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DETERMINANTS OF EDUCATIONAL SYSTEMS OF BOPHUTHATSWANA
AND BOTSWANA : A COMPARATIVE STUDY

BY

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What is man and work without God? "*Absolutely nothing*", is an answer to this question, and for that reason I thank the Almighty God for having mercifully blessed me, and allowed the completion of this research report.

SOLI DEO GLORIA

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DEDICATION

Dedicated to my parents with respect and affection, to my wife Emma, my two sons, Smay Kearabilwe Bonolo and Wilson Regomoditswe Boitshoko and to my only daughter Mathapelo Ratanang Gaofenngwe - with love.

Also dedicated in loving memory to my late sister Hermina Jimama, and to my late brother Patric Edward Molefi who has most recently departed from this world. May their souls rest in eternal peace.

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OPSOMMING

In die eerste hoofstuk word na die volgende sake gekyk:

* DIE PROBLEEMSTELLING

Die probleemstelling kan soos volg geformuleer word nl. om:

- vas te stel of die invloede van die Republiek van Suid-Afrika op Bophuthatswana en dié van Engeland op Botswana verantwoordelik is vir verskille in die onderwysstelsels van Bophuthatswana en Botswana;
- vas te stel of daar nog ander determinante van die betrokke stelsels is; en
- 'n vergelyking te tref tussen die determinante van die betrokke onderwysstelsels.

* DIE DOELWITTE VAN DIE NAVORSING

Die doel van hierdie studie is:

- om 'n dieptestudie te maak van die onderwysstelsels van Bophuthatswana en Botswana; en
- om die determinante van die stelsels vas te stel en te vergelyk.

* NAVORSINGSMETODES

Die volgende metodes is gebruik:

Literatuurstudie, onderhoude, interpretasie van data, evaluasie van data, wetenskaplike skryfwerk en die komparatiewe metode van George Bereday.

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* OMLYNING VAN DIE STUDIEVELD

Hierdie studie is beperk tot die belangrike determinante van die onderwysstelsels van Bophuthatswana en Botswana.

In die tweede hoofstuk word die metodologie van Vergelykende Opvoedkunde en die teoretiese struktuur van die onderwysstelsel bespreek.

Bereday se metode is vir die doel gekies om die determinante van die stelsels te vergelyk. Sy metode is op grond van die volgende gekies:

- die metode verskaf 'n logiese vorm van vergelyking;
- met hierdie metode was Bereday daartoe in staat om meer gewig te verleen aan die bydraes van die sosiale wetenskappe; en
- dit verkaf 'n logiese stel prosedures.

Bereday se metode is egter nie presies so gebruik soos hy dit in sy geskifte doen nie, maar aanpassings is gedoen om hierdie studie te pas.

Die teoretiese struktuur van die onderwysstelsel is ook bespreek in hoofstuk 2.

Die onderwysstelsel word aan die hand van 'n teorie wat tussen vier strukturele momente onderskei, bekyk, nl.:

- Die religieuse strukturele moment

Die religieuse grondmotief van die gemeenskap is fundamenteel in nasionale onderwysstelsels. Alle onderwysstelsels wat normatief funksioneer is gebaseer op die religieuse grondmotief. Hierdie motief is 'n verdere

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determinant van die onderwysmotief van die gemeenskap.

- Die temporeel-strukturele moment

Die sentrale idee hier is dat die onderwysstelsels onder andere gedetermineer word deur temporaliteit en dat dit dus onverbreekbaar verbonden is aan tyd.

- Die modaal-strukturele moment

Die 15 modaliteite, in ooreenstemming met Dooyeweerd se benadering, het implikasies vir die struktuur en die inhoud van die onderwysstelsel.

- Die individueel-strukturele moment

Soos alle ander dinge in die kosmos het die onderwysstelsel sy identiteit as onderwysstelsel.

Alle aspekte van die onderwysstelsel word in hierdie hoofstuk bespreek.

Die uiteensetting van die onderwysstelsel van Bophuthatswana word in hoofstuk 3 verskaf. Die hoofdoel van die bespreking van hierdie onderwysstelsel is om aanduidings in verband met die determinante van die stelsel te verskaf.

Voordat die onderwysstelsel van Bophuthatswana *per se* uiteengesit word is die volgende sake wat die begrip van 'n onderwysstelsel vergemaklik, bespreek: geografiese ligging van Bophuthatswana, klimaat, natuurlike hulpbronne, die mense van Bophuthatswana, en die kultuur van die Tswanas.

Die Tswanakultuur is verder verdeel in kleiner onderafdelings soos:

(iv)

die lewenspatrone van die Tswanas, taal en letterkunde, die regeringstelsel, die ekonomie en die belang van kultuur in onderwys.

Die historiese ontwikkeling van die onderwysstelsel van Bophuthatswana is ook nagegaan met die doel om vas te stel wat die wortels van die onderwysstelsel is. In die loop van die bespreking van die historiese ontwikkeling het dit duidelik geword dat hierdie onderwysstelsel uit die sendelingsonderwys deur die Suid-Afrikaanse onderwysstelsel ontwikkel het. Dit het dus ook duidelik geword dat die Suid-Afrikaanse onderwysstelsel 'n baie sterk bepalende invloed gehad het op die onderwysstelsel in Bophuthatswana.

