

CHAPTER 3

EDUCATIONAL SYSTEM OF BOPHUTHATSWANA

3.1 INTRODUCTION

Bophuthatswana gained political independence from the RSA in December 1977. This political independence is, however, only recognized by the Republic of South Africa and other independent republics within South Africa. Bophuthatswana is therefore not a member of the United Nations Organization, the Organization of African Unity or the Commonwealth.

Having gained political independence it has become necessary that Bophuthatswana should have control of its educational system. For the mere fact that the education of the inhabitants of Bophuthatswana was for many years part of the South African system of education it stands to reason that the system of education of Bophuthatswana will reveal resemblances with the South African system of education. The educational system planner in Bophuthatswana therefore has the daunting task of evolutionising education because the South African system of education for Blacks has for many years never been acceptable to Blacks. Blacks generally believe that South African Black Education is an inferior type of education.

In this chapter the following matters will receive attention in order to offer a better understanding of education provision in Bophuthatswana: the geographical location of Bophuthatswana, the climate of Bophuthatswana, the peoples of Bophuthatswana, the culture of the Tswanas, the historical background of the educational system, education legislation,

control of education, educational institutions, ancillary services and supplementary services.

3.2 THE GEOGRAPHICAL LOCATION OF BOPHUTHATSWANA

Bophuthatswana is located between latitudes 24° to 30° South and longitudes 22° to 29° East in the interior of Southern Africa. This country consists of seven separate geographical units, totalling 44055 km² in a generally east-west line ranging between the gold mining and industrial heartland of Southern Africa and the Kalahari desert, with a remote unit to the South-east in the wheat-growing highveld of central South Africa (Bophuthatswana, 1978(a) 1; Bophuthatswana, 1983(a):4).

The seven separate units forming Bophuthatswana are likely to hamper the smooth educational administration and management in this territory.

Map 3.1 (see p. 85)

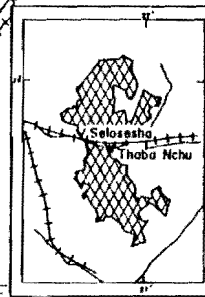
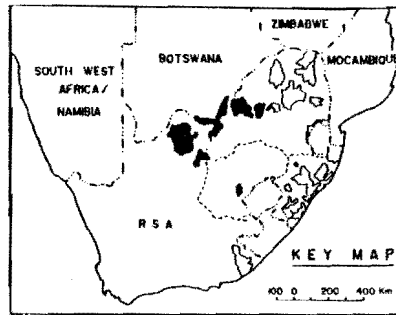
3.3 THE CLIMATE OF BOPHUTHATSWANA

Bophuthatswana is a flat to gently undulating region, ranging in altitude between 1000m and 2000m above sea level. The climate is on the whole that of a dry steppe with warm to hot summers and cool, though sun-drenched, winters. Average mid-summer temperatures are 22,5°C to 25°C. while average winter temperatures are 10°C to 12,5°C. Frost does occur. Rainfall occurs in summer usually from November to early April and ranges between 300 mm in the dry west and 700 mm in the east (Bophuthatswana, 1983(a):4).

This map illustrates the Bophuthatswana Republic, a semi-autonomous region in South Africa. The map is bounded by coordinates 23°E to 28°E and 25°S to 28°S. It shows the following regions and towns:

- TRANSVAAL** (North): Includes towns like Thabazimbi, Nylstroom, and Naboomspruit.
- CAPE PROVINCE** (West): Includes towns like Morokweng, Ganyesa, and Tlokweng.
- ORANGE FREE STATE** (South): Includes towns like Pampierstad, Hartswater, and Christiana.
- REPUBLIC OF BOPHUTHATSWANA** (Central): Includes towns like Johannesburg, Pretoria, and Tlokweng.

The map also shows major rivers like the Vaal River and the Orange River, and a legend for roads, railways, and rivers. An inset map in the top left corner shows the location of Bophuthatswana within South Africa.



3.4 NATURAL RESOURCES

Bophuthatswana is richly endowed with natural resources. Several minerals such as platinum, diamond, gold, chrome and nickel are mined in Bophuthatswana. Bophuthatswana also has agricultural potential (Mangope, 1977:5 Bophuthatswana 1983(a):14).

3.5 THE PEOPLES OF BOPHUTHATSWANA

The history of the Tswanas can be traced as far back as the eleventh century. Historical research supported by anthropological deductions, has revealed that in the area of Boons certain Tswana tribes had already settled and established themselves in organized communities in the eleventh century (Bophuthatswana, 1978(a):5).

The Tswanas form the major branch of the Sotho peoples. Both the Northern Sotho and the Southern Sotho groups broke away from the Tswanas, the Northern Sotho from the *Kgatla* (groups of Tswanas living in the Saulspoort and Hammanskraal areas) and Southern Sotho from the *Kwena* (Tswanas living in Bethanie and Phokeng areas) (Benbo, 1975:13).

During the eighteenth and nineteenth centuries the Tswanas occupied what was called Southern Bechuanaland, consisting of portions of the present Orange Free State, the Western Transvaal and the Northern Cape (Lekhela, Kgware, Vorster and Rossouw, 1972:5). They settled in these areas as a result of inter-tribal wars.

The Tswana nation consists of about 20 bigger and a number of smaller tribes of which the most important are *Barolong*, *Bataung*, *Botlharo*,

Bahuratshe, Bakwena, Batlhako, Bakubung and Bafokeng (Breytenbach, 1972: 388). In addition to the Tswanas group in Bophuthatswana there are also the Ndebeles, Northern Sothos, Southern Sothos, Tsongas, Vendas, Xhosas, Zulus, Whites and the Coloureds. In 1980 the total population of the Tswanas was 2,5 million (Bophuthatswana, 1983(a):2).

3.6 THE CULTURE OF THE TSWANAS

3.6.1 INTRODUCTION

Hornby (1974:210) defines, culture, amongst others, as

"all the arts, beliefs, social institutions characteristics of a community, race etc.".

Culture therefore, inter alia, refers to the religion, language, political and economic systems of the community.

The culture of a given group never remains static, as it is continually enriched by other cultures. Mercier (1961:81) correctly contends that

"the culture of a given group is never static or set in a rigid mould. It is for ever changing under the impact of internal and external factors . . .".

Steyn (1981:1820) also maintains that

"kultuur moet ook verander en ontwikkel, anders stagneer dit. Die verriyking van een kultuur deur 'n ander is egter nooit die meganiese oorplanting van kultuuraspekte van die een na die nader toe nie".

3.6.2 THE LIFE-PATTERNS OF THE VILLAGE TSWANAS

The life-patterns of the village Tswanas have distinctive features. The following are the most important features of the Tswana village life: the family, the ward, the tribe and tribal councils.

The following is an exposition of the life patterns of Tswanas which have been mentioned in the preceding paragraph:

* The family

As in the western setup, the Tswana family consists of the father, the mother and the children. The father occupies an important place of authority in the family. In recent years the Tswana mother has gained a greater degree of emancipation from the father. The influence of the father, however, still remains dominant.

* The ward (*kgoro*)

Families of the same surname and other parental relations form a ward (*kgoro*). Members of the same ward become conspicuous during wedding celebrations, death ceremonies and during other celebrations. Members of the ward work together during the aforementioned occasions. Every ward has a head, a *Kgosana*.

The head of the ward, who may also be looked upon as sub-chief in the village, performs the following functions:

- He represents his ward at the tribal council;
- He convenes meetings of the ward; and

- he settles minor disputes among the members of his ward.

The ward to which the chief belongs is normally regarded as the main or senior ward in the village.

The wards have names such as *Baphiring*, *Bagopa*, *Barolong*, *Batlase* and *Batlokwa*.

* Age-groups (Mephato)

Members of the same age-groups form *mephato* - age-groups. The following are popular age-group names: *Madingwane*, *Matshela*, *Maswene*, *Machechele* and *Makgomotšha*. The importance of these age-groups in a Tswana life-pattern is that when the tribe embarks on a project such as building a school, the groups may compete in collecting funds for the project. Special importance is attached to the age-group to which the chief belongs. In some cases *mephato* may have uniforms which distinguish them from one another.

* The tribe

Various wards in a village form a tribe. At the head of the tribe there is a chief.

* The tribal council

Various heads of wards together form a tribal council under the chairmanship of the chief or the headman. This council is the most superior body in the village. It settles most of the tribal disputes

and problems. More serious cases are, of course, referred to the magistrate.

3.6.3 THE LANGUAGE AND LITERATURE

The Tswanas of Bophuthatswana speak *Setswana*. Bophuthatswana is linguistically homogeneous, almost all the people of Bophuthatswana speak Setswana. Setswana literature has already been produced by the Tswanas although high standards in authorship have not yet been reached by Tswana writers.

Even if language is such an important aspect of culture it is unfortunate that Setswana has not been accorded the status it deserves in the educational system. This phenomenon will become clearer in the development of this work. ✓

3.6.4 THE SYSTEM OF GOVERNMENT

The system of Bophuthatswana government consists of an Executive President at the head of Cabinet, a National Assembly, Regional, Tribal and Community Authorities. As the Head of Government and Commander-in-chief of the Bophuthatswana Defence force, the President is elected by an electoral college consisting of the entire National Assembly with the exception of the six members designated by the President. His term of office is five years (Bophuthatswana, 1983(a):5-7). The system of government as discussed here implicitly involves the political philosophy of the Tswanas. The political philosophy which is inherent in the system of government will certainly affect the provision and control of education.

3.6.5 THE ECONOMY

Bophuthatswana is committed to the free enterprise economic system. The economy of Bophuthatswana may be divided into three categories, viz, agriculture, mining and commerce and industry. The economy of Bophuthatswana is an extension of sub-sectors of that of the RSA and is therefore not self-contained (Buttler, Rotberg and Adams, 1977:122).

