

- the administrative efficiency and autonomy of the school are not normatively realized;
- not all tertiary institutions are accommodating the military situation normatively;
- tertiary institutions, although undertaking research on military/strategic matters, have not undertaken sufficient research in the social science field;
- the lack of specific teacher training for moral and physical preparedness is anti-normative;
- the training of men (NSM teachers) for their future military educational role is not truly normative;
- the current dispensation for teachers in the initial and post-initial national service system is unsatisfactory and counter-productive;
- legal prescriptions with reference to cadets are outdated and only contained in defence legislation;
- the family rights are satisfactorily protected with reference to the military situation;
- the involvement of the teacher corps has been ensured through federal level representation;
- the departments of education have normatively extended their functions to bring about curricula and organizational interaction with the SADF;
- the present system of liaison with and research into this feature of life in other world areas is not normatively realized;
- the present system of evaluation and control is unsatisfactory;
- the operation of a nodal structure at national level between the SADF and the education departments to recommend policy is normative;
- the present nodal structure at local level does not appear to be normative with reference to its composition and function;
- the absence of nodal structures between the SADF and certain tertiary institutions is anti-normative;

- the production of curricula as well as the variety of activities and time allocated to this aspect of reality is normative;
- the cadet programme lays too great an emphasis on pure military disciplines/subjects and neglects the issues and implications of the military situation (ie. orientation aspect);
- the cadet programme cannot achieve its full potential due to logistic shortcomings;
- the present system of cadet camps is not satisfactorily supplementing the military orientated subject matter at school;
- it would appear as if the planning undertaken with respect to the cadet programme has possibly not always taken the practical executional possibilities into account;
- certain life-world forces and the implications they hold for a successful cadet programme have either not been realized or ignored.

6.3 RECOMMENDATIONS

With reference to the evaluation of the current sub-education system for Whites in the RSA, the following concise list of recommendations is presented in an attempt to positivize as normative a structure as possible;

- the current organizational interaction between the SADF and educationally qualified structures should be maintained with certain refinements to be stated;
- the jurisdiction of the cadet programme must be realized through medium of the educational hierarchy;
- the present national nodal structure (SIC) be retained in its present format and function;
- the present local nodal structure (Advisory Councils) be restructured in composition and function to monitor the execution of the cadet programme and cadet officer administration at regional level;
- the previous functions fulfilled by the advisory council can be fulfilled by sub-committees of the new regional structure;

- a nodal structure be instituted between the SADF and all tertiary institutions;
- all teachers be trained for specific programmes such as: emergency drill, moral and physical preparedness programmes;
- male teachers must be accommodated in a unique national service system wherein they will be trained for their specific role in presenting and administering the cadet programme and school protection;
- male teachers must be accommodated in a unique post-initial national service dispensation wherein their military and educational roles will be synchronized;
- academic input into all planning related to interaction between education and defence be instituted;
- the cadet programme must be incorporated within educational legislation;
- regulations governing the cadet programme be updated, streamlined and made uniformly applicable;
- the rights of the family with reference to the military orientated programme be retained;
- teacher associations should have sitting on the national nodal structure;
- a separate HOD post be instituted at high schools for the preparedness programmes and cadets;
- the post of liaison officer be abolished and a post of inspector (deputy superintendent) cadets be instituted for each region;
- universities and education departments must undertake extensive research on the military situation and its implications from various social science and pedagogic perspectives (vide 5.3.2.7);
- the curricula response instituted in the schools reflecting the military situation be maintained with certain refinements;

- the curriculum related to pure military disciplines be scaled down and the curriculum related to general orientation be extended;
- the necessary logistic support be provided to all schools as soon as it is financially viable;
- the system of cadet camps be maintained with certain refinements;
- a military school be instituted to open up this aspect at a deeper level for certain pupils;
- that supplementary services with reference to the military situation be extended and refined;
- the authorities must become aware of the dynamics of various life-world factors which influence the cadet programme and which should be taken into account in further planning and negotiations.

6.4

CONCLUSION

The writer found that the military situation was a life-world force of considerable magnitude and influence in the RSA. Given the structural characteristics of an education system, the writer concluded that an education system within a country subjected to military activity will require a unique actualization to be normative. The sub-education system for Whites in the RSA was found to have attempted to accommodate this life-world force but that in certain spheres refinement or re-structuring was required to guarantee a normative actualization.

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