

CHAPTER 4

AN ANALYSIS OF THE EDUCATIONAL NEEDS AND THE RELEVANT DETERMINANTS IN THE EDUCATION PROVISION FOR THE GRIQUAS

4.1 INTRODUCTION

In this chapter the educational needs of the Griqua community will be analysed by using focus group discussions as a research technique in the qualitative research method (cf.par.1.3.2). The chapter starts with a brief history of the Griquas and their origins. The method of research and the educational needs of the Griquas will be discussed next. Lastly the relevant determinants, from which the strong and weak points, the opportunities and strengths will be deduced, will be discussed.

4.2 BRIEF BACKGROUND

The Griquas are a tribe of nomadic hunters and traders that descend from South Africa's oldest inhabitants, but with a blood mixed with many other nationalities. They pride themselves on being descendants of both Europeans and the Khoikhoi and in some cases Malaysian or African slaves. They trace their forefathers to two clans, the Koks and the Barendses, the first made up mainly of Khoikhoi and the second of mixed European descent. This led to the name by which they were commonly known in the 18th century, the Bastards (Oakes, 1989:138; Van Gass, 1995:1; Matshikiza,1999:22). The word *Griekwa* originates from the Khoikhoi word *Grigrikwa*. Their founding father, Adam Kok 1, was a leader of a series of migrations that preceded the Great Trek like, for example, moving from the southern point of the Cape to Piketberg, from Piketberg to Khamiesberge and later to Griqualand West. After his death in 1759 his group was lead by Cornelius Kok, while Barend Barends led the other group. These two groups roamed the area around the Orange River until 1804 when they were persuaded by two missionaries from the London Missionary Society to settle down with their followers

north of the Orange River. This was the area between the present towns of Prieska and Daniëlskuil with their capital at Klaarwater. Within ten years they had merged into a single group calling themselves the Griqua, choosing as their leader Cornelius Kok's son Adam Kok II and changing the name of their headquarters to Griquatown. Oakes (1988:138) states that not all Griquas accepted Kok's leadership and that after months of squabbling (in which missionaries played a major part) a new leader, Andries Waterboer, emerged. This led to a further split as some continued to recognise Kok and the older chiefs as their leaders. By the late 1830s two distinct factions had emerged: a group at Griquatown led by Waterboer, and another at Philippolis under the leadership of Adam Kok II's son, Adam Kok III.

Between 1834 and 1840 Adam Kok III encountered different confrontations with the *Trekboere* and even the British Colony over the boundaries. At one stage (29 November 1843) he entered into an agreement with the British to maintain peace in his territory. The British government would give him 100 pounds per annum and 50 pounds for Griqua education. This agreement, which was to address the land question, failed to materialise and impaired the relationship between Adam Kok III and the *Trekboere* (Van Gass, 1995:8). More land was lost to the *Trekboere* and Adam Kok III trekked from the surroundings of Phillipolis to find a new home. Granted a safe passage by Moshoeshoe, they crossed Basutoland, on occasion using gunpowder to blast their pathway through the Drakensberg. After two years (in 1862) they descended to the territory known as No Man's Land, between the Cape and Natal. Insecure and distrustful, they lived in laager for some ten years, before founding their own town of Kokstad (Oakes, 1989:190). Despite its name, No Man's Land was not an empty territory when the Griquas arrived, but was peopled by, among others, Mpondo and Sotho over whom they were expected to establish some sort of authority, thereby saving the colonial governments (Natal and the Cape) the trouble and expense. The Griquas regarded themselves as independent, but reluctantly accepted Joseph Millerd Orpen as British Resident. He had formerly been active in negotiations between Moshoeshoe and the British authorities. As far as Orpen was concerned, the Griquas were not independent, but were British subjects. Kok must have realised that his territory might one day come under British or colonial authority, but he was assured that he would be consulted first. His position in this respect was insecure, because the land he occupied had been ceded by the Mpondo to the British, at whose pleasure the Griquas were in occupation. Kok was unaware that Orpen was lobbying for annexation (Oakes, 1989:190). Escorted by Orpen, Governor Sir Henry Barkly arrived at Kokstad in October 1874 to announce that the government of Griqualand East would in the future be carried out under instructions by the British Resident Orpen. Kok was to be president of a council with vague, undefined authority, and would receive 100 pounds a year (Oakes, 1989:190). It was not so much the take-over that the Griquas resented, but the fact that they

had not been consulted and were taken over like so many cattle or sheep. They possessed great pride in their identity, which, in the face of advancing white colonisation, they had so far preserved. One of the factors that secured this preservation was the political astuteness of Adam Kok. However, the Griquas were deprived of this when, in December 1875, he was killed in a cart accident. Kok had banned the sale of land to foreigners and had also enacted strict regulations over the sale of liquor. Orpen lifted these restrictions and many Griquas sold their land at low prices. With the community on the verge of breaking up and still resentful of the high-handed treatment they had received, many individuals turned for solace to the liquor shops that now flourished in various parts of their territory (Oakes, 1989:190). In the meantime, Andries Waterboer and his son Niklaas after him, kept the Griqua flag flying in Griqualand West. When the remnants of Kok's people finally returned to Campbell in the latter part of the 19th century, it was accepted that Waterboer was the paramount chief. This was not sufficient though to guarantee stability. Waterboer's territory was being pressured by the Cape Colony and the Boer Republics. The Griqua chief turned to the Supreme Court to fight for his territorial rights. After several years, in 1871, the court found in his favour. That same year 1871 diamonds were found in Kimberley in the northern part of the Griqua territories. A second Supreme Court judgement ruled that, although Waterboer was indeed the rightful ruler of the Griqua, his rule did not extend over the land that they lived on (Matshikiza, 1999:22).

It was a clear way for Cecil John Rhodes and the De Beers Diamond Company to annex the land of the Griquas for mineral exploitation. Waterboer and his people lost their farms as they were forced to sell them to pay off the huge legal fees that had been incurred to achieve the short-lived victory in the courts. Van Gass (1995:14) states that of the 503 farms belonging to the Griquas in 1876, only 15 remained by 1926. In the report of the Griquas by the then President's Council, only seven farms were occupied by the Griquas.

Nurse (1975:6) alludes that the present Northern Cape Province Griquas, who were once fairly rich, have become poor, and that their present poverty is in part due to mismanagement of wealth by their ancestors. They not only proved unable to resist pressures exerted on them by more sophisticated peoples, but seem at times even to have co-operated eagerly in their own downfall. They sold land and stock at absurd prices and bought consumable goods, and neglected opportunities to acquire skills that could have preserved them in the face of competition (Halford, in Nurse, 1975:6). It is claimed that the Griquas never understood the so-called treaties because the concepts of treaty, ownership and sale of land were totally outside their experience. They were certainly unfortunate in as much as later migrants successively coveted their land. Around 1905, Waterboer's son, Niklaas Waterboer II, took over the captaincy. He had

no male heirs, but at the time of his death in 1962 he had grandsons to whom he bequeathed the staff of captaincy. Because these grandsons were still children, Niklaas II appointed his bodyguard, a former policeman, as regent. He was to become a bishop in and later patriot of the Independent African Orthodox Church and was to be regent over the Griquas until the boys reached maturity. Bishop Daniel Kanyiles has had control over the Griquas' affairs ever since. According to him it is entirely thanks to him that the Griquas regained their separate identity after the introduction of the 1955 Population Registration Act - otherwise they would still have been classified as Coloureds. He was therefore the major Griqua activist of the 1950s and has been the guardian of their cause since (Matshikiza, 1999:23).

The Griquas, who were once independent and negotiated on an equal footing with the whites, were classified as Coloureds around the 1950s. The reason for this classification was according to Nurse (1975:17) because the Griquas were not genetically distinctive and not at all biologically separable from the Coloureds found in their surroundings.

The Griquas have had a history of strife and warfare. They are remembered as having come close to establishing a lasting Khoi nation in South Africa. If they had not been dispossessed and relegated to poverty and insecurity, they could have become a great nation with major contributions to knowledge of the arts. Englebrecht (1999), one of the Griqua leaders, alludes that if they had been given self-governing/homeland status in Griqualand West like, for example, Qwaqwa, Leboa and Kwa-Zulu, they could have established their own education system according to their needs. They could also have developed their own language, trained their own police, soldiers and civil service. Most importantly, they could have participated in Codesa (the Convention for a Democratic South Africa) on an equal footing with others stakeholders. After integration they could have been part of all the facets of South African society.

At the present moment there are different organisations claiming to represent the interests of the Griqua people. Firstly, there is the organisation called the *Griekwa Nasionale Konferensie* of Mr M le Fleur and the *Griekwa Volksorganisasie* of Bishop PDJ Kanyiles. These two together form the Griqua National Council. Secondly, there is another organisation, also known as the *Griekwa Nasionale Konferensie* led by Mr AAS le Fleur. Thirdly, there is an organisation known as the *Griekwaland-Oos Baanbrekersraad* of Mr RW Adams. These organisations represent the interests of the Griquas in Griekwaland East (Van Gass, 1995:17). Most recently there is a fourth organisation led by M Engelbrecht, who is the national co-ordinator of the Khoisan National Council. The present leader of the Kok clan is

Adam Kok V. The aim of these organisations is to preserve the cultural identity of the Griqua people.

The Griqua children go to Afrikaans-medium schools. This is mainly because the previous South African Government classified the Griquas as Coloureds. The Griquas speak the world's most phonetically complex languages, languages of which the most distinctive feature is the many click sounds. The linguist Anthony Trail (in Wannenburg, 1986:64) points out that each "click" has a number of distinctive accompaniments, yielding between 20 and 85 distinct "click" segments for the different Khoisan languages. These languages are not used for schooling by the Griqua children. Lorna Marshall (in Wannenburg, 1986:64) explains some of the different "clicks" as follows:

- / This is the dental click in which the tip of the tongue is placed on the hard ridge behind the upper incisors. When the tongue is pulled away, a short, gentle sound is produced similar to the Englishman's 'tsk tsk' when expressing disapproval.
- =/ This is the click in which the front part of the tongue is pressed against the alveolar (that section of the mouth where the hard palate begins to curve up to the soft palate). On release a sharp flat snap is produced.
- ! In this click, the tip of the tongue is pressed against the alveolar ridge to produce, when sharply released, a loud, popping sound.
- // In the lateral click, the front part of the tongue remains on the hard palate while air vibrates at the sides. The sound produced is like that used when urging on a horse.