Die uiteensetting van die Bophuthatswana onderwysstelsel is opgedeel in die volgende aspekte:

*** WETGEWING**

Onder wetgewing is die Bophuthatswana Nasionale Onderwyswet (Wet 2 van 1979) bespreek en die volgende hoofmomente is uitgelig:

**** ALGEMENE BEDOELING VAN DIE WET**

Die algemene bedoeling van die Wet is om die mense van Bophuthatswana, wat betref onderwys, sonder inagneming van ras, kleur, klas of geloof, te dien.

**** DEFINISIE**

Artikel 2 van die betrokke Wet gee 'n definisie van al die belangrike konsepte wat in die Wet gebruik word.

(v)

**** KOÖRDINASIE, BEHEER, ADMINISTRASIE EN TOESIG VAN OPVOEDKUNDIGE DIENSTE**

Dit is onder andere in die Wet, artikel 3, gestel dat, in die voorsiening van onderwysdienste, die Onderwysdepartement in noue samewerking met die ander staatsdepartemente sal optree.

**** DAARSTELLING VAN OPVOEDKUNDIGE INRIGTINGS**

Artikel 5(1) gee aan die Minister die reg om verskeie kategorieë van onderwysinrigtings daar te stel.

**** ALGEMENE REGULASIES**

Artikel 10 stipuleer die sake waaroor die minister regulasies mag uitvaardig by wyse van kennisgewing in die Gazette.

**** AANSTELLING EN DIENSVOORWAARDES VAN PERSONEEL**

Die diensvoorwaardes van die onderwysers word uiteengesit in artikel 12 van hierdie Wet.

**** DELEGERING VAN MAGTE DEUR DIE MINISTER VAN ONDERWYS**

Die Minister van Onderwys mag in terme van artikel 13 van hierdie Wet die magte wat aan hom toegesê is, óf geheel en al óf gedeeltelik deleger.

**** BEHEER VAN ONDERWYS**

Die uiteensetting van die onderwysbeheer toon dat onderwys beide gesentraliseer en gedesentraliseer is in Bophuthatswana. Op die gesentraliseerde vlak van beheer is die volgende amptenare betrokke: die Minister

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van Onderwys, wat die politieke hoof van die departement is, die Sekretaris van Onderwys, wat die administratiewe hoof van die departement is, die inspektoraat en verskeie hoofkantoor amptenare. Die gedesentraliseerde vorm van beheer word gemanifesteer in verskillende rade, soos die skoolrade en die distriksonderwysrade.

Beheer van onderwys in hierdie land dui onder andere op die politieke filosofie van die mense, en dus kan politiek gesien word as een van die determinante van onderwys.

* DIE SKOOLSTELSEL

Die skoolpatroon in Bophuthatswana is 6 + 3 + 3. Dit beteken dat die duur van die primêre fase ses jaar is, die middelskoolfase is drie jaar, en die hoërskoolfase is ook drie jaar.

Die volgende aspekte in terme van primêre skoolopleiding is ondersoek: voorsiening van fasiliteite, inskrywings, eksamens, kurrikula, onderrigmedium, projeksies en fundamentele vermorsings.

Tesame met die gewone primêre, middel- en hoërskole is daar nog tegniese skole, n technikon, onderwyskolleges en die universiteit.

Die middelskool is bespreek in terme van kurrikula en inskrywings.

Wat betref die hoërskool het die volgende aandag geniet: kurrikula, inskrywings en projeksies.

In die uiteensetting van die hulpdienste het die volgende sake aandag geniet: Kurrikulum- en eksamendienste, Taaldienste, Kulturele sake, Sport en Rekreasie, Nasionale Biblioteek en Buro vir Sielkundige Dientse.

Ondersteunende dienste is bespreek in terme van buitemuurse aktiwiteite en huisvesting vir kinders.

In hoofstuk 4 is die onderwysstelsel van Botswana uiteengesit. Voordat ons by die uiteensetting van die eintlike onderwysstelsel van Botswana kon kom, was dit nodig om na die volgende aspekte te kyk:

* GEOGRAFIESE LIGGING

Die beskrywing van die geografiese ligging van Botswana toon dat die land in die hartjie van Suider-Afrika geleë is.

* KLIMAAT

Die klimaatsomstandighede en die natuurlike plantegroei varieer van droog tot subtropies.

* DIE MENSE VAN BOTSWANA

Die mense van Botswana kan ingedeel word in agt hoofstamme, naamlik die *Bangwato*, *Bakgatla*, *Bakwena*, *Bangwaketse*, *Batawana*, *Bamalete*, *Batlokwa* en *Barolong*. Daar is ook nog kleiner groepe wat 20% van die totale bevolking uitmaak.

* KULTUUR

Die volgende items in die veld van die kultuur is bestudeer; die

lewenspatrone van die landelike Tswanas, die politieke stelsel, geld= eenheid, taal en letterkunde.