* Agriculture

Subsistence agriculture still plays an important role in the economy of this state. Economic agriculture is, however, becoming very important in the economy of this country. The establishment of the Bophuthatswana Land Bank plays an important role in the improvement of agriculture because it gives financial assistance to farmers in the form of loans.

Bophuthatswana has three diverse agro-economic zones. These zones are the mixed-farming zone, the cattle grazing zone and the irrigation zone. This country has the potential for becoming self-sufficient in its basic food requirements (Bophuthatswana, 1983(a):12).

* Mining

The mining industry is the economic mainstay of the country in respect of the country's revenue accruing to the national exchequer and the employment opportunities it creates (Bophuthatswana, 1983(a):14).

* Commerce and industry

The Government of Bophuthatswana encourages industrialists from outside the country to establish enterprises in its various industrial growth points.

To encourage foreign investment the Government offers the the following (Bophuthatswana, 1983(a):16):

- Ready-built factory buildings at subsidised rentals;
- attractive tax rebates based on the company's wage bill and the value of its plant;
- railage rebates for finished goods in certain instances; and
- price preferences when tendering for sales to the Government.

* Currency

Bophuthatswana has no currency of its own, it uses South African money.

The economy of Bophuthatswana has a bearing on the provision of educational facilities and educational expansion, because the more economic resources available, the better the chances of the expansion of facilities.

3.6.6 THE IMPORTANCE OF CULTURE IN EDUCATION

The national educational system is supposed to be an integrated part of the national culture. Steyn (1981:1820) correctly contends that

"Die nasionale onderwysstelsel is 'n geïntegreerde deel van die volkskultuur en is onlosmaaklik gekoppel aan die kultuur van die volk of gemeenskap waarvoor dit bedoel is".

Education and culture are inseparable. Duminy (1968:6) regards education as an effective tool to transmit culture.

Proper education is the one which relates to local conditions and also the one which is closely related to the culture of the given group. Member states of UNESCO have long realized the importance of the relationship between education and culture when they declared that

"there is a major concern that curricular and teaching materials be adapted to African conditions and interests. This can only be brought about through the development for all levels of education, of textbooks and teaching materials which illuminate the familiar environment of the pupils and reflect their cultural history"

(UNESCO, 1961:7).

If the local culture does not determine education of a particular country, foreign culture will filter through that educational system. In the course of this study it will become clear that western culture pervades all aspects of education.

3.7 HISTORICAL BACKGROUND OF THE EDUCATIONAL SYSTEM

It is an impossible exercise to discuss the history of education of Bophuthatswana without linking it with the activities of various missionary societies (Rousseau, 1974:38).

The first missionary society to work among the Tswanas was the London Missionary Society (LMS). In 1813 and again in 1843 the LMS made unsuccessful attempts to found mission stations and to provide schooling for the *Batlhaping* at Taung (Lekhela *et al.*, 1972:6-7).

After being expelled from the Transvaal by the "*Zuid- Afrikaansche Republiek*" the LMS established mission stations in the Northern Cape. The most important educational centre sponsored by the LMS was at Kuruman. In 1849 an attempt to found a teachers' training college was made at Kuruman, however, this venture was unsuccessful (Bophuthatswana, 1978(a): 6).

The Wesleyan Missionary Society (WMS) established mission stations and schools at Platberg, Thaba Nchu, Mafikeng, Rooigrond, Khunwana, Makapanstad, Magaliesburg and Uitkyk. The most important work of the WMS was done in Thaba-Nchu where the school was founded in 1833 (Bophuthatswana, 1978(a): 6-7).

The Paris Evangelical Missionary society worked among the Barolong of Ratlou at Motito. In 1864 Fredoux of this missionary society published *A sketch of Sechuana Grammar* (Lekhela *et al.*, 1972:9).

From 1836 the Berlin Missionary Society (BMS) concentrated their efforts on the evangelization and education of the Barolong (Lekhela *et al.*, 1972:9-10).

In 1857 the "*Zuid-Afrikaansche Republiek*" invited the missionaries of the Hermansburg Missionary Society (HMS) to take over the work of the LMS in the Transvaal. Loram (1917:62) maintains that educational work among Blacks in the Transvaal dates from 1857 when the HMS began its work.

The other missionary societies which did educational work among the Tswanas were the following: the American Board of Commissioners for Foreign Missions, the Hanoverian Free Church Missions, Dutch Reformed Church and the Anglican Missionary Society.

In respect of missionary education Dodd (1938:4) asserts that the entire lack of concerted effort since each society, concerned with its own course was a handicap in the development of education. Kgware (1962:4) also declares that in their pioneering work of establishing schools for their converts the missionary societies worked in isolation from one another, as there was no attempt or desire to pool efforts and resources.

After all has been said and done Tswana education and in fact all Black education in Southern Africa is indebted to the zeal of the missionaries of various Missionary Societies.

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The South African Act (1909) placed the control of all matters affecting the Africans, except education, in the hands of the Minister of Native Affairs. The control and financing of African education were vested in the Provincial Councils (Behr, 1978:162). In essence, from 1910 to 1953 the missionaries and Provincial Councils were partners in the control of Black education of which the Tswanas were a part.

The Bantu Education Act, 1953 (Act 47 of 1953) transferred the control of Black education from the Provincial Councils to the Government of the Union. This Act was the result of activities of the Native Education Commission which served under the chairmanship of W.W.M. Eiselen (Kgware, 1961:14). Rupert (1977:64) contends that

"so het die Eiselenverslag die onmiddellike grondslag van die huidige bedeling in Bantoe-onderwys geword wat in 1954 ingetree en waarvan die onderwys in Bophuthatswana 15 jaar later 'n afsonderlike deel geword het".

Many organizations and churches opposed the Bantu Education Act because it was felt that the act was designed to keep Blacks in a permanent position of inferiority.

In 1969 the Tswana ethnic group was granted partial self-government in terms of the promotion of the Bantu Self-Government Act of 1969. Six government departments were created, one of which was the Department of Education and Culture (Bophuthatswana, 1972:7).

The first Education Act to be passed specifically for Bophuthatswana was the Bophuthatswana Education Act of 1973 (Act 9 of 1973). Through this Act the Bophuthatswana Department of Education was charged with the control of education in the territory.

Shortly after Bophuthatswana had gained political independence the Bophuthatswana National Education Act of 1979 (Act 2 of 1979) was passed. This Act replaced Act 9 of 1973 and is still in force.

The development of Tswana education can therefore be divided into five phases viz. Missionary Education, Provincial Education, Bantu Education, self-government Education and the present situation.

It has become clear from the above exposition of historical development of the educational system of Bophuthatswana that the South African system of education has had a tremendous influence on this system of education.

3.8 THE EDUCATIONAL SYSTEM OF BOPHUTHATSWANA

3.8.1 EDUCATIONAL LEGISLATION

3.8.1.1 *Introduction*

Prior to 1973 South African Educational legislations for Blacks applied in all the areas presently covered by Bophuthatswana.

The first Educational Act exclusively intended for Bophuthatswana was passed in 1973. This Act is known as Bophuthatswana Education Act of 1973 (Act 9 of 1973). Through this Act the Bophuthatswana Department

of Education was charged with the control of education of the inhabitants of Bophuthatswana. The Bophuthatswana Education Act applied in Bophuthatswana until in 1979 when a new Act was passed, viz. the Bophuthatswana National Education Act (Act 2 of 1979).

3.8.1.2 *The Bophuthatswana National Education Act*
(Act 2 of 1979)

The Bophuthatswana National Education Act was enacted by the State President and the National Assembly of the Republic of Bophuthatswana in 1979.

The Education Act in question has the following main elements:

* General intent of the Act

Article 1 of the Education Act under review gives the general intent of this Act as to serve the people of this territory without regard to race, colour, class or creed.

* Definitions

Important concepts used in the Act in question are explained in article 2 of the Act. Some of the concepts explained in the article in question are: *adult education, aided schools, college, education, gazette, minister and permanent teacher.*

* Co-ordination, control, administration and supervision of educational services

All matters pertaining to co-ordination, control, administration and

supervision of educational services are dealt with in article 3(1-5) of the Education Act under review. Amongst others, article 3 of this Act states that in providing educational services the Department of Education shall work in close co-operation with other state departments.

It is also stated in the article in question that the Department of Education will perform its duties under the direction of the Minister of Education and that the Secretary of Education shall carry out the national education policy under the direction and control of the Minister of Education.

Article 4 of this Act gives the right for the establishment of Educational Councils. Various councils are discussed in paragraphs 3.8.2.2.3, 3.8.2.3.1 and 3.8.2.3.2.

* Establishment of educational institutions

The Minister of Education may according to article 5(1), authorise the establishment of the following categories of schools: Government schools, aided schools and private schools.

* General regulations

The matters in respect of which the Minister of Education may by notice in a gazette make regulations are given in article 10 of the Education Act.

Some of those matters are: control of pupils, compulsory school attendance, establishment of schools, colleges and other educational institutions, courses, syllabuses and examinations, media of instruction and Religious Education.

* Appointment and conditions of service of staff

Article 11 of the Act in question inter alia states that the provisions of the Bophuthatswana Public Service Act, 1971 (Act 4 of 1972) shall apply to all posts other than teaching posts.

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

* Delegation of powers by the Minister of Education

According to article 13 of this Act the Minister of Education may delegate, either generally or in any particular case, any power conferred upon him by this Act. ✓

The Educational Act is involved in the following manner: The Secretary for Education makes suggestions to the Minister of Education concerning formulation of laws. The Minister then takes that to Parliament for debate. If the majority in Parliament is in favour of that bill then it becomes law. The Minister of Education then takes it back to the Secretary for Education for implementation.