Presently the Griquas can be found all over South Africa, while they are highly concentrated in the Griqualand West area. They are mostly found in the towns Prieska, Marydale, Boegoeberg, Groblershoop, Koegas, Limewell, Postmasburg, Witsand, Langeberg, Olifantshoek, Daniëlskuil, Dingleton, Deben, Kuruman, Koopmansfontein, Lime Acres, Griquatown, Pappul, Campbell, Douglas, Saltlake, Plooyburg, Hopetown, Strydenburg, Ritchie, Kimberley, Barkley-West, Gong-Gong, Waldecks Plant, Pniel, Long Lands, Delportshoop, Ulco and Boetsap. Places where they are mostly concentrated are Griquatown, Campbell and Niekershoop, Douglas, Prieska, Daniëlskuil, Postmasburg and Deben. The community at Campbell is 80 % Griqua, while Griquatown is 80 %, Douglas 65 % and Daniëlskuil is 75 % Griqua (Van Staden, 1998:3).

The Griquas identify themselves with the symbols of the Lion and Aloe - representing the element of *kanniedood* (cannot disappear). Van Staden (1998:3) states that this is because past governments have over the years thought that the Griquas would become extinct. Although their sons and daughters live under the banner of Coloureds, they have preserved the culture of their forefathers even though their tradition and language have been seriously eroded because of their assimilation. They have a culture of dance called *Xabasas*, during which they play guitar, sing and praise. In their praises the culture of story-telling to their youth and community is practised. They also make their own musical instruments. It is a vision of the Griqua people to develop together the culture of the indigenous peoples of South Africa, namely the Nama, the Koranas and the Sans because they practise the same culture (Van Staden, 1998:4).

Today the Griquas find themselves in a state of acute illiteracy and unemployment. They are known to be good shepherds, farm workers and can do any type of manual work. They feel they have been unfairly treated by the previous government because the towns where they are highly concentrated have been neglected. There are no infrastructures in the towns of Campbell, Griquatown, Daniëlskuil and Douglas to curb unemployment (Van Staden, 1998:7).

The Griquas in the Northern Cape Province see themselves as indigenous to this province, and agriculture and farming are their domain. The Griquas are in need of land for irrigation, agriculture and farming. The communities see the northern parts of the Vaal and Orange rivers as suitable land for irrigation and agriculture (ibid.).

In consultation with Griqua leadership and Griqua communities in Griqualand West (the Northern Cape Province) these communities have the capabilities and potential to become commercial farmers. Their burden of poverty could be radically wiped out in a time frame of ten to thirty years if the Department of Land Reform and Local Government could look intensively to their needs (ibid). To achieve this, they need young and middle-aged people to go to agricultural colleges. They have many elderly and middle-aged men and women who are excellent farmers and today are of benefit to white farmers (Van Staden, 1998:4).

The Griquas recommend the following (Van Staden, 1998:8):

- Recognition of the Griquas as indigenous to the Northern Cape Province.
- Financial assistance for the research of the affairs and current state of the Griqua people.
- Assistance in the development of the Griqua culture and language.

- Development of an economically sustainable plan for the Griqua communities at large.
- Assistance with the claims for land and other land reform and redistribution processes currently undertaken.
- A policy with regard to the cultural development of the Griquas by the Department of Science Culture and technology.
- A centre for youth development.
- A school curriculum catering for the cultural needs of the Griquas.

The fears of the Griquas are supported by Sachs (1995:1), who mentions that the only group in South Africa that could claim the right to existence is the Khoisan group (of which the Griquas are a part). Their habitat has been taken away from them or else so ecologically despoiled that their survival as a distinct cultural group could be said to be at peril. Their plea is that the national education system in South Africa should accommodate their educational needs in all educational policies.

4.2.1 Indicators

The following features can be deduced from the history of the Griquas:

- 4.2.1.1 The Griquas have lost land to the colonists and *Trekboere* in their history.
- 4.2.1.2 The Griquas possess pride in their identity, which they still wish to preserve.
- 4.2.1.3 In 1876 the Griquas had 503 farms, in 1994 only seven of those farms were still in their ownership.
- 4.2.1.4 Griqua cultural organisations are the following: the Griqua National Conference, the Griqua Peoples Organisation, which together form the Griqua National Council; the united Griquas of Griqualand West, and the House of the Griqua.
- 4.2.1.5 Griqua children attend Afrikaans-medium schools because of their reclassification.
- 4.2.1.6 The Griquas can be found all over South Africa, while they are highly concentrated in the Northern Cape Province.

- 4.2.1.7 It is a vision of the Griqua people to develop together the culture of the indigenous peoples of South Africa, namely the Nama, the Koranas and the Sans because they practise the same culture and traditions.
- 4.2.1.8 The Griquas find themselves in a state of acute illiteracy and unemployment.
- 4.2.1.9 The Griquas feel they have been unfairly treated by the previous government because their towns have been neglected. There are no infrastructures in the towns of Campbell, Griquatown, Daniëlskuil and Douglas to curb unemployment.
- 4.2.1.10 The Griquas are highly involved in agriculture. They are in need of land for irrigation, agriculture and farming.
- 4.2.1.11 For long-term planning the Griquas need young and middle-aged people to attend agricultural colleges.
- 4.2.1.12 Griquas have many elderly and middle-aged men and women that are excellent farmers but are of benefit to white farmers.
- 4.2.1.13 The school curriculum should cater for the cultural needs of the Griquas.
- 4.2.1.14 The Griqua language should be taught at school and it should also become a language of instruction for the Griquas.

4.3 THE EDUCATIONAL NEEDS OF THE GRIQUAS

This section is a summary of reports of focus group meetings held at Campbell, Douglas, Prieska and Daniëlskuil on the basis of the questionnaire (Appendix 4). The reports are included in appendix 5 of this report. Based on these reports, the educational needs of the Griquas could be summarised as follows:

4.3.1 The focus of education

4.3.1.1 The role of the learner as a member of a family in the Griqua community

- In the Griqua family, the son as a future father must be equipped with the knowledge, skills and attitudes to enable him to work and care for his family and to be subservient to the community. He must be taught leadership of high quality in order to work peacefully with others. The daughter as future mother must be equipped with the knowledge of how to get involved in community affairs, how to prepare food, how to teach the Griqua language to her offspring and how to raise children. The learners as children must be taught how to behave, how to have a sense of duty, obedience, respect and co-operation, thoughtfulness and how to render assistance.
- The values mentioned include among others, a sense of duty, loyalty, obedience, academic training, honesty, respect for authority, responsibility, and pride in being a Griqua.

4.3.1.2 The role of the learner as a citizen of the state in the Griqua community

- Education should provide the Griqua learner with the knowledge, skills and attitudes in order to be trustworthy; service delivery-oriented; productive, knowledgeable about the Constitution; to have leadership qualities; to have a knowledge of the cultural diversity of the country and human rights; and respect.
- The values include issues such as learners being reliable; faithful; subservient; obedient; participating in cultural affairs of the Griquas; learning values of indigenous peoples and their traditions; hard-working; purposeful; with a readiness to help.

4.3.1.3 The role of the Griqua learner as a career person

- Education should equip the Griqua learner with the knowledge, skills and attitudes in the skills of science, technology and computers; training in commercial farming; development of wine farming; business; sports and recreation; arts and culture; administration and leadership.
- The Griquas mention the following values as of the utmost importance: productivity; the will to work; a sense of duty; obedience; and co-operation.

4.3.1.4 The role of the Griqua learner as a member of a religious grouping

- Education should equip the Griqua learner with the knowledge, skills and attitudes in order to become committed Christians that are trustworthy, who have received training in Bible study, respect their belief, be Christ's witnesses, attend prayer hours, and take part in community outreach and service delivery.
- The values mentioned include the following: serving and practising their religion; obedience and helpfulness to the community; able to offer generously with true love; live peacefully with friends, enemies and the community at large; Christians should assemble and worship together; and being hopeful in a hopeless situation.

4.3.1.5 The role of the Griqua learner as member of different societal groups and associations in the community

- The Griqua learners must be fully equipped by education with the knowledge, skills and attitudes that will enable them to deal with diseases such as the acquired immune deficiency syndrome (Aids) and the use of condoms. They must be empowered in media studies; nature conservation; encouraged to participate in community affairs; and educated with regard to the traditional and cultural aspects of the Griqua community.
- The values: Serving the community; trustworthiness; unselfishness and devotion; forgivingness; willingness to sacrifice; diligence and industry; community development; nature conservation; hard work; respect for others and authorities; responsibility.

4.3.1.6 The role of the Griqua learner as user of leisure-time

- The Griqua learner must be equipped with the knowledge, skills and attitudes to know how to undertake excursions; reaffirm the monuments of their forefathers; and how to prepare their youth for their traditional and cultural dances. They should receive sports training, attend youth conferences, read books and magazines and know how to be creative.
- The values mentioned include sport practising, attending and taking part; the willingness to help; learning the indigenous peoples' habits and Griqua culture; development of entertainment centres; hunting practice; learning the language and ethnicity.

4.3.1.7 The role of the Griqua learner as a self-actualising person

- The Griqua learners must be equipped with the knowledge, skills and attitudes that will enable them to believe in themselves and to manage themselves; they must have the capacity to discover and develop themselves; increase their potential; and have the ability to resolve conflicts.
- The values include self-discovery and prestige; communication; meeting of objectives; living and using the Griqua culture and tradition; being productive and successful in life; have the will to progress; believing in oneself and being independent.