* DIE HISTORIESE AGTERGROND VAN ONDERWYS IN BOTSWANA

Die geskiedenis van onderwys in Botswana is inderwaarheid die verhaal van die sendelinge se aktiwiteite. Die London Missionary Society het die eerste skole in Botswana daargestel onder die leiding van mense soos Moffat, Livingstone en McKenzie.

In die lig van die feit dat Botswana 'n Britse protektoraat was, is dit dus logies dat Engeland 'n baie groot invloed op onderwys in Botswana gehad het.

Tot 1944 was daar geen sekondêre skoolopleiding in Botswana nie, en die meeste van die onderwys is deur die Republiek van Suid-Afrika verskaf.

Die historiese ontwikkeling van onderwys in Botswana het nog steeds 'n determinerende uitwerking op die voorsiening van onderwys, as gevolg van 'n agterstand wat deur die huidige regering van die koloniale regering geërf is. Hierdie agterstand veroorsaak dat fondse wat vir nuwe projekte gebruik sou kon word, opgeslurp word.

Die bespreking van die onderwysstelsel in Botswana is ingedeel in die volgende afdelings:

* ONDERWYSWETGEWING

Die Botswana Onderwyswet (Wet 40 van 1966) is, in terme van die hooftrekke,

onder wetgewing bespreek. Hierdie onderdele is:

** DEEL 1 : VOORLOPIG

In die voorlopige fase is die basiese konsepte wat in die Wet gebruik word, gedefinieer.

** DEEL 2 : ADMINISTRASIE

In hierdie fase is die funksies van die senior amptenare in onderwys, soos die Minister en die Permanente Sekretaris van Onderwys, bespreek.

*** DEEL 3 : REGISTRASIE EN BEHEER VAN SKOLE

Hierdie fase is primêr toegewy aan die registrasie van al die skole in die Ministerie van Onderwys.

** DEEL 4 : AANVULLEND

In hierdie fase kan 'n persoon wie se skool nie geregistreer is nie, by die Minister van Onderwys appelleer.

Die Minister is ook in hierdie fase die reg toegesê om kennisgewings in die Gazette te publiseer.

* ONDERWYSBEHEER

Beide sentrale en plaaslike beheer van onderwys is bespreek. Op die gesentraliseerde vlak is die pligte van die Minister en van die Permanente Sekretaris bespreek. Wat betref die plaaslike beheer van onderwys is lig op die volgende liggame gewerp: Plaaslike Onderwysliggaam, Raad van Beheer en die skoolkomitee.

* DIE SKOOLSTELSEL

Die skoolpatroon van Botswana is $7 + 3 + 2(3)$. Dit beteken dat die primêre fase sewe jaar duur, die junior sekondêre fase 3 jaar en hoërskoolopleiding 2 of 3 jaar. Dit duur twee jaar indien die kandidaat die gewone matriek aflê en drie jaar indien hy die gevorderde "advanced" of "A level" doen.

Primêre skoolopleiding is bespreek in terme van die volgende: voorsiening van onderwysfasiliteite, eksamens, onderrigmedium en vermorsing.

Wat die sekondêre skoolopleiding betref, is die volgende sake onder die soeklig geplaas: tipes sekondêre skole, die skoolpatroon en die doel van sekondêre skoolopleiding.

Saam met die gewone primêre, sekondêre en hoërskole is die volgende inrigtings van nader bekyk: spesiale skole, tegniese en vakskole, onderwysopleiding en die universiteit.

Die uiteensetting van die Hulpdienste het getoon dat die volgende dienste ingesluit is in die onderwysstelsel van Botswana: Kurrikulumontwikkelings-eenheid, die Navorsings- en toetseenheid, die eksameneenheid, die skooluitsaai-eenheid, die eenheid vir die produksie van hulpmiddels en onderwysentra.

Ondersteunende dienste is in terme van leerling-akkommodasie en buitemuurse aktiwiteite bespreek.

Al die aspekte van die onderwysstelsel is bespreek om aanduidings te kan gee van die relevante determinante, en hiermee is dan ook die eerste navorsingsdoelstelling bereik.

Hoofstuk 5 het te doen met die jukstaposisie en uiteindelijke vergelyking van die determinante van die onderwysstelsel van Bophuthatswana en Botswana. Die determinante van die onderwysstelsels word gegroepeer onder twee hoofafdelings, nl. interne en eksterne.

Die determinante van die twee stelsels onder bespreking word naas mekaar geplaas en op die volgende wyse vergelyk:

* NASIONALE IDEALE

** DIE IDEEAL VAN *POPAGANO* (Bophuthatswana)

Onderrig met hierdie ideaal in gedagte omvat die volgende vier elemente:

*** Vir die individu is *popagano* betrokke by die skepping van nuwe selfgenoegsaamheid en selfversekerdheid.

*** In die sosiale en ekonomiese lewe beteken *popagano* om op te bou, en ook vordering en ontwikkeling.

*** Die skepping en die opbou van 'n nuwe nasie.

*** *Popagano* gee uitdrukking aan die demokratiese ideaal, die saamvoeg, in 'n gees van *samewerking en interafhanklikheid*, van die mense van Bophuthatswana.

Die ideaal van *popagano* vorm die doelstelling van onderwys in dié land.