From the above exposition of the Educational Act it emerges that

the judicial modality and politics influence education in Bophuthatswana. The Act also points to the national ideal of *Popagano* because it, inter alia, ensures moral standards in education especially article 10 and 11. The relationship of education and *Popagano* is discussed in paragraph 5.2.2.1.

3.8.2 ORGANISATIONAL STRUCTURE AND CONTROL OF EDUCATION

3.8.2.1 *Introduction*

Barnard (1984(a):13) contends that

"Onderwysbeheer behels die opneem of aanvaarding van verantwoordelikheid deur organe soos 'n onderwysdepartement, vir die instelling, instandhouding en funksionering van 'n bepaalde onderwysstelsel. Dit behels ook die aanvaarding van verantwoordelikheid vir die implementering of uitvoering van 'n voorgeskrewe onderwysbeleid. Beheer en beleid is dus afhanklik van mekaar".

Theoretically educational control can either be centralised or decentralised. But practically it often lies somewhere between the two extremes (Ruperti, 1976:60).

3.8.2.2 *Central control of education*

Central control of education relates to the responsibility of the state regarding the control of education. In the case of Bophuthatswana control refers to the running of the headquarters of the Ministry of Education, including the inspectorate.

3.8.2.2.1 *The Ministry of Education*

The Minister of Education is the political head of the Ministry of Education. The Ministry of Education, under the direction and control of the Minister of Education, performs all the duties necessary for or incidental to the coordination, control, administration and supervision of education services (Bophuthatswana, Act 2 of 1979, art.3(1)).

The administrative section of the Ministry of Education is headed by the Secretary for Education. The Secretary for Education is appointed by the State President upon the recommendation of the Minister of Education (Bophuthatswana, Act 2 of 1979, art. 3(3)).

The Secretary for Education, under the direction and control of the Minister of Education, carries out the national education policy, provides educational service, coordination, control, administration of Educational services (Bophuthatswana, Act 2 of 1979, art. 3 (4)(a)).

Below the Secretary for Education there are two Directors of Education, one in charge of planning, though in practice there is no planning section and development branch and the other in charge of education and general services branch (Bophuthatswana, 1983(b):2).

Under the Directors of Education there are several Chief Education Officers, each in charge of one of the following (Bophuthatswana, 1983 (b):2):

- * Development, liaison and projects;
- * pre-primary education, primary education, special education;

- * secondary education;
- * teacher education and training;
- * tertiary, technical and adult education; and
- * cultural affairs.

3.8.2.2.2 *The Inspectorate*

Bophuthatswana has 17 inspection circuits. Each circuit is headed by a Circuit Education Officer. The Circuit Education Officer is assisted by two Inspectors of schools, four clerks and a typist (Bophuthatswana, 1983(b):4). The following are the names of inspection circuits:

Mankwe, Ditsobotla, Ganyesa, Madikwe, Makapanstad, Molopo, Moutse, Taung, Thaba'Nehu, Tlhabane, Setlagole, Ga-Rankuwa, Mabopane, Jericho, Lehurutshe, Kudumane and Temba (Bophuthatswana, 1981:4, Bophuthatswana, 1983(b):4).

The functions of the inspectorate in Bophuthatswana are the following:

- * Recommendation of the appointment of teachers to head office;
- * inspection of teachers; and
- * presiding as chairmen at the elections of members of School Councils.

Bophuthatswana inspectors very rarely conduct inservice training courses. Instead they spend most of their time controlling various forms (Malao, 1983:233-224).

Of the 51 inspectors in 1983 only 25 of them held university degrees and 23 were matriculants. Out of 25 graduate inspectors only five held

honours degrees in various subjects and none had a master's degree or a doctorate. It is also interesting to note that of the 17 Circuit Education Officers four were matriculants. There were also three vacancies in the inspectorate (Bophuthatswana, 1983(b):4).

When one considers the qualification analysis of the inspectors in Bophuthatswana against the background of what may be considered *de jure* responsibilities of the Inspectors of Education, one cannot fail to conclude that the state is dolefully at risk with the education of the young. Moloto (1984:4) has most eloquently addressed the importance of proper qualifications in education in declaring that

"It is generally said that in the trades for every five artisans there must be one technician, for every five technicians there must be one engineer. In the social professions I would say, for every ten Bachelors' graduates, at least one Master's graduate. When this is not the case, standards deteriorate, especially in our extremely deprived environments".

The Bophuthatswana inspectors have formed an association to which the government has accorded recognition (Mantswe, 1985).

3.8.2.2.3 *The National Education Council*

3.8.2.2.3.1 *The establishment of the National Education Council*

The Bophuthatswana National Education Act art. 4 empowers the Minister of Education to establish a National Education Council *in the Gazette*

to act in an advisory and co-ordinating capacity at the national level.

The Lekhele Commission on education in Bophuthatswana, whose recommendations have been accepted in toto by the government, recommended as early as 1978 that the following be the composition of the National Education Council which the Education Act legalised in 1979 (Bophuthatswana, 1978(a):95-96):

- * two representative from the churches;
- * one person from the farming industry;
- * one person from social welfare and health interests;
- * one representative from commercial and industrial interests;
- * a representative from mining interests;
- * one person from the Economic Advisory Committee;
- * one representative from the National Development Council; and
- * four additional members.

3.8.2.2.3.2 *The duties of the National Education Council*

The following are the major functions of the National Education Council (Bophuthatswana, 1978(a):95):

- * To give the Minister of Education advice on policy matters;
- * keeping the Minister of Education informed about matters affecting education in various districts. This council obtains information from the District Councils; and

* maintaining ongoing evaluation of education.

The organisational structure of the head office of the Ministry of Education in Bophuthatswana is demonstrated in organogram 3.1.

3.8.2.3 *Local control of education*

Local control of education refers to a situation where the local community is involved in the control of education.

The importance of parental involvement in education can hardly be over-emphasized. *Normative educational planning and management commence at the local level.* In Bophuthatswana parents' participation in education is achieved through School Councils and District Education Councils (Bophuthatswana, National Education Act, art.4).

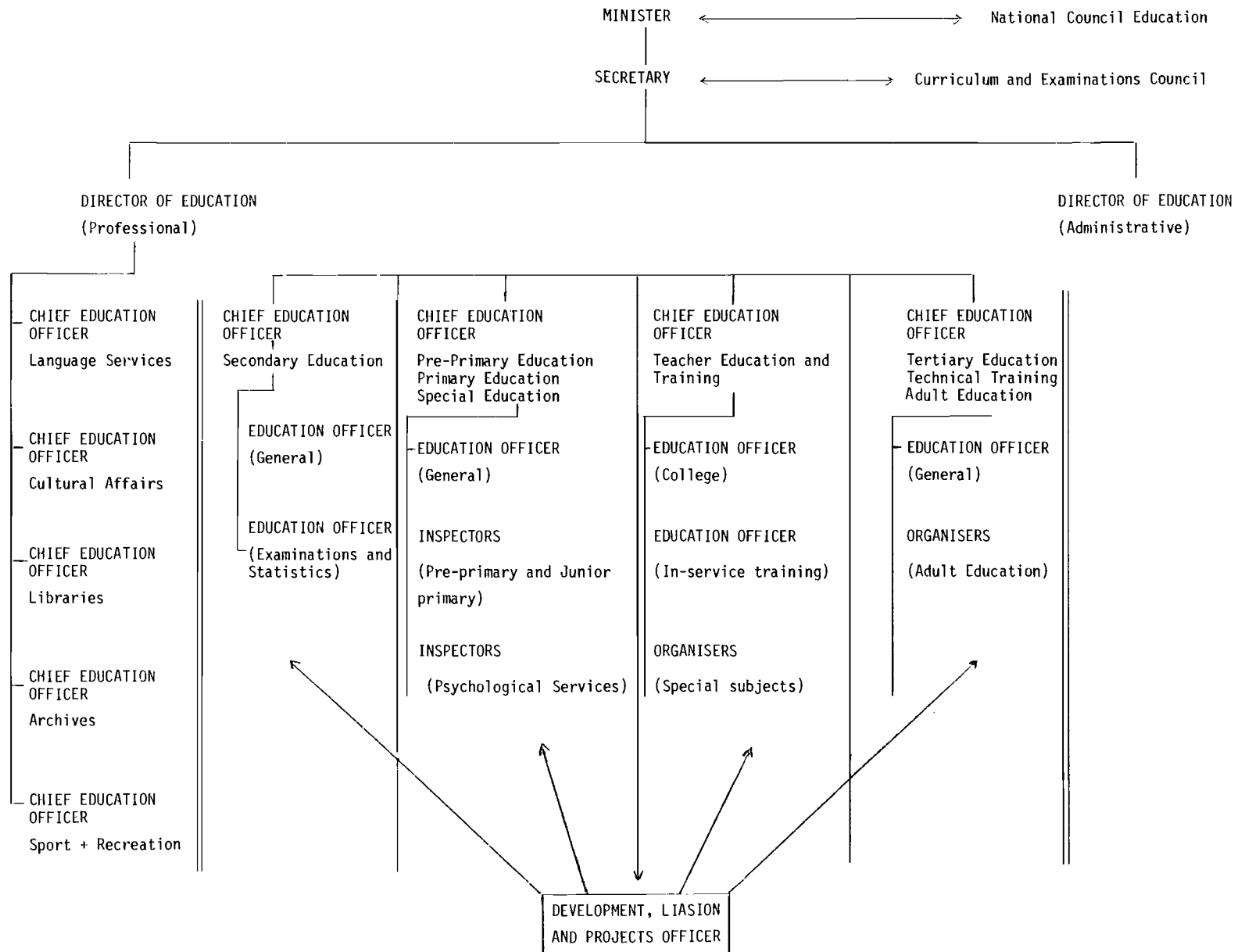
3.8.2.3.1 *School Councils*

3.8.2.3.1.1 *Composition of School Councils*

The School Councils are statutory bodies established by law. The members of each School Council are elected in a parents' meeting convened by the Circuit Education Officer for the purpose. Eight parents are elected at such a meeting, whereas two members are nominated by the Minister of Education (Bophuthatswana Education Act, 1979 articles 2-3).