4.3.2 The role of educational institutions

4.3.2.1 The educational institution is a convergence of educators and learners

The teaching of reading and writing should be through the mother tongue, especially in elementary classes so that the learners can be involved in the teaching-learning situation. Educators must always be objective and focus on the vision of the institution for high-quality education. They must be highly qualified and preferably from the same cultural background as the learners, otherwise they must fully understand the culture of the learners. The learners must respect the educators and the educators must be helpful to the learners.

4.3.2.2 Education is provided by means of language

The Griqua language must be the language of education. Other languages such as Afrikaans and English can be taught, but learners should choose their own second language. Learners must be proud of their language and must be helped to develop it.

4.3.2.3 Effective education is dependent on relevant curricula and syllabi

The content should enable the learner to choose a career and must be relevant and suitable to meet the educational needs of the Griquas. It must meet national and international requirements; while issues regarding economic development, management, business, science and technology should be part of the curriculum.

4.3.2.4 Effective education occurs in suitable facilities

Facilities of high standard should be available for high-quality education to take place. Sports facilities and computers should be made available. Schools for learners with special needs are needed. Facilities should make provision for laboratories, needlework and woodwork. The unavailability of facilities could discourage learners from using the opportunity to fully develop their potential.

4.3.2.5 Effective education is dependent on effective management and administration of the educational institution

The Griqua community must take part in the management of the educational institution. Discipline must be strict but fair. Learners must be trustworthy, co-operative, obedient and objective. The State should support educational institutions financially. All stakeholders must take ownership of the institutions by getting involved in all its affairs. The community and traditional leaders must determine the type of discipline to be meted out to the learners, because without discipline there can be no effective education.

4.3.3 The Griquas' position as a minority group

The Griqua community recognise that they are a minority group with regard to the rest of South Africa in terms of numbers, although they are a majority in Griqualand West. There are some members of the Griqua community who feel that they are not a minority group *per se* if it had not been for their reclassification as Coloureds by the previous South African Government.

4.3.4 Indicators

The following indicators can be deduced from the preceding paragraphs:

- 4.3.4.1 In the Griqua family the son must be equipped with knowledge, skills and attitudes to enable him to work and care for his family. The daughter must be able to be involved in the community affairs.
- 4.3.4.2 The Griqua learner must learn the Constitution of his country and acquire leadership qualities.

- 4.3.4.3 The Griqua learner must acquire skills in commercial farming as well as in science and technology.
- 4.3.4.4 Griqua learners must become committed Christians that are trustworthy.
- 4.3.4.5 Griqua learners must be empowered in media studies, nature conservation and encouraged to participate in community affairs.
- 4.3.4.6 Griqua learners must have the knowledge, skills and attitudes that will enable them to prepare their youth for their traditional dances and conferences.
- 4.3.4.7 Griqua learners must be able to manage themselves and to believe and discover themselves.
- 4.3.4.8 The educators must be highly qualified and preferably from the same cultural group as the learners. Otherwise they must fully understand the culture of the Griqua learners.
- 4.3.4.9 The Griqua language must be the language of instruction. The learners should choose their second language.
- 4.3.4.10 The content should enable the learner to choose a career and must be relevant and suitable to the educational needs of the Griquas.
- 4.3.4.11 The unavailability of basic facilities will discourage Griqua learners from using the opportunity to fully develop their potential.
- 4.3.4.12 The Griqua community must take part in the management of educational institutions. Discipline must be strict but fair.

4.3.5 Conclusion

The educational needs of the Griqua community as voiced in the preceding paragraphs by different focus groups from the Griqua community can be grouped under four main headings. These are: general or basic education; family improvement education; community improvement education; and occupational education to satisfy both young people and adults - male

and female. These educational needs have been found to be in line with the findings in the literature study as indicated below:

□ **General or basic education**

This kind of education represents numeracy and elementary understanding of science and one's environment - what most primary and general secondary schools now seek to achieve in South Africa (indicators 3.2.9.2; 3.2.9.4; 3.2.9.5; 3.2.9.6; 3.2.9.7; 3.4.1 - 3.4.6 & 4.3.4.8 - 4.3.4.11).

□ **Family improvement education**

This is designed primarily to impart knowledge, skills and attitudes that are useful in improving the quality of family life, on such subjects such as health and nutrition, home-making and child care, home repairs and improvements, family planning and utilisation of leisure-time (indicators 3.2.8.2; 3.2.8.5; 3.2.9.3; 4.3.4.1; 4.3.4.2; 4.3.4.3 & 4.3.4.4).

□ **Community improvement education**

This type of education is designed to strengthen local and national institutions and processes through instruction in such matters as local and national government, co-operatives, and community projects (indicators 3.2.8.3, 3.2.8.5, 3.2.8.6; 3.2.9.1, 3.2.9.3; 3.2.9.7; 4.3.4.3; 4.3.3.5 & 4.3.4.6).

□ **Occupational education**

This type of education is designed to develop particular knowledge and skills associated with various economic activities and that are useful in making a living (indicators 3.2.8.4; 3.2.9.3; 4.3.4.1; 4.3.4.3 & 4.3.4.7).

For the most part, only the first-mentioned category has been emphasised in schools for most developing countries, including South Africa (Todaro, 1982:272). The type of learning needs required for the other three main occupational subgroups of the Griquas, i.e. family improvement education, community improvement education, and occupational education, are not sufficiently catered for in most developing countries. Effective and well-designed educational programmes catering for each of these diverse occupational groups are needed if education were to make an important contribution to the Griquas' development.

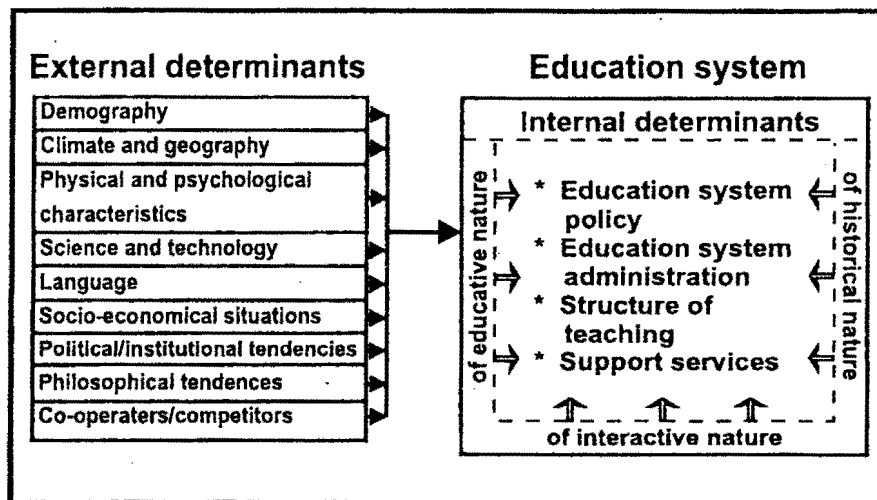
4.4 THE RELEVANT DETERMINANTS WITH REGARD TO THE EDUCATION PROVISION FOR THE GRIQUAS

4.4.1 Introduction

Comparative educators have been concerned to take into consideration the cultural, social, political, economic and religious features of a society or a nation in an attempt to analyse an education system. Kandel says it is immaterial what name is given to the forces shaping an education system. Hans refers to them as “factors”, Mallison refers to “determinants”, Holmes to “laws”, and King refers to the “contextualisation of an education system” (Watson, 1994:243). Van Schalkwyk (1991:237) calls them principle claims, living world claims, community claims and internal claims. What does matter is that the issue of cultural diversity cannot be seen in isolation from individual national contexts. Educational policies cannot be seen in isolation from social, political and economic policies. This is particularly true when considering educational provision in multi-ethnic/lingual/cultural societies.

For the purpose of this study the forces mentioned will be referred to as determinants. Two types of determinants have been identified, namely external determinants and internal determinants of an education system (cf. fig 4.1).

FIGURE 4.1: Determinants of the education system



Source: Steyn, 1997a

The purpose of this section is to determine and analyse these determinants with regard to the education provision for the Griquas as well as to deduce strong and weak points, opportunities and threats.

4.4.2 External determinants

External determinants refer to factors from outside the education system influencing its nature and contents (cf.fig.4.1). These are the influences concerned with the target group. Since the target group of the national education system consists of all the inhabitants of a particular country, these external determinants will be important in aiding the identification of the factors relating to the minority group that should be dealt with in the national education system (Steyn, 1997b:22). In the case of the Griqua community the following external determinants are of specific importance in that they influence the nature and content of education in the education system.