** DIE IDEEAL VAN *KAGISANO*

Die vier politieke beginsels van die Botswana Democratic Party, naamlik demokrasie, ontwikkeling, selfvoorsienendheid en eenheid kulmineer in die ideaal van *kagisano*. Twee ander dimensies van *kagisano* is die ideaal van sosiale geregtigheid en die gevoel van kommunaliteit en wedyersydse verantwoordelikheid. *Kagisano* is die beginsel onderliggend aan die doel van onderwys in Botswana.

In beide onderwysstelsels vorm die nasionale ideale die basiese doelstelling van die onderwys.

* HISTORIESE ONTWIKKELING

Die onderwysstelsel van Bophuthatswana het ontwikkel uit die Suid-Afrikaanse stelsel van Swart onderwys. Die Botswana onderwysstelsel, aan die ander kant, het ontwikkel uit die Britse onderwysstelsel. Die verskille tussen die maniere waarop die determinante wat bestudeer word, onderwys in die betrokke stelsels beïnvloed, is dat daar in Bophuthatswana kontinuïteit en ondersteuning van die Suid-Afrikaanse stelsel af kom, terwyl dit nie met Botswana in terme van die Britse stelsel gebeur nie.

* POLITIEKE FILOSOFIE

Die politieke filosofie van die mense van Bophuthatswana, naamlik demokrasie, het die onderwysstelsel se beplanning geraak in terme van die feit dat die demokrasie geïmpliseer word in onderwysbeheer. In Botswana deursuur die politieke beginsels van demokrasie ontwikkeling, selfvoorsiening en eenheid die hele onderwysstelsel.

Die hoofverskil tussen die twee onderwysstelsels in terme van politieke ideale is dat in Bophuthatswana demokrasie in onderwys geïmpliseer word, terwyl in Botswana die vier politieke beginsels prakties in die onderwys toegepas word.

* GODSDIENS

Die Bophuthatswana Nasionale Onderwyswet (Wet 2 van 1979), stipuleer onder andere die omstandighede waaronder Godsdiensoonderrig op skool aangebied moet word. Godsdiensoonderrig is 'n verpligte vak in die land. Die Botswana Onderwyswet van 1966 (Wet 40 van 1966) verskaf ook die omstandighede waaronder Godsdiensoonderrig op skool aangebied moet word.

Anders as in Bophuthatswana is Godsdiensoonderrig nie 'n verpligte skoolvak in Botswana nie.

* TALE AS DETERMINANTE VAN ONDERWYS

In Bophuthatswana is daar drie tale wat deur die onderwysstelsel vereis word, naamlik Setswana, Engels en Afrikaans. In Botswana word twee tale, naamlik Setswana en Engels vereis.

In beide onderwysstelsels het die nasionale taal nog nie sy regmatige plek bereik nie omdat albei stelsels vroeg ophou om die nasionale taal as onderrigmedium te gebruik.

* DIE TRADISIONELE VESTIGINGSPATROON

Onderwys word slegs in Botswana deur die tradisionele vestigingspatroon

beïnvloed. Tradisionele vestiging in Botswana verwys na die feit dat die landelike mense in Botswana drie tuistes het, naamlik in die stat, op die land en by die beespos. Die Minister van Onderwys wend 'n poging aan om onderwys te verskaf by al hierdie vestigingsplekke.

* DIE GEES VAN LOKALISERING

In Bophuthatswana was die gees van lokalisering nog nie so suksesvol as 'n determinant van onderwys nie. In baie van die werksvelde word inwoners aan uitgewekenes toegesê as assistente. Die plaaslike assistente behoort eintlik die werk van die uitgewekenes te leer sodat hulle in die loop van tyd kan oorneem.

Die plaaslike mense behoort dus 'n goeie onderwys te ontvang sodat hulle die uitgewekenes sinvol kan vervang.

* DIE BEHOEFTE VAN 'N LAND

Die tegniese behoeftes van Bophuthatswana en Botswana het dit noodsaaklik gemaak dat tegniese opleiding in dié lande verskaf word.

* DIE EKONOMIE AS 'N DETERMINANT VAN ONDERWYS

Beide die Bophuthatswana en Botswana onderwysstelsels word onder andere gedetermineer deur die ekonomie.

Die Bophuthatswana stelsel het nie die werklik ernstige ekonomiese

probleme in die voorsiening van onderwys wat Botswana wel het nie.

* DIE KIND AS DETERMINANT VAN ONDERWYS

Beide stelsels wat bestudeer is, is pedosentries ingestel.

* ONDERWYSERS AS DETERMINANTE VAN ONDERWYS

In Bophuthatswana is die aanstelling van onderwysers gewettig deur artikel 11(2) van die Onderwyswet (Wet 1 van 1979). Die Botswana onderwysers word aangestel deur die Verenigde Onderwyswet van 1975.

Die duur van primêre onderwysopleiding in Botswana is twee jaar na die Junior Sertifikaat, terwyl dit in Bophuthatswana drie na die Senior Sertifikaat is.

* NEIGINGS IN PRIMÊRE ONDERWYS

Verbeterings in primêre onderwys in Bophuthatswana en in Botswana het gelei tot 'n uitbreiding van sekondêre onderwys.