The first meeting of the School Council is called by the school's headmaster in consultation with the Circuit Education Officer.

Organogram 3.1 *Organizational structure of head office of the Ministry of Education in Bophuthatswana* (Bophuthatswana, 1978(a): 97)



At this meeting, the chairman, vice-chairman and secretary are elected under the chairmanship of the Circuit Education Officer (Bophuthatswana, Act 2 of 1979, par. 2.3.).

3.8.2.3.1.2 *Functions, powers and duties of School Councils*

The following duties, powers and functions of the School Councils are stipulated in Bophuthatswana National Education Act (Bophuthatswana Act 2 of 1979, par. 5):

- * Bringing to the notice of the principals matters which affect the welfare and efficiency of the school;
- * looking into any complaint relating to the school or the teaching staff and if deemed necessary to report thereon to the circuit Education Officer;
- * advising and making recommendations to the Circuit Education Officer regarding the appointment of teachers;
- * administering and controlling school funds in terms of departmental regulations governing such funds;
- * going through inspection reports with the principal and reporting to the Circuit Education Officer any serious matter emanating from an inspection report;
- * being in charge of the physical conditions of school; and

- * helping the principals in reported cases of misconduct including immorality, lack of cleanliness and other sustained bad behaviour prejudicial and detrimental to the welfare of the school. Its teaching force and pupils and have the power in relation to such reported cases, enquiring into such reports and may for the purpose of such enquiring call such witnesses as it may deem fit and suspend or expel a pupil found guilty of misconduct.

3.8.2.3.2 *The District Education Council*

3.8.2.3.2.1 *Composition of the District Education Council*

The District Education Council is constituted in the following manner (Bophuthatswana, 1978(a):94):

- * Twelve members elected from the electoral college formed by the chairpersons of all the School Councils in a particular magisterial district in Bophuthatswana;
- * the Regional Authority nominates two members; and
- * the Bophuthatswana Teachers' Association also nominates one teacher to each of the District Education Councils.

Each school pays 10 percent of the annual school funds to its District Education Councils. This money is used to run the activities of the Council.

3.8.2.3.2.2 *Functions of the District Education Councils*

In broad terms the District Education Council is a consultative, co-ordinating and supervisory body which represents community interests in education in the district concerned (Bophuthatswana, 1978(a):94).

The District Education Councils also performs the following functions (Mantswe, 1985):

- Providing education centres such as libraries and laboratories in their districts;
- providing office equipment in circuit offices in the district; and
- advising the Circuit Education Officer on educational matters.

3.8.3 CONCLUSION

From the above exposition of the control of education, it becomes clear that control of education in Bophuthatswana stands midway between the two extremes of control viz. centralisation and decentralisation. The Minister of Education and Head Office Officials perform certain duties as indicated in paragraphs 3.8.2.2.1 and 3.8.2.2.2. They are also responsible for the macro-policy-planning. The School Councils and the District Education Councils also exercise control in respect of certain matters indicated in paragraphs 3.8.2.3.1.2 and 3.8.2.3.2.2. Therefore, neither the Minister of Education nor the local community has full control of education. It therefore stands to reason that the control of education in this situation stands midway between the two extremes of control.⁶

The control of education in this system points to the democratic politics of Bophuthatswana and also to the historical development of education because the South African system of education has this type of control (Barnard, 1984(a):220).

3.9 EXECUTION OF EDUCATION

3.9.1 EDUCATIONAL INSTITUTIONS

3.9.1.1 *Introduction*

All the institutions in which actual education takes place are collectively referred to as the school system. The more developed the educational system, the more differentiated the school system (Ruperti, 1976: 82-83).

The school system of Bophuthatswana will be discussed under the following headings: pre-school institutions; primary school education, secondary school education, technical education, teacher training and the university.

The school pattern of Bophuthatswana is demonstrated in table 3.1 .
Table 3.1 (see p. 112)

3.9.1.2 *Pre-school centres*

Pre-school centres in Bophuthatswana are primarily day-care centres (Bodenstein, 1984).

Table 3.1 *The school pattern of Bophuthatswana* (Bophuthatswana, 1978(a):24)

Standard	Designation of the phase	Number of years
Grade 1-Standard 4	Primary School	6
Standard 5-Standard 7	Middle School	3
Standard 8-Standard 10	High School	3

From the above table it can be observed that the primary school phase in Bophuthatswana is six years, the middle school phase three years and the high school phase three years.

Early Childhood Education is a division of the Ministry of Education. The Ministry of Education is responsible for providing in-service training for pre-school teachers and also for the administration of the pre-school centres. The Ministry of Health is responsible for the health and social aspect of the centres, for example it subsidizes food and sees to the cleanliness and health of the establishment (May, 1984:17).

A committee for Early Childhood Education has been formed in Bophuthatswana. The following are its functions (May, 1984:17):

- furthering Early Childhood Education (ECE) throughout the country;
- building resource centres and constructing early learning centres;
- making suggestions on policy matters to the two responsible departments;
- and

- encouraging the setting up of playgrounds in communities.

An educational component has been introduced (1984) into the day-care centres in Bophuthatswana. In 1984 the teaching force in day-care centres stood at 500. The teachers received on-the-job-training (Bodenstein, 1984).

3.9.1.3 *Primary school education*

3.9.1.3.1 *Introduction*

Primary school education in Bophuthatswana starts from Grade 1 and ends in Standard 4 (Bophuthatswana, 1978(a):35). The age of six is taken as the admission age to primary schools in Bophuthatswana (Bophuthatswana, 1980:6).

3.9.1.3.2 *Provision of educational facilities*

Even if there are still some classroom shortages in some areas in Bophuthatswana, primary school education is provided in all the villages and towns in Bophuthatswana. In 1983 there were 812 primary schools and 6249 classrooms in Bophuthatswana (Bophuthatswana, 1983(b):39).

The classroom shortage mentioned immediately above can be attributed to the effect of economy on education, because where the economy is strong provision of educational facilities cannot be a problem.

In 1983 the pupil-classroom ratio in Bophuthatswana primary school was as depicted in table 3.2.

Table 3.2 *Pupil-classroom ratio in Bophuthatswana primary schools*
(Bophuthatswana, 1983(b):39)

Circuit	Number of classrooms	Number of schools	Number of pupils	Classroom pupil ratio
Ditsobotla	382	44	20 374	53,3
Ganyesa	298	70	15 933	53,4
Ga-Rankuwa	362	34	21 258	58,7
Jericho	410	42	21 721	52,9
Kudumane	334	77	18 196	54,4
Lehurutshe	272	32	16 541	60,8
Mabopane	345	31	23 117	67
Madikwe	391	44	19 417	49,6
Makapanstad	446	52	19 851	44,5
MaNkwe	421	53	18 781	53,5
Molopo	351	40	20 827	59,3
Moretele	365	37	24 055	65,9
Moutse	284	32	13 519	47,6
Setlagole	344	47	24 041	69,8
Taung	508	65	33 992	66,9
Thaba'Nchu	263	52	15 076	57,3
Tlhabane	473	60	23 413	49,4

From the above table, viz. table 3.2, the following can be deduced:

The Setlagole circuit has the highest classroom pupil ratio. The truth of this phenomenon is that there are too many pupils and fewer classrooms. Teachers must therefore handle too many pupils in each classroom, consequently this phenomenon negatively affects the quality of teaching because in such a situation it may not be possible for teachers to give individual attention to pupils.

- The Makapanstad circuit has the lowest classroom pupil ratio. This phenomenon vindicates the fact that Makapanstad is well provided in terms of classrooms. The quality of teaching and education may therefore be positively affected because teachers are faced with fewer pupils in each classroom and therefore the possibility of knowing every pupil in a classroom is better and chances of individual attention to slower pupils are better. The truth of this matter is proved in tabel 3.9.
- On the whole there is still a shortage of classrooms in Bophuthatswana.

3.9.1.3.3 *Enrolments in primary schools .*

Primary school enrolment in 1983 stood at 350 121. There were 174 629 boys and 175 492 girls in Bophuthatswana primary schools (Bophuthatswana, 1983(b):42-43).

The primary school enrolments in Bophuthatswana are analysed in table 3.3 below.

Table 3.3 *Analysis of primary school enrolments* (Bophuthatswana, 1983 (b):42)

Classification	Boys	Girls	Total
Grade 1	33 238	31 146	64 384
Grade 11	35 344	33 204	68 548
Standard 1	34 973	33 186	68 159
Standard 2	26 186	27 208	53 394
Standard 3	25 535	26 955	52 490
Standard 4	19 353	23 793	43 146
Total	174 629	175 492	350 121

From table 3.3 it is clear that in 1983 there were fewer pupils in Standard 4 than in all the primary standards. This phenomenon implies that if this trend is retained for many years the middle school enrolments will be negatively affected because the enrolments in the middle schools will drop. The high school enrolments will also be affected because the production from the middle schools will be minimal. Fewer pupils in Standard 4 may therefore have a chain reaction up to high school. It also points at a high dropout rate as indicated in paragraph 3.9.1.3.8 and this situation merits the urgent attention of the educational authorities.