4.4.2.1 Demography

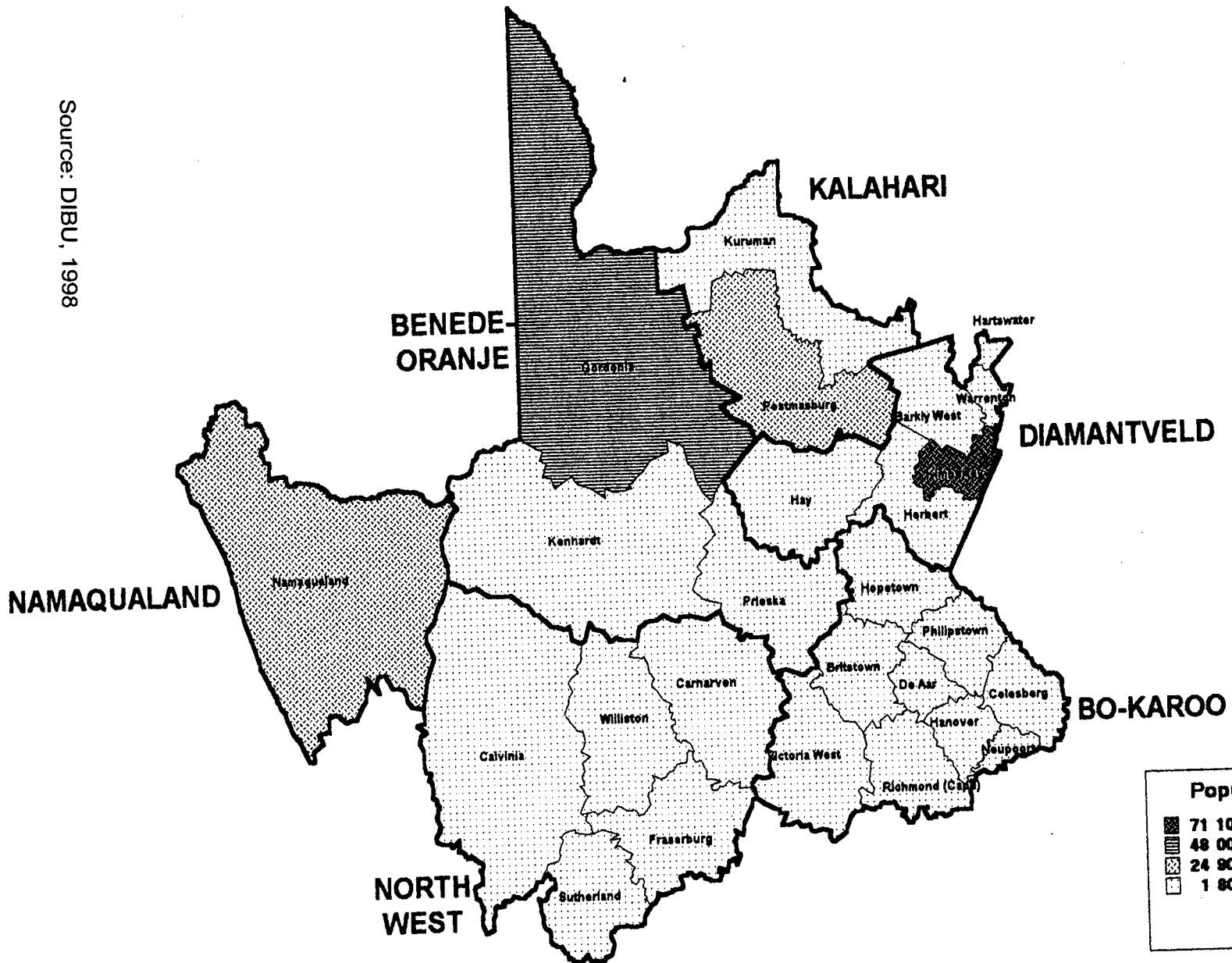
Demography refers to the numbers, settlement patterns and movement of the target group. The numbers refer to the numbers of learners, with regard to, for example, age, gender, and learners with special educational needs, from the target group that should be accommodated in the education system. The settlement patterns of the target group refer to places where the learners reside, for example settlement in rural and urban areas. The movement of the target group refers to the migration patterns of the target group, for example, the urbanisation patterns that are being experienced in most developing countries. Demography is important with regard to the attainable and sustainable provision of education to minority groups (Steyn, 1997b:22).

□ The Northern Cape Province's population

The Northern Cape Province is situated towards the west of the country. It borders Namibia, Botswana and the North-West Province on the northern side, the Free State Province to the east, the Western and Eastern Cape provinces to the south, and the Atlantic Ocean to the west. The Northern Cape Province is spatially the largest province, covering 363 389 km² or 29,7 % of the total surface area of South Africa (Meintjes & Meyer, 1998:1).

The province is divided into six regions, namely Diamantveld, Benede Oranje, Bo-Karoo, Kalahari, Namaqualand, and North West regions (cf. map 4.1 & 4.2).

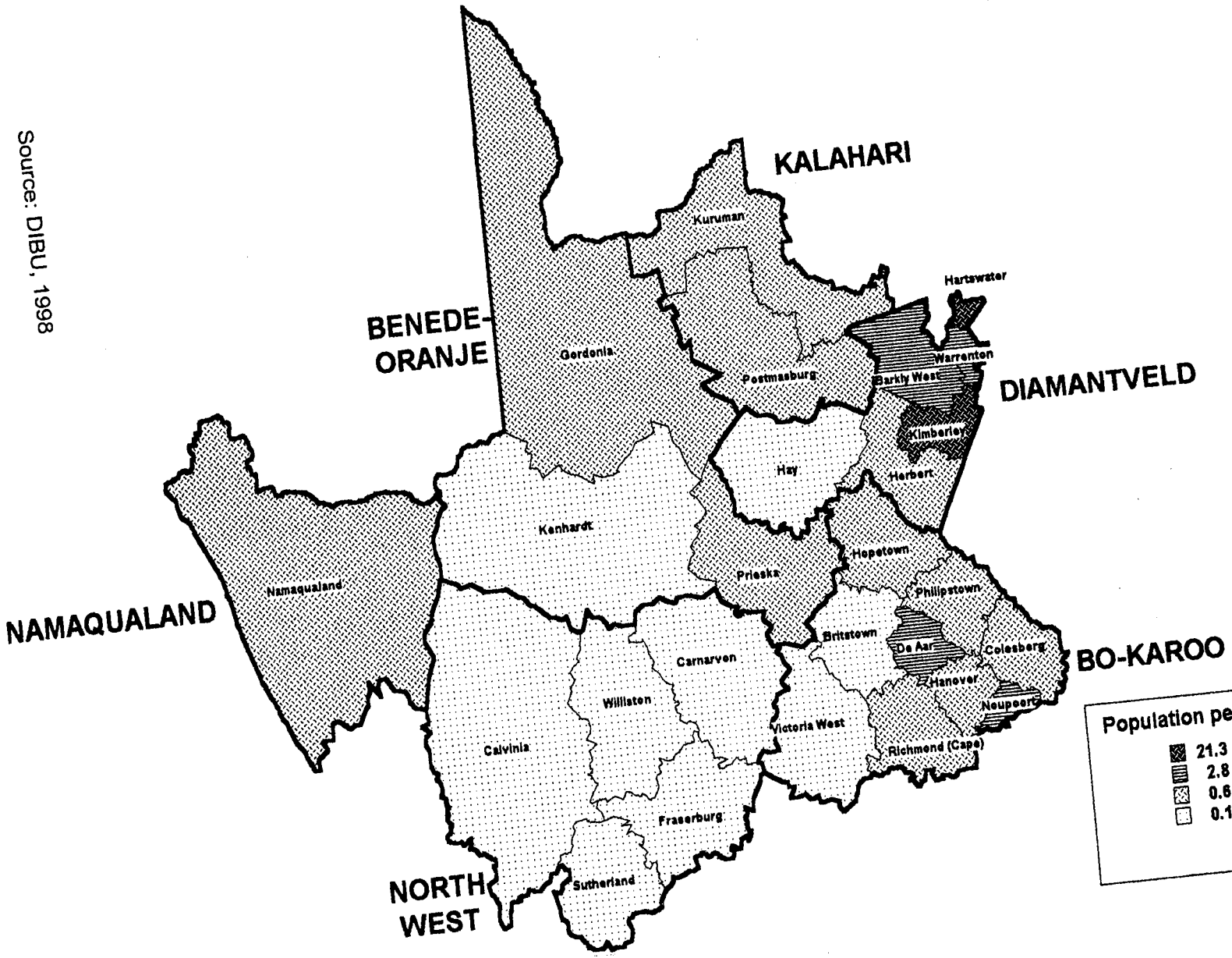
MAP 4.1: Northern Cape population, 1994



Population	
	71 100 to 94 300
	48 000 to 71 100
	24 900 to 48 000
	1 800 to 24 900

Source: DIBU, 1998

MAP 4.2: Northern Cape population density, 1994



Source: DIBU, 1998

The majority of the Griquas live in the Diamantveld Region (for example Kimberley, Campbell, and Douglas), Bo-Karoo Region (for example De Aar), Kalahari Region (for example Postmasburg, Kuruman, and Daniëlskuil) and Benede-Oranje Region (for example Prieska). It must be noted that there is a strong bond between the Griquas and the Namas of Namaqualand. They share the same culture and language (Xiri) and are both of Khoisan origin (Nurse, 1975:10, Van Staden, 1998:4). Few Griqua communities live within the boundaries of proclaimed towns, while others live around towns and are dependent on those towns for their livelihood.

The population of the Northern Cape Province according to gender, race and spatial distribution is reflected in tables 4.1 to 4.4 (on the next pages).

TABLE 4.1: Northern Cape population group percentages per district, 1994

District	Total	African	Asian	Coloured	White
Kalahari Region					
Kuruman	24 135	51.6	0.0	19.1	29.3
Postmasbuerg	61 499	38.0	0.0	37.7	24.3
Total Kalahari Region	85 934	41.8	0.0	32.5	25.7
Diamantveld Region					
Barkley-Wes/West	37 575	3.1	0.0	29.0	7.8
Hartswater	30 239	61.9	0.0	18.4	19.7
Hay	11 381	16.9	0.0	71.0	12.2
Herbert	26 950	40.0	0.4	50.9	8.7
Kimberley	186 024	44.4	0.9	34.6	20.1
Warrenton	24 017	70.2	0.2	14.9	14.7
Total Diamantveld Region	316 186	48.9	0.6	33.6	16.9
Benede-Oranje Region					
Gordonia	120 038	12.1	0.0	73.8	14.1
Kenhardt	11 911	2.2	0.2	82.2	15.4
Prieska	20 226	13.8	0.0	75.1	11.1
Total Benede-Oranje Region	152 175	11.5	0.0	74.6	13.8
North West Region					
Calvinia	19 832	0.5	0.0	80.1	19.3
Carnarvon	10 324	0.6	0.2	84.8	14.5
Fraserburg	4 459	0.2	0.0	80.3	19.5
Sutherland	3 679	1.3	0.0	74.6	24.1
Williston	4 327	0.3	0.0	78.8	20.9
Total North West Region	42 621	0.5	0.1	80.7	18.7
Bo-Karoo Region					
Britstown	6 862	18.3	0.0	69.4	12.3
Colesburg	16 821	61.7	0.0	28.3	10.0
De Aar	28 825	23.8	0.1	58.3	17.9
Hanover	4 683	43.3	0.0	48.8	7.9
Hopetown	11 733	10.4	0.0	77.1	12.5
Noupoort	9 222	49.5	0.0	36.3	14.2
Phillipstown	9 308	27.1	0.0	60.2	12.6
Richmond	9 713	14.7	0.0	77.8	7.5
Victoria-West	12 455	9.9	0.0	77.2	12.9
Total Bo-Karoo Region	109 622	28.7	0.0	58.2	13.1
Namaqualand Region					
Namaqualand	70 507	4.5	0.0	81.3	14.3
Total Namaqualand Region	70 507	4.5	0.0	81.3	14.3
Total Northern Cape Province	776 745	31.3	0.2	51.9	16.6

