and radical, transformations of life-patterns, and in spite of the effectiveness with which the modern techniques, modes of behaviour and various new beliefs and convictions were handed down from one generation to the other, Black culture still exhibits a great degree of stability and Black people have not lost their identity."

1.9 DEMARCATION OF THE FIELD OF STUDY

An investigation of the educational system of Bophuthatswana and not the detailed planning of its education per se will be done in this study and subsequently reforms in the Bophuthatswana educational system will be proposed. In other words this study is directly concerned with the wider spectrum of the educational system and not with details such as classroom planning. This limits the field of study and allows for greater depth within the limited field.

1.10 THE STRUCTURE OF THIS STUDY

The first chapter merely consists of introductory remarks aimed at orienting and preparing the reader for the subsequent chapters.

Chapter 2 gives the historical background of the education of Bophuthatswana. This chapter gives the reader the idea of how the education of the Tswanas has developed through the ages to the present day.

The third chapter is devoted to the theories of educational system planning. The importance of this chapter is to present to the reader the criteria of educational system planning so that he can be able to assess the

efficiency of the system of education as set out in the subsequent chapters.

The fourth chapter gives the present system of education in Bophuthatswana. The importance of this chapter is to form the basis for the fifth chapter.

The fifth chapter is on the proposed reforms of education in Bophuthatswana. This chapter is intended to be a contribution of sound educational system planning in Bophuthatswana.

The sixth chapter summarizes all the chapters and gives recommendations in respect of educational system planning in a precise manner.

After these introductory remarks the historical background of the Bophuthatswana educational system will be dealt with in detail in the next chapter.