Die verskille tussen die twee stelsels in terme van neigings in primêre onderwys is dat outomatiese vordering in primêre skole in Botswana 'n verdere probleem skep vir die sekondêre onderwysbeplanner. In Bophuthatswana is vorderings nie outomaties nie.

* GETAL AS 'N DETERMINANT VAN ONDERWYS

In beide onderwysstelsels speel getalle 'n groot rol. Projekties van inskrywings word byvoorbeeld deur middel van getalle uitgedruk.

Botswana het ernstiger probleme as Bophuthatswana met betrekking tot inskrywings in sekondêre skole.

* DIE RUIMTELIKE DETERMINANT

Die feit dat Bophuthatswana uit gefragmenteerde stukke land bestaan met geen duidelike grense nie, maak die onderwysadministrasie moeilik.

Afstande tussen huis en skool is nog 'n faktor wat onderwys determineer in Botswana - in die Ghanzi distrik woon slegs 55% van die bevolking binne agt kilometer van 'n primêre skool af.

* BEWEGING AS 'N DETERMINANT VAN ONDERWYS

In beide stelsels determineer beweging onderwys, omdat kurrikula eenvormig is om te verseker dat kinders wat van skole verwissel, nie daaronder sal ly nie.

In Botswana is daar 'n sterk beweging in die rigting van dorpe, en meer skole moet dus in hierdie areas gebou word.

* DIE PSIGIESE DETERMINANT

In beide onderwysstelsels is daar spesiale skole vir die verstandelik vertraagde kind. Die psigiese aspek van die mens is dus ook 'n bepaler in hierdie onderwysstelsels.

* DIE ANALITIESE ASPEK VAN DIE MENS

Beide stelsels word analities bepaal. Die skoolpatroon in Bophuthatswana,

wat 'n refleksie is van die analitiese aspek, is $6 + 3 + 3$, en dié van Botswana $7 + 3 + 2(3)$. Meer ooreenkomste en verskille tussen hierdie stelsels in terme van die analitiese aspek word in hierdie afdeling verskaf.

* DIE ETIESE DETERMINANT

Die etiese standaarde in die onderwysstelsel in Bophuthatswana vloei voort uit artikels 12(4) - 5) en 10(9) van die Nasionale Onderwyswet van 1979. In Botswana word die leerlinge by elke skool beheer deur regulasies geformuleer deur individuele skole.

Die verskil tussen die twee stelsels in terme van die etiese determinant, is dat onderwysers in Botswana beheer word deur die Verenigde Onderwysdiens, terwyl in Bophuthatswana die diensvoorwaardes van onderwysers vervat is in die Bophuthatswana Onderwyswet (Wet 2 van 1979), artikel 12.

* DIE JURIDIESE DETERMINANT

Die Bophuthatswana Nasionale Onderwyswet van 1979 skep die onderwysveld in dié land. In Botswana word die veld geskep deur die Botswana Onderwyswet van 1966 (Wet 40 van 1966).

Beide onderwysstelsel word deur juridiese wette bepaal.

* WESTERSE KULTUUR

Beide onderwysstelsels word bepaal deur die Westerse kultuur.

* DIE INVLOED VAN DIE REPUBLIEK VAN SUID-AFRIKA

In Bophuthatswana is die invloed van die Republiek van Suid-Afrika positief, omdat dit ondersteuning en kontinuïteit bied, terwyl dit in Botswana negatief is omdat dit daartoe aanleiding gee dat onderwysers nie meer voorsien word nie.

* DIE INVLOED VAN ENGELAND

Die invloed van Engeland op Bophuthatswana is indirek, terwyl dit baie direk is op Botswana. Die Cambridge-matriek is onder andere baie gewild in Botswana.

Hiermee is die tweede navorsingsdoelwit nou bereik.

In hoofstuk 6 word al die sake wat in die verskillende afdelings aangevoer is opgesom en aanbevelings word gemaak.

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ABSTRACT

In the opening chapter the following matters are looked into:

* PROBLEM OF RESEARCH

The problem of research is:

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

* AIMS OF RESEARCH

The purpose of this study is:

- to make an intensive study of the educational systems of Bophuthatswana and Botswana;
- to determine and to compare determinants of the educational systems in question.

* METHODS OF RESEARCH

The following methods have been used:

literature study, interviews, interpretation of data, evaluation of data, scientific writing and the comparative method of George Bereday.

* DEMARCATION OF THE FIELD OF STUDY

This study is confined to the important determinants of the educational systems of Bophuthatswana and Botswana.

In the second chapter methodology of Comparative Education and the theoretical structure of the educational system have been discussed.

The method of George Bereday was chosen for the purpose of comparing the determinants of the systems of education in question. Bereday's method has been chosen on the grounds of the following:

- this method provides a more logical form of comparison
- with this method Bereday has been able to give more weight to the contribution of the social sciences
- it provides a logical set of procedures

Bereday's method has however not been used precisely as he uses it in his writings but adjustments have been made to suit the purpose of this study.

The theoretical structure of the educational system has also been discussed in chapter 2.