Source: DIBU, 1998

TABLE 4.2: Northern Cape population percentages and totals per age group, 1994

District	Urban					Non-urban				
	Total	<1-14	15-29	30-64	65+	Total	<1-14	15-29	30-64	65+
Kalahari Region										
Kuruman	13 548	30.9	27.2	37.6	4.2	10 587	38.7	25.2	35.5	2.7
Postmasburg	54 214	31.6	28.0	35.7	4.7	7 285	31.0	29.4	35.4	4.2
Total Kalahari Region	67 762	31.5	27.9	36.1	4.6	17 872	35.5	26.9	34.2	3.3
Diamantveld Region										
Barkley-Wes/West	22 009	36.6	26.1	30.2	7.1	15 566	34.1	26.6	35.2	4.1
Hartswater	13 987	35.8	25.4	32.9	5.9	16 251	33.6	25.3	37.2	3.9
Hay	6 446	44.0	21.2	27.8	7.0	4 934	34.0	28.4	33.4	4.2
Herbert	11 913	36.2	28.7	28.9	6.2	15 037	39.8	26.9	29.4	3.9
Kimberley	178 569	27.9	36.6	29.3	6.2	7 455	35.5	29.4	31.1	4.0
Warrenton	16 216	36.0	27.7	30.8	5.5	7 801	34.6	25.5	34.8	5.1
Total Diamantveld Region	249 140	30.5	33.7	29.6	6.2	67 044	35.5	26.7	33.8	4.1
Benede-Oranje Region										
Gordonia	73 059	31.2	30.1	31.1	7.6	46 979	33.4	28.9	32.8	4.9
Kenhardt	8 613	40.9	24.1	28.1	7.0	3 298	23.0	26.2	45.5	5.2
Prieska	14 538	37.4	27.1	29.5	6.0	5 687	32.0	26.5	37.4	4.1
Total Benede-Oranje Region	96 210	33.0	29.1	30.6	7.3	55 964	32.7	28.5	34.0	4.8
North West Region										
Calvinia	13 915	34.0	23.8	29.2	13.0	5 917	27.5	25.1	41.5	5.9
Carnarvon	7 535	33.2	26.4	30.2	10.2	2 789	26.0	26.8	40.7	6.5
Fraserburg	2 696	34.7	24.4	30.0	10.9	1 763	25.0	30.6	39.9	4.5
Sutherland	2 203	35.3	21.3	31.8	11.6	1 476	22.4	27.3	43.4	6.8
Williston	2 776	37.3	21.4	30.0	11.4	1 551	23.6	28.5	42.9	5.0
Total North West Region	29 125	34.2	24.1	29.8	11.8	13 496	25.9	26.8	41.5	5.8
Bo-Karoo Region										
Britstown	4 792	38.6	23.7	30.0	7.7	2 070	33.8	29.1	33.6	3.4
Colesberg	13 295	39.7	26.9	28.6	4.8	3 526	38.5	27.5	30.9	3.1
De Aar	27 321	34.0	27.1	31.9	7.0	1 505	34.1	29.8	33.5	2.6
Hanover	3 367	45.0	22.8	26.8	5.4	1 316	33.6	31.4	32.6	2.4
Hopetown	7 729	40.2	24.7	27.8	7.2	4 004	35.2	29.1	31.9	3.8
Noupoort	8 319	45.3	18.8	30.7	5.2	903	36.4	27.8	31.2	4.5
Phillipstown	6 755	42.5	20.4	29.9	7.3	2 553	29.7	32.4	34.6	3.3
Richmond	7 395	43.7	21.2	28.2	6.9	2 318	31.4	31.1	34.5	3.1
Victoria- West	8 747	37.8	27.2	28.3	6.7	3 708	34.6	28.3	33.7	3.4
Total Bo-Karoo Region	87 720	39.0	24.7	29.8	6.5	21 903	34.3	29.4	32.9	3.3
Namaqwaland Region										
Namaqwaland	65 214	32.6	27.7	32.8	6.9	5 293	21.4	26.5	44.6	7.4
Total Namaqwaland Region	65 214	32.6	27.7	32.8	6.9	5 293	21.4	26.5	44.6	7.4
Total Northern Cape Province	595 171	32.7	29.9	30.9	6.6	181 572	33.4	27.6	34.7	4.4

Source: DIBU, 1998

TABLE 4.3: Northern Cape male population percentages per age group, 1994

District	Urban					Non-urban				
	Total	<1-14	15-29	30-64	65+	Total	<1-14	15-29	30-64	65+
Kalahari Region										
Kuruman	6 700	31.6	27.9	37.3	3.2	6 038	33.7	25.5	38.2	2.6
Postmasburg	28 719	29.6	28.3	38.1	3.9	4 181	28.1	29.6	37.8	4.5
Total Kalahari Region	35 419	30.0	28.2	37.9	3.8	10 219	31.4	27.2	38.0	3.4
Diamantveld Region										
Barkley-Wes/West	10 727	38.1	27.0	30.4	4.5	8 856	30.7	26.8	38.9	3.6
Hartswater	6 639	37.4	24.5	32.8	5.2	8 550	32.1	24.8	39.0	4.1
Hay	3 048	47.0	20.8	25.8	6.4	2 665	31.7	28.8	35.1	4.4
Herbert	5 969	37.4	29.6	27.9	5.1	7 717	38.7	27.1	30.5	3.7
Kimberley	90 289	28.1	36.7	30.1	5.0	3 946	34.6	30.0	31.7	3.7
Warrenton	8 223	36.9	28.2	29.8	5.1	4 062	32.5	26.1	36.5	4.8
Total Diamantveld Region	124 895	31.0	33.9	30.0	5.0	35 796	33.5	26.8	35.8	3.9
Benede-Oranje Region										
Gordonia	35 445	32.1	30.6	29.6	7.7	24 097	32.9	28.7	33.7	4.7
Kenhardt	4 040	44.7	24.8	24.3	6.2	1 882	21.7	25.3	47.4	5.6
Prieska	6 844	39.2	28.7	27.2	4.9	3 032	30.0	26.1	39.9	4.1
Total Benede-Oranje Region	46 329	34.3	29.8	28.8	7.1	29 011	31.9	28.2	35.3	4.7
North West Region										
Calvinia	6 384	37.0	23.6	26.6	12.9	3 314	25.3	24.8	43.9	6.0
Carnarvon	3 325	36.4	26.6	28.2	8.8	1 484	24.5	24.7	43.9	6.9
Fraserburg	1 196	39.1	25.3	26.4	9.2	978	24.0	29.2	42.1	4.6
Sutherland	1 010	39.9	21.3	28.6	10.2	805	20.0	27.0	45.5	7.6
Williston	1 227	42.5	21.4	27.3	8.8	844	21.8	28.1	44.2	5.9
Total North West Region	13 142	37.8	24.1	27.2	10.9	7 425	24.0	26.0	43.9	6.2
Bo-Karoo Region										
Britstown	2 336	38.6	25.6	29.5	6.2	1 146	35.0	27.8	34.0	3.1
Colesberg	6 342	41.0	28.4	26.8	3.8	1 837	37.8	27.2	32.1	3.0
De Aar	13 488	34.8	27.3	30.1	7.8	820	31.1	31.7	34.3	2.9
Hanover	1 532	48.0	23.6	23.3	5.1	727	32.6	32.5	32.6	2.3
Hopetown	3 639	42.0	25.4	26.6	6.0	2 130	33.8	29.8	32.6	3.8
Noupoort	3 824	48.0	18.1	29.7	4.2	480	35.6	28.3	32.3	3.8
Philipstown	3 151	45.0	20.6	27.6	6.8	1 384	27.0	33.0	36.6	3.4
Richmond	3 406	45.9	22.6	25.4	6.2	1 280	28.8	31.3	37.0	3.0
Victoria-West	4 119	38.9	29.1	26.6	5.3	1 976	34.2	27.9	34.9	3.0
Total Bo-Karoo Region	41 837	40.3	25.5	28.1	6.1	11 780	33.1	29.7	34.1	3.2
Namaqualand Region										
Namaqualand	33 340	32.0	28.2	34.2	5.5	3 226	17.3	27.7	47.4	7.6
Total Namaqualand Region	33 340	32.0	28.2	34.2	5.5	3 226	17.3	27.7	47.4	7.6
Total Northern Cape Province	294 962	33.1	30.3	30.9	5.7	97 457	31.5	27.6	36.7	4.3