3.9.1.3.4 *Primary school examinations*

From Grade 1 up to Standard 3 examinations are conducted internally that means the principal and staff of every school are in charge of the setting of questions and the entire control of the examinations. At the end of Standard 4 pupils write an external examination. The setting of the examination questions is the responsibility of the Ministry of Education. The local Circuit Education Officer arranges the invigilation and the marking of examination papers.

3.9.1.3.5 *The curriculum of the primary school*

All the primary schools in Bophuthatswana follow the same curriculum. The following are the subjects done in Bophuthatswana primary schools: Setswana, English, Afrikaans, Religious Education, General Science, Health Education, History and Geography, Mathematics, Needlework and Music (Mantswe, 1985).

3.9.1.3.6 *Medium of instruction*

Setswana is being used as a medium of instruction in all subjects from Grade 1 to Standard 2. From Standard 3 upwards English is used as a medium of instruction. From Standard 3 Setswana and Afrikaans are taken as subjects (Bophuthatswana, 1978(b):40-41).

3.9.1.3.7 *Projections in primary school education*

Good educational planning depends to a very large extent on realistic projections. It is important that the number of classrooms and teachers which will be needed in future should, inter alia, be projected.

No projections can be done in educational planning without making use of statistics. For that reason it can be concluded that *number* is a very important factor in making projections in education.

The number of classrooms needed up to 1988 is projected in table 3.4 below.

Table 3.4 *Number of classrooms needed towards 1988*
(Carstens *et al.*, 1984:9)

Year	Enrolment	Number of pupils per classroom	Number of class= rooms required
1984	356 900	56,03	6 370
1985	361 900	56,03	6 459
1986	367 600	56,03	6 561
1987	372 300	56,03	6 645
1988	376 900	56,03	6 727

When the above figures are compared with the number of classrooms

available at primary schools in 1983, namely 6 249, it appears that 478 (7,65 per cent) additional classrooms will have to be made available towards 1988 in order to maintain the current situation at primary schools. It is important to note that economic factors are implied in the projected classrooms for 1988 because in order to provide for those classrooms funds must be available.

The number of teachers required in Bophuthatswana between 1984 and 1988 is reflected in table 3.5 below.

Table 3.5 *Number of teachers required in primary schools in Bophuthatswana between 1984 - 1988* (Carstens *et al.*, 1984:4)

Year	Enrolment	Pupil-teacher ratio	Number of teachers required
1984	356 900	44,78	7 970
1985	361 900	44,78	8 082
1986	367 600	44,78	8 209
1987	372 300	44,78	8 314
1988	372 900	44,78	8 417

The number of teachers available each year is influenced by an outflow from, as well as an inflow of teachers to the system and the steps which are taken to provide for teachers.

The outflow is caused by such factors as resignation, retirement and death while the inflow is determined by the number of teachers employed by the Department of Education.

The educational authorities should try to curb unnecessary outflow of teachers and should also make conditions of service of teachers attractive because teachers are fundamentally important in the educational system.

3.9.1.3.8 *Wastage in primary education*

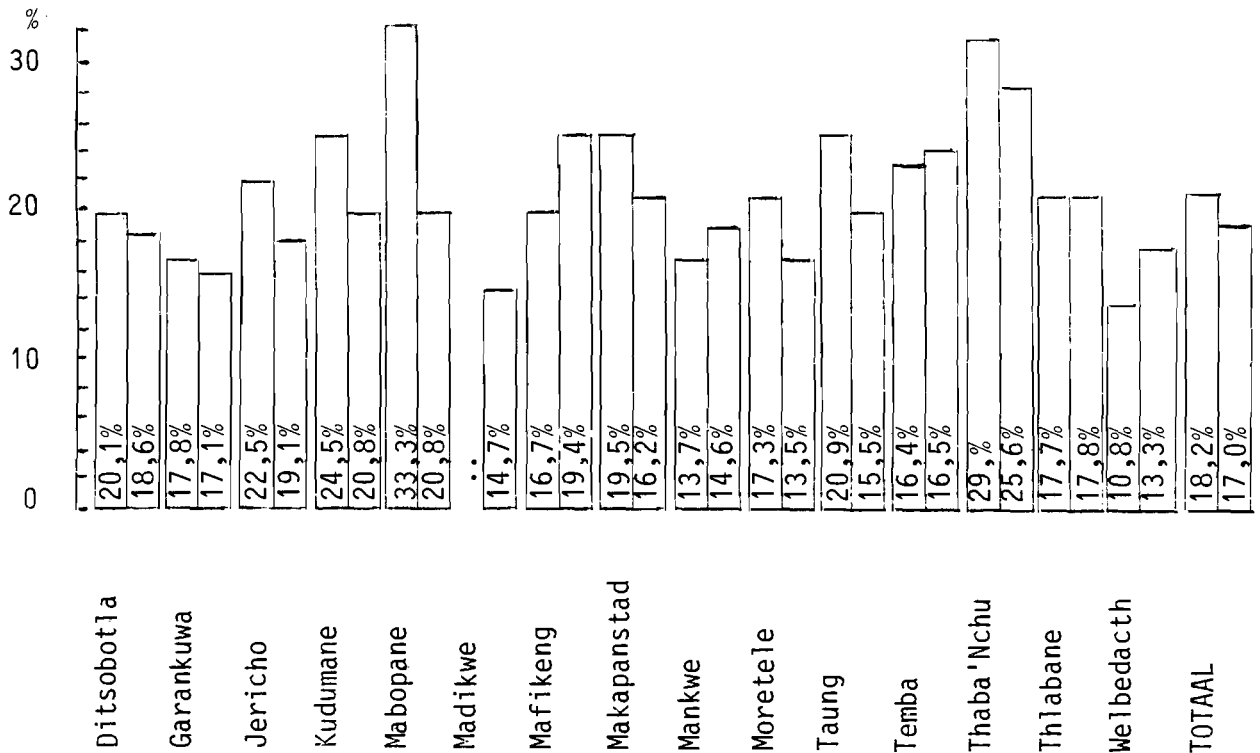
Wastage in education refers to class-repetition and subsequent dropout. A great incidence of class-repetition and dropout suggests that the educational system is both inefficient and uneconomic.

In 1979, 1 227 pupils left school without completing Grade 1, while 12 305 tried for the second time to pass Grade 1. The number of pupils flowing from the educational system in Bophuthatswana with Grade 1 was 2 367. 3 839 Pupils went through the system with Grade 11, 2 304 with Standard 1, 8 295 with Standard 2, 2 952 with Standard 3 and 3 204 with Standard 4 (Verwey, 1981:22).

The general educational principle is that a pupil should have at least Standard 2 to be classified as permanently literate (Verwey, 1981:22). It is clear, therefore, that pupils who flow out of the educational system before doing Standard 2 are therefore classified as illiterate. Such people may not make any meaningful contribution to the economy of the country.

Figure 3.1 depicts pupil repetition per inspection circuit in 1981 in Bophuthatswana.

Figure 3.1 *Pupil repetition per inspection circuit in primary schools in Bophuthatswana* (Verwey, 1981:4)



From the above figure, namely figure 3.1, the following may be observed:

- The incidence of repetition among pupils in Bophuthatswana wasn't spread evenly;
 - in 1980 the percentage varied between 13,5 and 25,6 percent and in 1970 between 13,3 and 29,0 percent; and
 - the inspection circuit with highest repeater figures was Thaba'Nchu.
- The fact that there are many repeaters in the Thaba'Nchu circuit suggests that this circuit wastes the national resources because money which

could be spent on 2 or more pupils is spent on one pupil through class-repetition.

The incidence of class repetition is further depicted in table 3.6

Table 3.6 *Enrolment and repeaters in primary schools in 1982 in Bophuthatswana* (Bophuthatswana, 1982:7)

Total Repeaters					
Standards	Enrolment	Boys	Girls	Total	Percentage
Grade 1	72 135	7 574	5 765	13 339	18,5
Grade 2	67 494	6 379	4 365	10 744	16
Standard 1	62 774	6 635	4 957	11 592	18,4
Standard 2	51 352	3 631	2 994	6 625	13
Standard 3	50 862	4 261	4 379	8 640	17
Standard 4	41 740	2 114	2 499	4 613	11
Total	346 357	30 594	24 959	55 553	15,7

From the above table it becomes abundantly clear that class repetition is still a problem. In 1982, 15,7 percent of the primary school population repeated standards. One may therefore not fail to conclude that the Bophuthatswana system of education functions uneconomically.

The reasons for the repeater phenomenon in Bophuthatswana are (Verwey *et al.*, 1983:17):

- * Low level of school-readiness;
- * irregular school attendance and truancy;

- * inability of pupils to pay school fees;
- * out-dated methods of teaching;
- * since the new syllabi have been introduced, many teachers have been unable to handle them; and
- * unstandardised promotions.

The following are the reasons for early school leaving in Bophuthatswana (Verwey *et al.*, 1983:23):

- * Poverty and lack of money for fees, books and school clothes;
- * ignorance and lack of vision on the part of parents and pupils;
- * some pupils are too old when entering school; and
- * labour demands of the farmers during the maize-harvesting period.

Unless and until the officials in Bophuthatswana objectively address the problems of class repetition and dropout, wastage in education will persist.

In order to redress wastage in education the following must be done:

- * Nepotism must be uprooted. Promotions should be based on merit and not on friendship.
- * Reforms in education should not be indiscriminately affected. Scientific experimentation should be done before effecting any change in education.
- * Syllabi should be carefully examined before they are put into use.

- * The professional and academic quality of the head office staff and of the inspectorate must be looked into very carefully.
- * Inspectors of Education should be appointed on the grounds of their academic qualifications and also on the strength of the contributions they have made in education.