The four structural moments of the educational system are being looked into under the theoretical structure of the system of education. The following are those structural moments of the educational system:

- The religious structural moment

The religious ground motif of the community is fundamental in national systems of education. All systems of education which function normatively are based on the religious ground motif. The religious ground motif further determines the educational motif of the community.

- The temporal - structural moment

Here the central idea is that the educational system is amongst others determined by temporality and that it is inseparably tied to time.

- The modal - structural moment

The 15 modalities in accordance with Dooyeweerd's approach have implications for the structure and content of the educational system.

- The individual structural moment of the educational system

Like everything in the cosmos the educational system has its identity as the system of education.

All aspects of the educational system have been discussed in this chapter.

The exposition of the educational system of Bophuthatswana is given in chapter 3. The major aim of discussing this educational system was to

provide indications to its determinants.

Before coming to the exposition of the educational system of Bophuthatswana *per se* the following issues which facilitate the understanding of an educational system were discussed: Geographical location of Bophuthatswana, climate, natural resources, the peoples of Bophuthatswana, and the culture of the Tswanas. The culture of the Tswana has further been broken down to smaller items such as: the life-patterns of the Tswanas, language and literature, the system of Government, economy and the importance of culture in education.

The historical development of the educational system of Bophuthatswana has also been traced with the aim of ensuring the roots of this educational system. In the course of the discussion of the historical development it became clear that this system of education developed from the missionary education through the South African educational system. It has therefore become clear that the South African system of education has a very strong determining influence on the Bophuthatswana educational system.

The exposition of the Bophuthatswana system of education is divided into the following aspects:

* LEGISLATION

Under legislation the Bophuthatswana National Education Act (Act 2 of 1979) has been discussed and the following major elements of the Act have been highlighted:

**** GENERAL INTENT OF THE ACT**

The general intent of this Act is to serve the people of Bophuthatswana educationally without regard to race, colour, class or creed.

**** DEFINITIONS**

Article 2 of the Act in question gives a definition of all the important concepts used in the Act.

**** CO-ORDINATION, CONTROL, ADMINISTRATION AND SUPERVISION OF EDUCATIONAL SERVICES.**

Amongst others it is stated in the Act art. 3 that in providing educational services the Department of Education shall work in close cooperation with other state departments.

**** ESTABLISHMENT OF EDUCATIONAL INSTITUTIONS**

Article 5(1) gives the Minister of Education powers to establish various categories of educational institutions.

**** GENERAL REGULATIONS**

Article 10 gives matters in respect of which the Minister of Education may by notice in a gazette make regulations.

**** APPOINTMENT AND CONDITIONS OF SERVICE OF STAFF**

The conditions of service of the teachers are outlined in article 12 of this Act.

** DELEGATION OF POWERS BY THE MINISTER OF EDUCATION

The Minister of Education may in accordance with art. 13 of this Act delegate either generally or in part in any particular case any power conferred on him by this Act.

* CONTROL OF EDUCATION

The exposition of the control of education reveals that education is both centralized and decentralized in Bophuthatswana. At the centralized level of control the following functionaries are involved: The Minister of Education who is a political head of the department, the secretary for Education who is the administrative head of the department, the inspectorate and several head office officials. Decentralized form of control is manifested in various councils such as the School Councils and the District Education Councils.

Control of education in this country amongst others points to the political philosophy of the people, and therefore politics proves to be one of the determinants of education.

* THE SCHOOL SYSTEM

The school pattern of Bophuthatswana is 6 + 3 + 3. This means that the duration of primary school phase is six years, the middle school is three years and the high school is also three years.

The following aspects in terms of primary school education have been looked into: provision of facilities, enrolments, examinations, curriculum, medium of instruction, projections and fundamental wastage.

In addition to ordinary primary, middle and high schools there are technical schools, a technikon, Colleges of Education and the University.

The middle school has been discussed in terms of the following issues: curriculum, and enrolments.

As regards the high school the following matters received attention: curriculum, enrolments and projections.

In the exposition of the Ancillary Services the following matters received attention: Curriculum and Examination Services, Language Services, Cultural Affairs Division, Sports and Recreation, National Library and Bureau for Psychological Services.

Supplementary Services have been discussed in terms of extramural activities and pupils accommodation.

In chapter 4 the system of education of Botswana is being exposed. Before coming to the exposition of the actual system of the Botswana education it was necessary to look into the following matters:

* THE GEOGRAPHICAL POSITION

The description of the geographical position of Botswana reveals that this country is situated in the heart of Southern Africa.

* CLIMATE

The climatic conditions and their associated natural vegetation vary from dry to sub-tropical.

* THE PEOPLES OF BOTSWANA

The people of Botswana are divided into eight major tribes namely, *Bangwato, Bakgatla, Bakwena, Bangwaketse, Batawana, Bamalete, Batlokwa* and *Barolong*. There are also some smaller groups which make up 20 percent of the total population.

* CULTURE

The following items in terms of culture have been looked into the life-patterns of the rural Tswanas, political system, economy, currency and language and literature.