Source: DIBU, 1998

TABLE 4.4: Northern Cape female population percentages per age group, 1994

District	Urban					Non-urban				
	Total	<1-14	15-29	30-64	65+	Total	<1-14	15-29	30-64	65+
Kalahari Region										
Kuruman	6 848	30.3	26.6	37.9	5.2	4 549	45.2	24.8	27.2	2.8
Postmasburg	25 495	33.9	27.6	33.0	5.5	3 104	35.0	29.1	32.1	3.8
Total Kalahari Region	32 343	33.1	27.4	34.0	5.4	7 653	41.1	26.5	29.2	3.2
Diamantveld Region										
Barkley-Wes/West	11 282	35.1	25.3	30.1	9.6	6 710	38.5	26.4	30.4	4.7
Hartswater	7 348	34.3	26.2	33.0	6.5	7 701	35.2	25.9	35.3	3.6
Hay	3 398	41.4	21.5	29.6	7.5	2 269	36.7	27.9	31.3	4.1
Herbert	5 944	35.0	27.9	29.8	7.2	7 320	41.0	26.7	28.2	4.1
Kimberley	88 280	27.7	36.6	28.4	7.3	3 509	36.4	28.8	30.5	4.3
Warrenton	7 993	35.1	27.1	31.8	6.0	3 739	36.9	24.9	32.9	5.3
Total Diamantveld Region	124 245	30.0	33.5	29.2	7.4	31 248	37.7	26.5	31.4	4.3
Benede-Oranje Region										
Gordonia	37 614	30.3	29.7	32.5	7.6	22 882	34.0	29.1	31.8	5.1
Kenhardt	4 573	37.5	23.5	31.3	7.6	1 416	24.8	27.4	43.0	4.8
Prieska	7 694	35.7	25.7	31.6	6.9	2 655	34.4	26.9	34.6	4.1
Total Benede-Oranje Region	49 881	31.8	28.5	32.2	7.5	26 953	33.5	28.8	32.7	5.0
North West Region										
Calvinia	7 531	31.4	24.1	31.5	13.1	2 603	30.3	25.5	38.5	5.7
Carnarvon	4 210	30.7	26.2	31.9	11.2	1 305	27.6	29.2	37.2	6.1
Fraserburg	1 500	31.2	23.7	32.9	12.3	785	26.2	32.2	37.1	4.5
Sutherland	1 193	31.3	21.4	34.5	12.8	671	25.3	27.7	41.0	6.0
Williston	1 549	33.1	21.4	32.1	13.4	707	25.7	29.0	41.3	4.0
Total North West Region	15 983	31.3	24.1	32.0	12.5	6 071	28.1	27.8	38.6	5.5
Bo-Karoo Region										
Britstown	2 456	38.6	21.8	30.5	9.2	924	32.4	30.7	33.1	3.8
Colesberg	6 953	38.5	25.6	30.2	5.7	1 689	39.2	27.9	29.7	3.3
De Aar	13 833	33.3	26.9	33.6	6.3	685	37.7	27.6	32.6	2.2
Hanover	1 835	42.5	22.2	29.7	5.6	589	34.8	30.1	32.6	2.5
Hopetown	4 090	38.6	24.1	28.9	8.3	1 874	36.9	28.4	31.0	3.7
Noupoort	4 495	43.0	19.4	31.5	6.1	423	37.4	27.2	30.0	5.4
Philipstown	3 604	40.3	20.1	31.9	7.7	1 169	32.9	31.7	32.3	3.1
Richmond	3 989	41.8	20.0	30.6	7.5	1 038	34.7	30.7	31.4	3.2
Victoria-West	4 628	36.8	25.6	29.8	7.9	1 732	35.0	28.7	32.4	3.9
Total Bo-Karoo Region	45 883	37.8	24.0	31.4	6.9	10 123	35.8	29.2	31.6	3.4
Namaqualand Region										
Namaqwaland	31 874	33.3	27.2	31.2	8.3	2 067	27.7	24.7	40.3	7.3
Total Namaqualand Region	31 874	33.3	27.2	31.2	8.3	2 067	27.7	24.7	40.3	7.3
Total Northern Cape Province	300 209	32.2	29.4	30.9	7.5	84 115	35.5	27.6	32.4	4.5

Source: DIBU, 1998

It must be noted that the Griquas were reclassified as Coloureds in the 1950s, therefore any statistic reference to the Coloured people also applies to the Griqua community. The reason for reclassification was, according to Nurse (1975:17), because the Griquas were far from being genetically distinctive and were just another in the spectrum of Cape Coloured populations and not at all biologically separable from the Coloureds found in their neighbourhoods. This is a sensitive and contentious issue that is furiously disputed by the Griqua community. However, the details of this issue do not fall within the scope of this study.

Bearing the above in mind, Calitz (1998:31) notes the following with regard to the Northern Cape Province's population:

- The Diamantveld Region has the largest population (316 000). The largest districts in this region are Kimberley (179 000 people), Barkly West (22 000) and Warrenton (16 000). The population density in the Diamantveld Region is 9,6 people per km². The region is predominantly urban, with 78,8 % of the population living in urban areas.
- The Benede-Oranje Region is the second largest, with just over (152 000) people and a density of 1.4 people per km². The districts of Gordonia (73 000) and Prieska (15 000) are the largest. The region is predominantly urban, with 63,2 % of the population living in urban areas.
- The Bo-Karoo Region has 110 000 inhabitants and a density of 2.1 people per km². The largest districts in this area are De Aar (27 000) and Colesberg (14 000). The Bo-Karoo Region has a formal urbanisation level of 80,0 %.
- The Kalahari Region has 86 000 people, of whom 54 000 live in Postmasburg. The formal urbanisation level is 79,0 % and the density 2,3 people per km².
- The Namaqualand Region has 71 000 people, of whom 91,5 % are in Namaqualand. The formal urbanisation level in this region is 91,5 % and the density of 1,5 people per km².
- The smallest region is the North West Region with only 43 000 people, 20 000 of whom live in Calvinia. This region has a level of urbanisation of 68,3 % and density of 0,5 people per km².

- The racial structure of the population is 31,3 % African, 51,9 % 'Coloured', 16,6% white, and 0,2 % Asian. Over fifty percent of the population is Coloured, with Tswana, Xhosa, English and Afrikaans being the dominant languages (cf. Table 4.2).
- Females constitute 49,5 % of the province's population. The evenly distributed population shows among other things, that no significant migrant worker system is operating in the province. In the Kalahari Region males constitute approximately 53 % of the population due to mining activities.
- The Northern Cape Province has more rural men than women. This could be ascribed to the predominance of commercial farming in this area. In urban areas, the female population is higher, as women tend to gather around employment opportunities. Thus, in the Bo-Karoo Region 53 % of the urban population is female.
- The smaller proportion of men in the urban areas of the Northern Cape Province has several implications. The most important of these is that female-headed households tend to be poorer than male-headed households. There are various reasons for this:
 - There is normally only one resident income earner in a female-headed household.
 - Many women do not receive any financial support from their partners, and for those who do, it is often inadequate for survival.
 - Women have little access to credit in the urban areas and are therefore barred from entrepreneurial activities.
 - Women have multiple roles in the household, such as cooking and caring for children. These are time-consuming and often prevent women from seeking formal employment.
 - Those who do manage to find formal employment are usually employed in menial positions at lower wages.
- The Northern Cape Province's population is not as young as that of the other provinces. Only 32 % of the population are under the age of 15 and another 29 % are between the ages of 15 and 29. This pattern of an older population is prominent in commercial farming areas.

The following indicators apply to the preceding paragraphs (cf.par.4.4.2.1):

4.4.2.1.1 The Griquas were classified as Coloureds in the 1950s.

- 4.4.2.1.2 The majority of the Northern Cape Province's regions are urban (this include peri- and semi-urban areas).
- 4.4.2.1.3 The racial structure is such that more than half the population in the Northern Cape Province is Coloured (51,9 %).
- 4.4.2.1.4 No significant migrant system is operating in the Northern Cape Province.
- 4.4.2.1.5 The Northern Cape Province's population is not as young as that of the other provinces.
- 4.4.2.1.6 Changes in the demographic structure of the Northern Cape Province population will influence the demand for education.

4.4.2.2 Science and technology

Science and technology refer to the different sciences being used in and by the target group and to the level of technology used in and by the target group. Science and technology will primarily be a co-determinant of the element: curricula and differentiation. This is because the subjects and its content and differentiation opportunities should provide the learners with the required knowledge, skills and attitudes to use and improve science and technology on the community (Steyn, 1997b:27).

In the Northern Cape Province society is divided into those who are able to master computerised techniques of information retrieval and those who simply cannot use them. The old ideology, which sees science as a "laboratory activity" and technology within a narrow framework, defines indigenous people (for example the Griquas) as being "without science and technology". From this point of view, indigenous communities must be developed by bringing to them "that which they do not have". Here there could be no vision of partnership. Such a view would deem indigenous communities to be "deprived" or "backward". These communities will only "arrive" once they have appropriated the scientific procedures and the sophisticated technologies of industrialised societies (DACST, 1998:13).

This attitude creates low self-esteem in the indigenous populations and a negative attitude towards science and technology. The Griquas do have a latent talent in science and technology that needs to be untapped. Their informal science experiences can promote the innate curiosity of Griqua children. It encompasses learning by doing; careful observing; trial and

error; sifting and checking. If the new notion of indigenous technologies gains ground, indigenous cultures will take pride in their own achievements. No longer will there be a chasm between industrial cultures and indigenous societies, there will be a natural co-operation between the two, with each of the two “technologies” playing an indispensable part in society as a whole. Communities will have self-esteem and will regard science and technology as something positive. If people were convinced that they were already part of the process, it would be that much easier to convince them to participate even more (DACST, 1998:13).

In short: the alienation that indigenous, traditional societies experience when confronted with modern industrial technologies could be overcome. In South Africa this alienation is even more serious because of the legacy of apartheid. A skewed educational system and job reservation contributed to the negative forces already present in the confrontation between modern, western society with its science and technology and indigenous societies.

A survey conducted jointly by the Foundation for Research Development and the Human Sciences Research Council in 1995 (DACST, 1998:13) showed South Africans lagging behind most countries in scientific and technological literacy. In comparison with 19 other nations, South Africans ranked 18 out of 20 on natural and environmental science literacy. South Africa fared better than Russia and Poland, with Canada being the top performer. On all but one of the five statements testing attitudes to science and technology, African respondents were the least positive. The survey concluded that this state of affairs had serious implications for the country, particularly for planners of science and technology. Science and technology are currently being promoted as a means of enhancing the lives of disadvantaged people in the country. If Africans were disinterested in or distrustful of science and technology, it would hinder the process and have possible negative repercussions (DACST, 1998:6).