It is essential that educational officials in Bophuthatswana should know that the major emphasis in primary education should be on improvement in quality and efficiency rather than expansion of the number of schools (Harbison and Myers, 1964, 1964:70).

Class-repetition and subsequent dropout have serious economic implications because a repeater uses financial resources more than once, therefore money which could be spent on two or more children is spent on one child. If the child drops out of the system of education at primary school level he or she may not plough back the national resources spent on him/her during the years spent in school.

3.9.1.4 *Secondary school education*

3.9.1.4.1 *Introduction*

Secondary school education in Bophuthatswana is divided into two phases, viz. the middle school phase, embracing Standards 5 to 7 and the high school phase covering Standards 8 to 10 (Bophuthatswana, 1980:6).

3.9.1.4.2 *The middle school*

3.9.1.4.2.1 *The curriculum of the middle school*

The curriculum of the middle school is purely academic. All the middle

schools offer the same subjects. The curriculum of the middle school includes the following subjects: Setswana, English, Afrikaans, Mathematics, General Science, Agricultural Science, Social Studies (History and Geography) and Religious Education (Malao, 1983:148).

The middle school curriculum is certainly inherited from the South African system of Black education. Flexibility and differentiation are very limited. It is important that secondary education planners in Bophuthatswana should note that a qualitative change in education is one that signals the change in terms of content of learning and teaching (Beeby and Lewis, 1971:135).

3.9.1.4.2.2 *Enrolments in the middle school*

Enrolments according to control of middle schools are shown in table 3.7. The figures in the table in question refer to the situation in 1981.

Table 3.7 *Enrolments in the middle school phase* (Bophuthatswana, 1981:14)

Classification	Government and Community	Private	Total
Standard 5	34 356	260	34 616
Standard 6	26 296	206	26 502
Standard 7	23 179	161	23 340
Total	83 831	627	84 458

From the above table, namely table 3.7, it can be observed that

there are more pupils at the beginning of the middle school phase than there are at the end of the phase. This phenomenon shows that some of the pupils fall along the wayside either through class repetition or through dropout. The difference between the figures at the beginning of the middle school and the enrolment figures at the end of this school phase may form the basis for the education planner in investigating the wastage in the school phase.

In 1984 the pupil-teacher ratio for the middle schools was 1:46 (Bo-phuthatswana, 1984:3).

The pupil-classroom ratio in the middle schools is displayed in table 3.8 below.

Table 3.8 *Pupil-classroom ratio in middle school* (Bophuthatswana, 1983(b):39)

Circuit	Number of lassrooms	Number of schools	Number of pupils	Classroom pupil ratio
Ditsobotla	114	32	6 441	56,6
Ganyesa	77	32	3 073	39,9
Ga-Rankuwa	84	30	6 937	82,5
Jericho	117	18	6 236	53,2
Kudumane	106	27	3 531	33,3
Lehurutshe	102	19	4 751	46,5
Mabopane	66	18	5 710	86,5
Madikwe	143	39	6 811	47,6
Makapanstad	152	34	6 743	44,3
Mankwe	132	28	6 657	50,4
Molopo	124	30	7 001	56,4
Moretele	127	29	6 281	49,4
Moutse	91	19	4 509	49,5
Setlagole	57	34	4 713	82,6
Taung	160	40	6 872	42,9
Thaba'Nchu	68	13	4 008	58,9
Tlhabane	134	41	8 771	65,4

From table 3.8 it can be observed that educational facilities are not equitably distributed throughout the territory. Mabopane, Setlagole, Ga-Rankuwa and Tlhabane are at a disadvantage in as far as classrooms are concerned. This situation may have negative effects on the quality of education in these circuits because in simple terms it means that there are too many pupils in one classroom. It is extremely difficult for teachers to handle too many pupils in one classroom. Educational authorities should find ways of providing enough classrooms and teachers.

3.9.1.4.3 *The high school*

3.9.1.4.3.1 *The high school curriculum*

The high school curriculum in Bophuthatswana is mainly academic with the exception of a few high schools which are blending academic subjects with commercial subjects. The following are the subjects which are commonly offered in Bophuthatswana's high schools: Setswana English, Afrikaans, Geography, History, Biology, Biblical Studies, Mathematics, Physical Science, and Agricultural Science. Few schools also offer Commerce, Business Economics, Accountancy and Book-keeping (Malao, 1983:152-153). A matric candidate may choose six of the above-listed subjects in accordance with the specifications of the Joint Matriculation Board. A candidate may decide to take some subjects at the Standard Grade and others at the Higher Grade, or he may take all subjects either at the Standard Grade or the Higher Grade.

The high school curriculum in Bophuthatswana must be in accordance with the specifications of the Joint Matriculation Board, therefore South Africa has an influence on the education in Bophuthatswana.

The needs of the country also influence the curriculum in Bophuthatswana because the curriculum is designed to meet the needs of the country. ¹

3.9.1.4.3.2 *Examinations*

Standards 8 and 10 examinations have so far been externalized, while Standard 9 is internal. The Standard 8 examination will, however, be internal with effect from November 1985. The Bophuthatswana Standard 10 candidates write the South African Senior Certificate examination. The Department of Education and Training and the Joint Matriculation Board are therefore partners in the control of Standard 10 examinations. The Department of Education and Training in South Africa therefore offers certificates to successful candidates at the end of Standard 10. The successful pupils from Bophuthatswana high school therefore qualify for admission to South African Universities (Majatladi, 1984).

The fact that examinations are being written in Bophuthatswana high schools implies that the psychic factor of reality has an influence on the educational system of Bophuthatswana because examinations involve the minds of both the examiner and the candidate.

3.9.1.4.3.3 *Enrolments in the high schools*

In 1984 the pupil-teacher ratio for the high school was 1:33. It is clear from the pupil-teacher ratio that high schools in Bophuthatswana are becoming better staffed in terms of numbers.

In 1983 the Standard 8 candidates were 22 911. Of these 12 704 passed

and 10 207 failed. The Standard 10 candidates numbered 8 304. Only 60,8 percent passed while 39,2 percent failed (Bophuthatswana, 1984: 2). The reader should note that 60,8 percent of those who passed include the number of those who could be admitted at universities and those who could not. The figures show that the failure rate is still very high in Bophuthatswana.

The classroom pupil ratio as it was in 1983 in Bophuthatswana high schools is displayed in table 3.9.

Table 3.9 *Pupil-classroom ratio in high schools* (Bophuthatswana, 1983(b):39)

Circuit	Number of classrooms	Number of schools	Number of pupils	Classroom pupil ratio
Ditsobotla	44	2	2 829	64,2
Ganyesa	9	1	900	100
Jericho	48	4	2 703	56,3
Kudumane	24	3	1 482	61,7
Lehurutshe	36	3	1 748	48,5
Mabopane	36	3	3 135	87
Madikwe	58	6	2 564	44,2
Makapanstad	86	7	4 078	47,4
Mankwe	55	5	2 830	51,4
Molopo	110	7	3 316	30,1
Moretele	69	6	3 306	47,9
Moutse	77	6	2 969	38,5
Ga-Rankuwa	89	8	4 133	46,4
Setlagole	20	2	1 367	68,3
Taung	47	4	2 540	54
Thaba'Nchu	62	4	1 947	31,4
Tlhabane	66	8	4 612	69,8
Total	936	79	46 459	49,6

From table 3.9 one can deduce that circuits such as Thaba'Nchu and Molopo are well provided in terms of classrooms. This situation may have a positive effect on teaching because pupils are not crowded in the classrooms and therefore individual attention to pupils may not be a serious problem. In the 1983 Standard 10 examinations Thaba'Nchu and Molopo circuits respectively obtained 70,9 and 71,3 percent passes. Only two circuits out of 17 circuits performed better than the Molopo and Thaba'Nchu circuits (Bophuthatswana, 1983(b):55).

Table 3.9 further reveals an inequitable distribution of educational facilities. The phenomenon may be a sharp weapon which members of the opposition party may use against the ruling party.

Analysis of enrolments in high schools is illustrated in table 3.10 (1983).

Table 3.10 *Analysis of enrolments in high schools* (Bophuthatswana, 1983:43)

Classification	Boys	Girls	Total	% of grand total
Standard 8	10 338	14 226	24 564	53,5
Standard 9	5 836	7 086	12 922	28,15
Standard 10	3 760	4 660	8 420	18,34
Total	19 934	25 972	45 906	100

The low percentage enrolment at the end of the high school phase as it appears in table 3.10 above will affect the intake of the university and the college of education in a negative way because 18,34 percent of the high school graduates will be shared by the colleges of

education and the university.

3.9.1.4.3.4 *Projections in secondary school education*

Table 3.11 gives enrolment projections as they were in 1983 in secondary school education.

Table 3.11 *Enrolment forecasts for three years in secondary school education (Verwey et al., 1983:4)*

Standard	Current year	Forecast years		
	1983	1984	1985	1986
Standard 5	38 573	40 200	41 300	41 800
Standard 6	33 834	32 400	33 300	34 200
Standard 7	26 638	30 300	29 900	30 500
Standard 8	24 668	26 300	29 500	30 100
Standard 9	13 167	11 900	12 400	13 700
Standard 10	8 624	9 100	8 400	8 600
Total	145 504	150 200	154 800	158 900

The enrolment forecasts as shown in table 3.11 above may assist the education planner in preparing accommodation for the pupils in good time.

The total secondary school enrolment for 1983 stood at 145 504. If this enrolment figure is divided by the number of classrooms at secondary schools during 1983, namely 2 791, the pupil-classroom-ratio comes to 52,13 (Carstens *et al.*, 1984:11). To maintain this situation until 1988, the number of classrooms annually required to accommodate the secondary school pupils is outlined in table 3.12 on page .