* THE HISTORICAL BACKGROUND OF EDUCATION IN BOTSWANA

The history of the Botswana education is virtually a story of the activities of various missionaries. The London Missionary Society started the first schools in Botswana under the guidance of men such as Moffat, Livingstone and McKenzie.

In view of the fact the Botswana was a British Protectorate it stands to reason that England had tremendous influence on education in that country.

Up to 1944 there was no secondary school education in Botswana and most of the education was provided in the Republic of South Africa.

The historical development of the Botswana education still has a determining influence on the provision of education in that country because the backlog that has been inherited by the present government from the colonial government is legion and therefore takes money which could be financing new projects.

The discussion of the educational system of Botswana is divided into the following:

* EDUCATIONAL LEGISLATION

Under legislation the Botswana Education Act (Act 40 of 1966) has been discussed in terms of its major parts. Those parts are:

** PART I : PRELIMINARY

In the preliminary phase the basic concepts used in the Act are been defined.

** PART II : ADMINISTRATION

In this phase the functions of senior functionaries in education such as the Minister of Education and the permanent Secretary for Education are inter alia spelled out.

** PART III : REGISTRATION AND CONTROL OF SCHOOLS

This phase is primarily devoted to the registration of all the schools in the Ministry of Education.

** PART IV : SUPPLEMENTARY

In this phase a person aggrieved by the Permanent Secretary of Education by refusing to register his school is given right to appeal to the Minister of Education.

The Minister of Education is also given right in this phase to publish notices in the Gazette.

* CONTROL OF EDUCATION

Both central and local control of education have been discussed. At the centralized level the duties of the Minister of Education and the Permanent Secretary have been looked into. As regards local control of education the light has been thrown on the following bodies: Local Education Authority, Board of Governors and the School Committee.

* THE SCHOOL SYSTEM

The school pattern of Botswana is 7 + 3 + 2(3). This means that the duration of primary school education is 7 years, junior secondary education 3 years and high school education 2 or 3 years. It becomes 2 years when the candidate does ordinary matric and 3 years when the candidate takes advance level matric.

Primary school education has been discussed in terms of the following things: Provision of education facilities, examinations, medium of instruction and wastage.

As far as secondary school education is concerned the following issues were looked into: types of secondary schools, pattern of schools and aim of secondary school education.

In addition to ordinary primary, secondary and high schools the following institutions were looked into: special schools, technical and vocational, teacher training and the university.

The exposition of Ancillary Services reveals that the following services have been included in the educational system of Botswana: Curriculum Development and Evaluation, which further has the following branches or units: Curriculum Development Unit, Research and Testing Unit, Examination Unit, School Broadcasting Unit, Teaching Aid Production Unit and Teacher's Centres.

Supplementary Services have been discussed in terms of pupil accommodation and extra-mural activities.

All the aspects of the educational system have been discussed to provide indicators to their determinants.

Chapter 5 deals with the juxtaposing and subsequent comparison of the determinants of the educational systems of Bophuthatswana and Botswana. The determinants of the educational systems in question are grouped under two main groups viz. internal and external.

The determinants of the two systems under review are juxtaposed and

compared in the following manner:

* NATIONAL IDEALS

** THE IDEAL OF *POPAGANO* (Bophuthatswana)

Education for *popagano* embraces the following four elements:

*** For the individual, *popagano* is concerned with the 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 *co-operation and interdependence* of all the people of Bophuthatswana. The ideal of *popagano* forms the aim of education in Bophuthatswana.

** THE IDEAL OF *KAGISANO*(Botswana)

The four political principles of the Botswana Democratic Party namely, democracy, development, self-reliance and unity culminate in an ideal of *kagisano*. Two other dimensions of *kagisano* are the idea of social justice and the sense of community and mutual responsibility. *Kagisano* forms the basic aim of education in Botswana.

In both systems of education the national ideals form the basic aim of education.

* HISTORICAL DEVELOPMENT

The educational system of Bophuthatswana developed from the South African system of Black Education. The Botswana system of education on the other hand developed from the British system of education. The differences between the ways in which the determinant under review affects education in the systems 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 England.

* POLITICAL PHILOSOPHY

The political philosophy of the people of Bophuthatswana namely democracy has influenced the educational system planning in that democracy is amongst others implied in educational control. In Botswana the political principles of democracy, development, self-reliance and unity pervade the entire system of education.

The main difference between the two systems of education in question in terms of political philosophies is that in Bophuthatswana democracy is implied in education whereas in Botswana the four political principles are practically applied in education.

* RELIGION

The Bophuthatswana National Education Act (Act 2 of 1979) amongst others stipulates the conditions under which Religious Education will be taught in schools. Religious Education is a compulsory school subject in

Bophuthatswana. The Botswana Education Act of 1966 (Act 40 of 1966) also states the conditions under which Religious Education will be taught in schools.

Unlike in Bophuthatswana Religious Education is not a compulsory school subject in Botswana.

* LANGUAGES AS DETERMINANTS OF EDUCATION

In Bophuthatswana there are three languages which determine the educational system viz, Setswana, English and Afrikaans. In Botswana two languages determine the system of education namely, Setswana and English.

In both systems of education in question the national languages have not been accorded their rightful places because they terminate early as media of instruction.