The Griquas are distinctly involved in a particular field, namely agriculture and commercial farming (cf. par 4.2). Their informal science and technology include what to plant when and where as subsistence farmers; what to eat and what not to eat. They have the knowledge of veldt fruits and berries, plants, herbs and roots that are important to them. There are also those roots that they use for traditional medicine based on traditional remedies (Van Staden, 1998:10). Schools should provide Griqua learners with the knowledge, skills and attitudes to enable them to participate fully in agriculture.

Technical education provides the best possible basis for training in occupational skills. This view has been attacked on the grounds that high-quality general academic skills are the essentials on which vocational skills must be developed and that technical skills cannot be properly taught in formal training contexts. However, the demand for technically skilled people capable of efficiently carrying out organisational and administrative tasks is extremely urgent and therefore needs to be met as rapidly as possible. In this context, narrowly focused, short-term skills courses should be given precedence (Wolpe, 1991:13).

The following indicators can be deduced from the preceding paragraphs (cf.par.4.4.2.2):

4.4.2.2.1 In the Northern Cape Province society there are those who can master science and technology and those who cannot master it.

4.4.2.2.2 There is a notion that describes indigenous people, like the Griquas, as being without science and technology.

4.4.2.2.3 The Griquas would like to be highly involved in agriculture and commercial farming.

4.4.2.2.4 Schools should empower the Griqua learner with the knowledge, skills and attitude to participate fully in agriculture.

4.4.2.3 Socio-economic situation

This determinant refers to the composition and social development of the target group. The composition refers to the presence of different interest groups, for example the state, parents, commerce and industry, churches, general interest groups such as societies for the fine arts, societies for the prevention of drug abuse or societies for the conservation of nature, political parties, sports bodies and societies for leisure-time activities (cf. fig 3.1). All these societies have a definite interest in the educational provision. They want their present and future members to be equipped with the required knowledge, skills and attitudes to function effectively in the particular group and to contribute to the development of the group (cf. par. 3.2.6).

Economy refers to the economic philosophy, the economic system and all the economic activities in the area of commerce and industry of the target group of a particular education system. The knowledge, skills and attitudes required of learners to effectively function in and to contribute, will for example, co-determine the elements: curricula and differentiation of

the educational system. On the other hand, the level of the economy will co-determine the amount of money available to finance the education system. The level of modernised facilities and the availability of quality educators are often determined by the availability of funds (Steyn, 1997b:31).

There are different Griqua cultural groups that have been trying to keep the cultural identity of the Griquas intact. There are the Griqua National Conference and the Griqua People's Organisation that together form the Griqua National Council. They operate mainly in the Eastern and Southern Cape. The *Baanbrekersraad* operates mainly in Griqualand East. In the Northern Cape Province there is also an organisation calling itself the House of the Griquas with a leadership of traditional leaders of the Griquas. Finally there is another organisation called the United Griquas of Griqualand West. All these organisations claim to represent the aspirations of the Griqua community (Van Gass, 1995:16; Van Staden, 1998:3). Van Gass (1995:18) comments that it is important to know which organisation is legitimate to represent the aspirations of the Griquas so that it could effectively negotiate on behalf of the Griquas.

As has already been indicated in paragraph 4.2, the Griquas would like to be empowered by education in stock farming, grain cultivation and irrigation so that many of its youth and adults could receive training in agriculture with the possibility of becoming commercial farmers. There is a need for the development of modern small farmers for the development of, for example, wine and strawberry farms, land irrigation and other entrepreneurial activities. The towns that are earmarked for agricultural development are Campbell, Douglas, Prieska, Koegas en Groblershoop. The Vaal and Orange rivers flow through these towns. Designated towns for stock-farming are Douglas, Griquatown, Campbell, Daniëlskuil and surrounding towns (cf.par.4.2).

The socio-economic indicators of the Northern Cape Province are reflected in Table 4.5.

TABLE 4.5: Socio-economic indicators of the Northern Cape Province

Indicators	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Northern Province	Gauteng	North West	South Africa
Area (km ²)	129 386	363 389	129 437	170 616	91 481	82 333	116 824	21 025	118 710	1 223 201
Population, 1994	3 771 867	776 744	2 903 304	7 057 398	8 881 487	2 835 318	5 332 402	7 915 023	3 646 365	43 119 908
Population growth, 1985-1994 (%)	1,97	0,89	1,72	2,96	2,91	2,67	3,97	2,18	3,20	2,70
Density (persons per km ²)	29,2	2,1	22,4	41,4	97,1	34,4	45,6	376,5	30,7	35,3
Functional urbanisation level, 1994 (%)	89,4	77,0	62,5	43,3	45,9	49,5	32,4	97,0	49,8	57,9
Human development index, 1991	0,826	0,698	0,657	0,507	0,602	0,694	0,470	0,818	0,543	0,677
Personal income per capita, 1994 (R)	14 304	8 309	7 621	3 985	5 924	6 353	2 288	19 961	4 995	8 418
Literacy rate, 1994 (%)	95,41	80,55	85,18	73,11	85,01	76,20	74,27	93,77	70,05	82,77
Pupil/teacher ratio, 1993	23	25	34	39	37	36	35	27	24	32
Life expectancy, 1994	67,80	62,84	62,10	60,84	61,69	62,57	62,87	66,29	59,91	63,21
Infant mortality rate, 1994	26,28	30,89	44,53	57,09	43,84	40,41	55,91	34,53	42,47	41,0
Hospital beds per 1 000 people, 1995	3,58	4,29	3,5	3,07	4,13	2,29	2,9	6,35	3,91	3,93
Labour force, 1995 (000)	1 734	285	1 050	1 739	2 724	973	1 119	3 584	1 148	14 356
Participation rate, 1994 (%)	72,8	58,9	53,0	48,4	56,0	53,0	45,9	75,7	60,3	59,1
Labour absorption capacity, 1994 (%)	63,8	55,8	65,7	42,4	52,4	51,0	42,1	56,9	55,5	53,9
Unemployment rate, 1995 (%)	18,6	27,2	26,1	41,4	33,1	33,4	41,0	20,9	32,8	29,3
Male absenteeism rate, 1994 (%)	3,1	5,0	25,4	-28,8	-15,5	0,2	-24,1	22,0	1,7	-5,3
Dependency ratio, 1994 (no. of people)	1,2	1,8	2,0	3,0	2,2	2,5	3,0	1,3	2,1	2,0
Nominal GGP, 1994 (Rm)	53 873,8	7 999,7	23 688,3	29 049,1	57 007,1	31 541,9	13 791,2	144 359,3	21 251,6	382 562,0
Real GGP, 1994 (Rm)	34 337,8	5 288,0	15 688,3	18 535,5	36 628,7	21 664,9	9 129,0	92 183,9	14 260,5	247 716,7
Growth, 1980-1994 (%)	1,6	0,3	-0,3	1,4	1,4	3,4	5,2	0,4	1,1	1,1
Contribution to GDP, 1994 (%)	14,1	2,1	6,2	7,6	14,9	8,2	3,6	37,7	5,6	100
Real GGP per capita, 1994 (R)	9 104	6 808	5 404	2 626	4 124	7 641	1 712	11 647	3 911	5 745
Real GGP per worker, 1994 (R)	31 322	33 892	24 799	24 770	25 521	44 955	17 836	46 569	21 585	32 161
Personal income/GGP, 1994 (%)	96,5	77,8	89,0	89,2	88,9	59,3	81,0	94,9	78,7	88,8

Like in any other province, education costs are high. The per capita expenditure in the Northern Cape Province for 1995/6 was R3 660, excluding capital expenditure. The provincial vote for Northern Cape Province was R705 524 000 in 1997/98 (Mouton et al., 1998:48). The Northern Cape Province is unfortunate in the sense that although it is the largest province in the country, it has a low population number. (The budget allocation for each province depends on the number of inhabitants in that province.)

In the case of the economy of the Northern Cape Province it is necessary to comment on agriculture, mining and manufacturing that are the main economic activities in the province. Each will be discussed briefly (Meyer & Rousseau, 1998:79-84):

- Agriculture

The agricultural sector is highly integrated with other sectors of the economy through backward and forward linkages. This allows the sector to generate employment and income opportunities across the total economy, far in excess of most other economic sectors. The majority of the Griqua community is employed in this sector (Van Staden, 1998:5).

- The market

Opportunities exist to expand the agro-industrial potential in the following industries:-animal feed processing plants; meat processing plants linked to livestock products; potato processing plants; vegetable canning and drying plants and milling.

- Farming activity

There are about 7448 commercial farming units in the province, covering a surface area of 29 598 710 ha with an average farm size of 3974 ha. The number of commercial farmers is estimated at 5633 employing 83 854 farm workers. This number includes workers from the Griqua community (cf. par. 4.2)

- Crop production

The crop production potential of the province correlates strongly with water availability and irrigation potential. Field crop production shows a decreasing trend, which follows the national trend. The main cause of this decline is the low profitability of the field crop production and the impact of the general trend towards market liberalisation and a free market in the production of cereals. The province has the internationally known Vaalharts irrigation scheme.

- **Livestock production**

Livestock production is comprised almost exclusively of extensive sheep farming, which accounts for nearly 15 % of the total farm income in 1995.

- **Mining**

The mining sector is very diversified. In 1995, there were a total of 113 mines in the province consisting of 16 different kinds of mines. These mines employed 22 414 people at a unit labour cost of R36 097 per person. The statistics highlight the predominance of diamonds in the mining sector. Thirty-eight of the mines in the province were diamond mines, employing 45,5 % of the people involved in mining. Some 53 % of remuneration received by employees in mining in the province come from diamond mines. Although the Griquas claim to be legitimate owners of the diamond fields in the Northern Cape Province, this sector employs less Griquas than all the other economic sectors (Engelbrecht, 1999).

- **Manufacturing**

Manufacturing is geographically concentrated, with 80,2 % of the net output produced in only three magisterial districts. Kimberley contributed 40,8 %, Gordonia 20,2 % and Warrenton 19,2 % to the net output. Employment manufacturing establishments were also geographically concentrated, with 46,1 % of the total employed in Kimberley, 32,1 % in Colesberg, 14,5 % in Gordonia and 11,3 % in Warrenton.