Table 3.12 *The number of classrooms needed towards 1988* (Carstens *et al.*, 1984:11)

Year	Enrolment	Number of pupils	Number of classrooms
1984	150 200	52,13	2 881
1985	154 800	52,13	2 970
1986	158 900	52,13	3 048
1987	163 900	52,13	3 144
1988	168 600	52,13	3 234

A comparison between the above and the actual number of classrooms at secondary schools in 1983, viz. 2 791, shows that 443 (15,9 percent) additional classrooms will have to be made available towards 1988 in order to maintain the current situation at secondary schools.

The fact that in projecting classrooms and enrolments, statistics will be used as indicated in paragraph 3.9.1.3.7 vindicates the analytical aspect in the high school education of Bophuthatswana. The analytical operation of this system of education is discussed in paragraph 5.2.18.

3.9.4.3.5 *Wastage in secondary school education*

The outflow of pupils at different levels of education as it was estimated in 1983 is illustrated in tabel 3.13.

Table 3.13 *Estimated pupil outflow at different levels of education*
(Verwey *et al.*, 1983:17)

Pupils who left school with Standard 5	Pupils who left school with Standard 6 - 8	Pupils who left school with Standard 9 - 10	
11 528	13 488	7 534	
Total			32 550

If a pupil leaves school during a particular standard his qualifications will be regarded as that of the previous standard, for example if he leaves school in Standard 5 he will be graded as a Standard 4.

From table 3.13 it is also clear that in 1983 32 550 children in Standard 5 to Standard 10 left school. It would be very difficult for these children to make any reasonable contribution to the national economy.

Of the 22 248 pupils in 1981, 14 567 gained the Junior Certificate. After spending an unsuccessful year in Standard 6, 2 026 pupils decided to leave school with a Standard 5 certificate. Those who left the school with Standard 6 numbered 2 473 while 2 577 pupils left the school system with Standard 7 (Verwey, 1981:23-24).

When one considers the number of ill-equipped people flowing from the educational system of Bophuthatswana into the national economy one cannot fail to conclude that there is a big imbalance between production of the educational system and the quality requirements of the economic

system. The educational system of a country must be a producer of quality manpower for the country's economy. Verwey (1978:1) is correct in contending that

"Die onderwysstelsel van 'n land is die belangrikste instelling wat mannekrag van kwaliteit kan skep".

3.9.1.4.4 *Technical education*

Technical education in Bophuthatswana has not yet received the attention it deserves. Many parents are still skeptical about it. It is, however, fair to mention that the authorities in Bophuthatswana are already aware of the importance of technical education. It is asserted in Morongwa (Bophuthatswana, 1981(b):21) that

"If this country is to develop and grow to its full capacity, with the benefits which must accrue to all its people, we must provide technological education and training for citizens of Bophuthatswana".

Direpotsane Vocational school in the Tlhabane circuit is offering vocational training for girls. Standard 6 is taken as an entrance qualification for courses offered in this school (Bophuthatswana, 1980:9).

The standard of work at Direpotsane is very poor due to poor facilities and inadequate equipment (Bophuthatswana 1983(b):19).

President Mangope Technical and Commercial High School offers a technical matriculation course. The following subjects are offered at the school

in question: Setswana, English, Afrikaans, Workshop Practice and Theory (Lower Grade) Mathematics, Physical Science, Technical Drawing and Electrician and Welding (Bophuthatswana, 1978(a):64).

It is important that officers charged with technical and vocational education should continuously note that

"The system of vocational and technical education must be endowed with the necessary capacity for change and innovation so that it can respond adequately to the legitimate pressures and demands from modern society"

(Kraft, 1971:310).

3.9.1.4.5. *Special education*

Special education is offered at the following schools in Bophuthatswana: Bertimea in Thaba'Nchu for the visually and aurally handicapped, Tlame=lang at Gelukspan for the cerebral-palsied and the orthopaedic and Kutlwanong at Phokeng for the aurally handicapped. All these schools together had a population of 492 in 1980 (Bophuthatswana, 1980:6).

Enrolment according to age in special schools as it was the case in 1983 is illustrated in table 3.14.

Table 3.14 *Enrolment according to age in special schools in 1983*
(see p.135)

Table 3.14 *Enrolment according to age in special schools in 1983*
Bophuthatswana, 1983(b):43)

Age in years	Enrolment
-7	33
7	31
8	33
9	38
10	55
11	56
12	58
13	49
14	54
15	44
16	58
17	36
18 and older	<u>66</u>
Total	611

If we consider that no job opportunities are arranged for the people who go through the special schools it becomes clear from the above table that Bophuthatswana loses an economic contribution of many people because some of these people can produce articles of value with their hands.

The presence of special schools in the school system of Bophuthatswana implies that both the biological and psychic factors of reality have an influence on the educational system because the biological nature of some of the children has given rise to some of the schools, for example Bertimea special school is for the visually and aurally handicapped children

where Tlamelang School caters, inter alia, for mentally handicapped children. The psychic functioning of this system of education is handled in paragraph 5.2.17.

3.9.1.4.6 *Teacher Education*

3.9.1.4.6.1 *Scarcity of properly qualified teachers*

Bophuthatswana still has a very serious shortage of properly qualified teachers.

"The acute teacher shortage not only in quantity but also in quality and commitment still remains the burning problem of our educational system"

(Bophuthatswana, 1980:7). Brazelle and Van Rooyen (1978:18) also contend that

"Great pressure regarding the supply of secondary school education to provide in the present need already exists, and the picture for the future does not indicate any signs of relief in this respect".

The staffing position in Bophuthatwana schools is depicted in table 3.15.

Table 3.15 *Qualifications of Bophuthatswana teachers*
(see p. 137)

Table 3.15 *Qualifications of Bophuthatswana teachers*

(Bophuthatswana, 1983(b):4)

Qualifications	Number of teachers
A. Number of teachers' qualifications with:	
Standard 8 or lower	431
NTS Technical Certificate	4
Senior Certificate	302
Incomplete degree	5
Degree	<u>56</u>
Sub-total	798
B. With teachers' qualifications and:	
Standard 6	841
Junior Certificate	6 658
NTS or Technical Certificate	1
Matric or Senior Certificate plus Primary Teachers' Certificate	1 796
Matric or Senior Certificate plus Secondary Teachers' Certificate	904
Degree incomplete	207
Degree	345
Special Teachers' Qualifications in Art, Craft, or Homecraft	<u>43</u>
Sub-Total	10 795
TOTAL	<u><u>11 593</u></u>

The following issues can be deduced from the above table, that is table 3.15:

- If we consider a university junior degree or matric plus four years teachers' training as a minimum qualification for a teacher, it becomes obvious from the above table that the education in Bophuthatswana is in the wrong hands.
- Professionally qualified degreed teachers form only 3 percent of the teaching force.

If the staffing position in Bophuthatswana school does not improve soon the academic waning and downstrends which are so conspicuous in this state will continue to persist. Luthuli (1982:111) is correct in declaring that

"no society can prosper educationally unless its teaching force is pedagogically and academically schooled to meet contemporary needs of its society in a fast changing world".

Hartshorne (1974:171) also asserts that

"the quality of education depends in the main on the teacher in the classroom . . . it is the quality of the teacher, his knowledge, background, up-to-dateness and ability to teach that in the end is the deciding factor".

3.9.1.4.6.2 *The training of teachers*

The training of teachers in Bophuthatswana takes place at Colleges of Education and at the University of Bophuthatswana (UNIBO). The primary school teachers and some of the secondary school teachers receive training at Colleges of Education while UNIBO trains only secondary school teachers.

The curriculum and the examinations of Colleges of Education are still controlled by the Department of Education and Training in South Africa.

The following courses are being offered in Bophuthatswana Colleges of Education (Malao, 1983:161):

- * Pre-primary Teachers' Diploma
- * Junior Primary Teachers' Diploma
- * Senior Primary Teachers' Diploma
- * Secondary Teachers' Diploma (with degree courses)
- * Secondary Teachers' Diploma (without degree courses)

Presently there are five Colleges of Education in Bophuthatswana, viz. Moretele, Tlhabane, Hebron, Strydom and Taung.

In spelling out the structure of Colleges of Education in Bophuthatswana Holele (1984:24) says

"entrance qualifications for admittance to a College of Education is a matriculation. Students could study for a junior, a senior primary or secondary Teachers' Diploma course for three years . . . "

The head of the college is called a Rector who is then assisted by

a Vice-Rector with lecturers and senior lecturers (Holele, 1984:24)

The 1984 enrolment at Colleges of Education was 1 463. The enrolment position of 1983 is reflected in table 3.16.

Table 3.16 *Enrolment according to courses in Colleges of Education*
(Bophuthatswana, 1983(b):45)

Course	Women	Men	Total
Pre- Primary Teachers's Diploma	26	-	26
Primary Teachers' Course (Junior)	62	-	62
Primary Teachers' Course	829	249	1 078
Primary Teachers' Diploma (Junior)	100	91	191
Primary Teachers' Diploma (Senior)	277	248	525
Secondary Teachers' Diploma	198	312	510
Homecraft	16	-	16
Total	1 508	900	2 408

The following issues can be observed from table 3:16:

- There are still colleges which are offering primary Teachers' Course classes which were phased out in 1981. These are the last students in these courses.

- There are more women students than men students in Colleges of Education. If this phenomenon continues, teaching in Bophuthatswana will in the long run become a profession of women.

It has been stated earlier in this paragraph that the Department of Education and Training of South Africa still controls the curriculum and examinations of Colleges of Education in Bophuthatswana. This phenomenon vindicates the fact that the RSA still has an influence on the Bophuthatswana education. The influence of the RSA on Bophuthatswana is further exposed in paragraph 5.3.3.