* THE TRADITIONAL PATTERNS OF SETTLEMENT

The traditional patterns of settlement affect education only in Botswana. Traditional settlement in Botswana refers to the fact that rural people in Botswana have three homes viz, in the village, on the land and at the cattle post. The Ministry of Education makes an attempt to provide education at all these settlement places.

* THE SPIRIT OF LOCALIZATION

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

specialists are given the nationals as assistants. The national assistants should understudy the expatriates so that they may replace them in the course of time.

The nationals should therefore receive proper education so that they can meaningfully replace the expatriates.

* THE NEEDS OF A COUNTRY

The technical needs of Bophuthatswana and Botswana have necessitated technical education in those countries.

* THE ECONOMY AS A DETERMINANT OF EDUCATION

Both the Bophuthatswana and the Botswana systems of education are amongst others determined by the economy.

The Bophuthatswana system of education does not have very serious economic problems whereas the provisions of education in Botswana shows serious economic problems.

* THE CHILD AS A DETERMINANT OF EDUCATION

Both systems of education under review are paedocentric.

γ * TEACHERS AS A DETERMINANT OF EDUCATION

In Bophuthatswana the appointment of teachers is legalised by article 11(2) of the Education Act (Act 2 of 1979). The Botswana teachers are appointed by Unified Teaching Service Act of 1975.

The duration of primary teacher training in Botswana is two years after Junior Certificate whereas in Bophuthatswana is three years after Senior Certificate.

* TRENDS IN PRIMARY SCHOOL EDUCATION

Improvements in primary school education in Bophuthatswana and Botswana results in expansion of secondary school education.

The differences between the Bophuthatswana and the Botswana system of education in terms of trends in primary school education is that automatic promotion in primary schools in Botswana create a further problem for the secondary school education planner. In Bophuthatswana promotions are not automatic.

* NUMBER AS A DETERMINANT OF EDUCATION

In both systems numbers or statistics play an important role. Projections of enrolments are for instance expressed in figures.

Botswana has more serious problems than Bophuthatswana in terms of enrolments in secondary schools.

* SPATIAL DETERMINANT

The fact that Bophuthatswana consists of fragmented pieces of land with no definite boundaries makes administration of education difficult.

Distance between school and home is another factor that determines

education in Botswana for example in the Ghanzi district only 55 per cent of the populace live within eight kilometers from a primary school.

* MOVEMENT AS A DETERMINANT OF EDUCATION

In both systems of education in question movement determine education because syllabi are uniform to ensure that children transferring from one school to the other do not suffer.

In Botswana there is great movement towards towns, more schools must therefore be provided in town areas.

* THE PSYCHIC DETERMINANT

In Bophuthatswana and Botswana systems of education there are special schools for the mentally retarded children. The psychic aspect of man therefore determines education in both systems of education.

* THE ANALYTICAL ASPECT OF MAN

Both systems of education under review are analytically determined. The school pattern of Bophuthatswana, which is a reflection of analytical aspect is $6 + 3 + 3$ and that of Botswana is $7 + 3 + 2(3)$. More similarities and differences of between these systems of education in terms of the analytical aspects are given in this chapter.

* THE ETHICAL DETERMINANT

The ethical standards in the educational system of Bophuthatswana are engendered by articles 12(4 - 5) and 10(19) of the National Education

Act of 1979. In Botswana the pupils of every school are controlled by regulations formulated by individual schools.

The difference between the two systems of education in terms of the ethical determinant is that in Botswana teachers are being controlled by Unified Teaching Services whereas in Bophuthatswana the conditions of service of teachers are embodied in the Bophuthatswana Education Act (Act 2 of 1979) article 12.

* THE JUDICIAL DETERMINANT

The Bophuthatswana National Education Act of 1979 creates the field of education in Bophuthatswana. In Botswana the field of Education is being created by the Botswana Education Act of 1966 (Act 40 of 1966).

Both systems of education are therefore determined by judiciary acts.

* WESTERN CULTURE

Both systems of education are determined by Western culture.

* THE INFLUENCE OF THE REPUBLIC OF SOUTH AFRICA

In Bophuthatswana the influence of the Republic of South Africa is positive because it shows support and continuity whereas in Botswana is negative because it has resulted in the stoppage in the supply of teachers.

* THE INFLUENCE OF ENGLAND

The influence of England on Bophuthatswana is indirect whereas is direct

on Botswana. Cambridge Matric is popular in Botswana for instance.

In chapter 6 all issues raised in all other chapters are summarised and recommendations are also made.

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CHAPTER 6

SUMMARY AND RECOMMENDATIONS

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LIST OF ABBREVIATIONS

| | |
|-------|--------------------------------------|
| WMS | Wesleyan Missionary Society |
| LMS | London Missionary Society |
| HMS | Hermansburg Missionary Society |
| UTS | Unified Teaching Service |
| PS | Permanent Secretary |
| DET | Department of Education and Training |
| RSA | Republic of South Africa |
| UNIBO | University of Bophuthatswana |
| TAPU | Teaching Aid Production Unit |
| CTEO | Chief Technical Education Officer |
| SPO | Senior Personnel Officer |
| CEO | Chief Education Officer |