3.9.1.4.7 *The technikon*

3.9.1.4.7.1 *Introduction*

The technikon is a completely tertiary-level educational institution which offers a professional and career orientated courses at the post-matriculation level. In a technikon the emphasis is placed on the application of knowledge gained. The approach is less academic and formal, although a sound knowledge of science, technology and the humanities is very important (Verwey *et al.*, 1983:25).

3.9.1.4.7.2 *The curriculum of the technikon in Bophuthatswana*

The following courses are offered at the technikon in Bophuthatswana: secretarial courses, fashion design and laboratory technician courses (Bophuthatswana, 1982:22).

The curriculum of the technikon also points to the psychic functioning of education in Bophuthatswana because curriculum implies some form of

planning and it also indicates things or subjects to be learnt (therefore the involvement of mind) are also implied. The technikon as such has been established to meet the needs of the country.

3.9.4.8 *The University of Bophuthatswana*

The University of Bophuthatswana was established by Act no. 10 of 1978 which came into effect on 30 October 1978 and Proclamation no. 19 of 1978 (Bophuthatswana, 1978(b):9).

In 1982, under an agreement between the Government of the RSA and Bophuthatswana funds were loaned to Bophuthatswana for the erection of a central lecture block, three students' residences and an administration building of the university and building commenced immediately (Bophuthatswana, 1983(b):4).

Enrolments according to courses at UNIBO in 1983 are shown in the table 3.17.

Table 3.17 *Enrolments according to courses at UNIBO in 1982*
(Bophuthatswana, 1983(b):4)

Course	Number of students
Administration	221
Arts	206
Science	100
Law	180
Total	<u>707</u>

The aforementioned table, viz. 3.17 reveals a fair distribution of students among the courses. This phenomenon may ensure a fair supply of manpower to public service and to the economy of the territory.

When reading the above table it should be borne in mind that the reason for the small number of university students in Bophuthatswana, viz. 707, is to be found in the fact that some of the Bophuthatswana children were admitted to South African universities.

The fact that the political independence of Bophuthatswana is only recognised by the Republic of South Africa and other republics within South Africa very seriously affects the credibility of the degrees conferred by UNIBO. For that reason UNIBO may not enjoy the exchange of students and lecturers from other countries. Failure to exchange students and lecturers negatively affects the academic excellence of the university.

Damiba (1976:26) very correctly asserts that

"universities must be receptive to the flow of ideas and individuals. It would indeed be absurd to seek to confine the university strictly to the national context when by its very nature it is the source of a continuous outparring of ideas on topical, national and international questions, amongst others. The university's wealth derives from the exchange of students, lecturers and research workers. If it is to be effective, the desirable mobility at this level must be properly organized".

3.9.2 ANCILLARY SERVICES

3.9.2.1 *Introduction*

Ancillary Services are supportive educational services aimed at enhancing teaching. The more developed the educational system, the more the Ancillary Services. Ruperti (1976:112) correctly asserts that

"one notes the inevitability of Ancillary Services when the school unfolds as a societal relationship and a more sophisticated education system develops".

In this sub-section the following services which are included in the educational system of Bophuthatswana will be discussed: Curriculum and Examination Services, Language Services, Cultural Affairs Division of the Department of Education, Archives Division, Sports and Recreation Section, National Library Services and Bureau for Psychological Services.

3.9.2.2 *Curriculum and Examination Services*

The Curriculum and Examination Council was established in 1979 (Bophuthatswana, 1979:9). This council prepares new syllabuses for all the standards, that is, from Grade 1 to Standard 10. A permanent secretary for the Curriculum and Examination Council has been appointed (Bophuthatswana, 1981:7).

The composition of this council is as follows: the chairman, the vice-chairman, representatives of the Teachers' Association, the chairman of the subject committees and selected experts on the various subjects (Bophuthatswana, 1979:9).

3.9.2.3 *Language Services*

The Language Services comprise the Translation of Language Development sub-sections which are responsible for translations and the literary development of the language and its purity respectively (Bophuthatswana, 1981:8).

3.9.2.4 *Cultural Affairs Division*

This division has 193 Bureau Branches - the Cultural Affairs Division amongst others organizes conferences for authors and music composers (Bophuthatswana, 1981:8).

The aims of this division are (Bophuthatswana, 1981:8):

- To improve and see to the development of Setswana;
- to write and publish the tribal histories;
- to promote traditional and modern music;
- to revive traditional paintings;
- to encourage Botswana to revive their traditional industries like pottery, weaving and wood-carving;
- to establish monuments among the different tribes; and
- to learn and develop all aspects of the Tswana culture.

Even if the Cultural Affairs Division is doing the duties as listed immediately above, this section has not yet quite succeeded in making Tswana culture filter properly into the educational system because western culture is still predominant in education, as indicated in paragraph 3.6.6.

3.9.2.5 *Archives Division*

This division inspects and approves filing systems submitted by the various state departments. The Archives Division of the Ministry of Education has a depot at Taung (Bophuthatswana, 1981:8).

3.9.2.6 *Sports and Recreation*

The main function of this section is to promote sport throughout the territory. The sports office personnel is composed of 19 persons. They are: the Chief of Sports, the Assistant Chief of Sports, three Inspectors, three Coaches, a Trainer, a Physical Education Teacher, six Liaison Officers, two Clerks and a Typist (Bophuthatswana 1982:18).

Sports and recreation in schools point to the biological functioning of the educational system.

3.9.2.7 *National Library Services*

The Bophuthatswana National Library Act (Act 8 of 1978) was passed by Parliament in 1978. This act made provision for the establishment of libraries in the country. In 1980 the National Library Council was established (Bophuthatswana, 1982:18).

The components of the National Library Services are:

- The National Library;
- Community Library;
- College and School Libraries;
- Pilot Primary School Library; and
- State Department Library.

3.9.2.8 *Bureau for Psychological Services*

The function of this section of the department is to conduct aptitude and other psychological tests in schools. The Bureau for Psychological Services may, amongst others, collaborate with the Education Officer for Elementary upgrading Project to emphasise child-centredness in learning (Bophuthatswana, 1981:6).

The Bureau for Psychological Services in the system of education points to the psychic functioning of the educational system because this section, inter alia, tests the intelligence of pupils.

3.9.3 SUPPLEMENTARY SERVICES

3.9.3.1 *Extra-mural activities*

The Bophuthatswana schools have a variety of extra-mural activities such as: soccer, netball, softball, boxing, judo, karate, music and singing, drama, athletics and volleyball. The Sports and Recreation Section of the department controls many of these activities.

3.9.3.2 *Pupil accommodation*

Distance between home and certain schools has necessitated the erection of hostels. All state schools and some of the state-aided schools in Bophuthatswana have hostels. All school hostels in Bophuthatswana are sex-segregated.

3.10 CONCLUSION

It has been stated in paragraph 3.1 of this study that there are resemblances between the Bophuthatswana system of education and the

South African system of education. It is here necessary to point out the resemblances between the two systems of education in question.

The control of education in the two systems of education is more or less the same. In both systems there is a council advising the Minister of Education; there is also in each system in question a body representing local parent communities, in the Republic of South Africa there are School Committees whereas in Bophuthatswana there are School Councils (DET, 1980:102; DET, 1981:87; DET, 1982(a):44; DET, 1983:39; DET, 1982(b):6-17; Bophuthatswana Act 2 of 1979 par. 2 - 3).

Prior to 1980 the administrative head of the DET was called the Secretary for Education, in Bophuthatswana this is still the case (DET, 1979:33; DET, 1978:9; DET, 1977:7).

Bophuthatswana has representatives on the Joint Matriculation Board. The representation of Bophuthatswana on Joint Matriculation Board underlines the fact that Bophuthatswana has an interest in the South African matric.

There are also resemblances between the Bophuthatswana school system and that of the Republic of South Africa, for example the number of classes before Standard 10 are the same in both Bophuthatswana and the Republic of South Africa, viz. 11. Secondary Technical Education Courses are the same in Bophuthatswana and in the Republic of South Africa, for example Mathematics, Physical Science, Technical Drawing, Trade Theory and Practice and Languages (DET, 1981:131; Malao, 1983:153). Standards 8 and 10 examinations respectively are identical in both countries in questions.

Ancillary Services in both Bophuthatswana and the Republic of South Africa also show resemblances. The following Ancillary Services have been included in the educational systems of both the Republic of South Africa and Bophuthatswana: Psychological Services, Language Services, Music, Arts and Crafts, Sports and Recreation and Library Services (DET, 1981:149; DET, 1982(a):108; DET, 1980:2; DET 1983:158; Bophuthatswana, 1983:19-25; Bophuthatswana, 1982:15-20).

3.11 CHAPTER SUMMARY

Before dealing with the actual system of education it has become necessary to give an exposition of the following issues to serve as the necessary background of the study of the educational system: the geographical position of Bophuthatswana, the climate of Bophuthatswana, the culture of the Tswanas and the historical background of the educational system.

Educational legislation of Bophuthatswana has also been looked into.

A discussion of the control of education has been done under the headings of central and local. In relation to central control the following functionaries were looked into: Ministry of Education, the Inspectorate and the National Education Council. Under local control the following received attention: School Councils and District Councils.

The exposition of the school system of Bophuthatswana as given in this chapter includes the following: pre-school, primary school education

and secondary school education, which has further been sub-divided into the middle school and the high school, technical education, special education, teacher education and university education.

The following Ancillary Services have been brought to the fore: Curriculum and Examination Services, Language Services, Cultural Affairs, the Archives Division, the Sports and Recreation Section and the Bureau for Psychological Services.

The ensuing chapter will be devoted to the Botswana system of education.

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