The first few years of free education to the Griqua children are not without costs to their families. Children of primary school age are needed to work, either on the family farm or elsewhere, usually at the same time they are required to be at school. If a child cannot work because he is at school, the family suffers a loss of valuable subsistence output. As a result of these higher opportunity costs, school attendance, and therefore school performance, tend to be much lower for children of poor Griquas than for those from relatively higher income backgrounds. Their relatively poor school performance might not have anything to do with a lack of cognitive abilities. On the contrary, it merely reflects their disadvantaged economic circumstances. Slum conditions and rampant unemployment turn health-care spending into a bottomless pit. The same could be said for education. No amount of spending will turn a malnourished Griqua infant into a productive and responsible citizen. Engelbrecht (1999) avers that most Griqua learners leave school unable to fully use language and unable to communicate complex issues in a simple manner. Furthermore, they have limited understanding of the relevance of what they have learned, and a distorted picture of how business, industry and society function as a whole. This state of affairs is aggravated by the AIDS epidemic facing

South Africa. HIV-prevalence among pre-natal clinic attendees has increased twenty-fold over the past eight years. It is estimated that over three million people in South Africa are already infected with the virus, and hundreds more are infected daily.

There is a need for Griqua learners to understand the economic system to enable them to participate fully in the economy of the province, that is, to have a knowledge of agriculture, mining and manufacturing. Furthermore, the curriculum should enable school-leavers to take part in the world of work. Schools should enable Griquas to earn a living. Non-formal education that includes vocational training should be introduced.

The following indicators can be deduced from this determinant (cf.par.4.4.2.3):

- 4.4.2.3.1 Different cultural groups have been trying to keep the cultural identity of the Griquas intact, namely the Griqua National Conference, the Griqua People's Organisation and the United Griquas of Griqualand West. These organisations do not see eye to eye.
- 4.4.2.3.2 The education costs in the province are high.
- 4.4.2.3.3 The Northern Cape Province is unfortunate in the sense that although it is the largest province in the country, it has a low population number. The budget allocation for each province depends on the number of inhabitants in the province.
- 4.4.2.3.4 Agriculture, mining and manufacturing are the major economic activities in the country.
- 4.4.2.3.5 Griquas are highly involved in agriculture.
- 4.4.2.3.6 The school curriculum should enable Griqua school-leavers to take part in the world of work.
- 4.4.2.3.7 There is a need for the development of modern small farmers for the development of land irrigation and other entrepreneurial activities.
- 4.4.2.3.8 Designated towns for agricultural development by the Griquas are Campbell, Douglas, Prieska, Koegas and Groblershoop. Designated towns for stock-farming are Douglas, Griquatown, Campbell and Daniëlskuil.

4.4.2.3.9 The mining sector employs less Griquas than all the other sectors.

4.4.2.3.10 Griqua children of primary school age are needed to work, either on the family farm or elsewhere, usually at the same time they are required to be at school.

4.4.2.3.11 The AIDS epidemic is a concern for every community in South Africa.

4.4.2.3.12 The Northern Cape Province's economy is relatively small with a high unemployment rate.

4.4.2.4 Political and institutional situation

Politics as a determinant refers to the views of people or groups of people as to the way in which the society should be composed and arranged to ensure a secure community. Different political parties have different views about the composition and arrangement of such a secure society and will expect the educational system to present these views to the members of society. The dominant political view in a particular country will have an even greater effect on the educational system, because it will co-determine the several elements of the educational system. It is to be expected that the views of the dominant political party would be introduced into the curriculum and differentiation. Also that it would be reflected in the composition, behaviour and discipline of learners, as well as the behaviour and activities of the educators (Steyn, 1997a:106).

Institutional situation as external determinant refers to the influence that the structure of government has on the education system. The structure of government refers to the existing type of government, for example a centralised union or a decentralised federation, and to the agencies and institutions on the different levels of central and local government responsible for governing the country. The institutional fabric will primarily co-determine the organisational structure of the education system administration. The level of centralisation or decentralisation of educational control will also to a large extent be determined by the governmental structures and functioning (Steyn, 1997a:107).

Although local government elections were held and local authorities established in the Northern Cape Province, these institutions are still undergoing reorganisation and are therefore in a transformation phase. The implications of this are as follows (Ramsden & Potloane, 1998:101):

- Certain functions and activities still have to be consolidated before local authorities could be deemed to be functioning effectively.
- It is difficult to analyse local authorities' financial position during the first three years of its existence as no tangible plans and criteria are available for evaluation purpose.
- Non-payment impacts negatively on resource mobilisation and development.
- A growing number of local councils have defaulted on the Local Authorities Loans Fund, which creates a critical client risk as well as constraints on investments.

Similar to other provinces, political parties play an important role within the provincial and local government of the Northern Cape Province. Party politics have become more institutionalised as a basis for sustainable democracy. The parties in the Northern Cape Province Legislative Assembly include the Freedom Front, the New National Party, the Democratic Party and the African National Congress, which is the majority party (Ramsden & Potloane, 1998:102).

The Northern Cape Province Provincial Government is supportive of land reform as a necessary component of sustainable growth and development in South Africa. It is committed to the introduction of land policies and programmes that promote the national vision and simultaneously build on it to address the specific conditions in the province. For this purpose, the National Department of Land Affairs has established a Directorate: Land Affairs in the Northern Cape Province (Ramsden & Potloane, 1998:18).

The Griqua community is demanding their original land. They have already engaged in talks with the Provincial Government on this issue (cf.par.3.2). They also want representation in the House of Traditional Leaders. Van Staden (1998:6) notes that of the nine provinces in South Africa only the Western and Northern Cape provinces, Gauteng, and Free State do not have a House of Traditional Leaders. A piece of land known as Griqualand West, which is about one third of the Northern Cape Province, is claimed by the Griquas as theirs. It is rich in minerals, including diamonds. The Griquas also want representation in all government structures of the Province (Van Gass, 1995:17; Van Staden, 1998:6).

The following indicators can be deduced under this determinant (cf.par.4.4.2.4):

4.4.2.4.1 Political parties play an important role within the provincial and local government of the Northern Cape Province.

4.4.2.4.2 The Provincial Government is supportive of land reform as a necessary component of sustainable growth and development in South Africa.

4.4.2.4.3 The Griquas request land and representation in the House of Traditional Leaders and in all provincial government structures.

4.4.2.4.4 The Griquas claim Griqualand West as their legitimate land.

4.4.2.5 Philosophy of life or religion as external determinant

The philosophy of life refers to the perceptions of God/a god, mankind and the creation of different groups present in the target group of a particular educational system. Different perceptions of God/a god result in different religions. Philosophy is a very strong determinant of an educational system. This is because, while the educational system is a product of man's action and man's action are determined by his philosophy of life, the complete nature and functioning of the educational system are determined by a particular philosophy of life. All the elements of the national educational system are therefore at least determined by the dominant philosophy present in the target group. Religion, namely the worship of God or an idol, has a more limited influence on the educational system. Its influence will be primarily on the curricula and differentiation. The church usually expects the contents of the subjects to agree with its principles and, if possible, that its dogmatic doctrines to be taught in schools (Steyn, 1997a:108).

Section 15 of the Constitution (SA, 1996) determines inter alia that everyone has the right to freedom of conscience, religion, belief and opinion. Furthermore, this Section provides that religious observance may take place at state and state-aided institutions. Examples of such religious observances at public schools consist of daily opening/or closing with, for example, Scripture-reading and prayers. Section 15 also provides that the following principles be followed at such religious observances (SA, 1996):

- The rules issued by the appropriate public authority for the holding of such gatherings must be adhered to. In the case of education, the "public authority" will be the member of the executive committee responsible for education in the particular province.

- Religious observance must be conducted on an equitable basis. There should be a balance in numbers between the number of adherents to a particular faith in school and the faith and/or doctrine that is practised within the particular school.
- The attendance of such religious observance gatherings must be free and voluntary.

The members of the Griqua community are Christians belonging to different Griqua churches, of which there are many. The most popular church that has bound the Grikwas together from the past is the Griqua Independent Church with a strong influence from the London Missionary Society (LMS) (Van Staden, 1998: 7).

Parents from the Griqua community normally reflect a widespread awareness that an individual's beliefs about right and wrong are deeply rooted in feelings and emotions developed through early childhood experiences. In consequence, contact with alternative beliefs is potentially distressing and disorienting, even when no forcible attempt is made to change the individual's beliefs or behaviour. It is an understandable reaction to wish to strengthen their children's commitment to the belief system of their own cultural group by reducing opportunities for mingling with others during their formative years. The sense of responsibility for their children's well-being, in addition to the adults' own need for a clear cultural identity, militates against mutual tolerance and understanding (Engelbrecht, 1999).

The following indicators can be deduced from this determinant (cf.par.4.4.2.5):

- 4.4.2.5.1 The Grikwas are a Christian community and are therefore adherents to the Christian philosophy of life.
- 4.4.2.5.2 Their main church is the Griqua Independent Church, although there are other churches that have been highly influenced by the London Missionary Society.

4.4.3 Internal determinants

In the Northern Cape Province the role and importance of education is taken very seriously due to the fact that the level of education of society influences its welfare through its indirect effects on health, fertility and life expectancy. In recognition of the role of education, like in the rest of South Africa, a campaign of learning and teaching has been launched in the province that involves communities in combating factors that militate against effective learning and teaching.

In February 1997, Curriculum 2005 was unveiled, aiming to shift from a content-based curriculum to one based on outcomes. The South African Schools Act, No.84 of 1996 is also in operation. The key points of the Act are that the values of the democratic Constitution apply to education, learners have a basic right to education that must be respected, protected and promoted, and the importance of a partnership between the State, educators, parents, learners, the private sector, and the community.

In this section the internal determinants of education provision in the Northern Cape Province will be discussed.

Internal determinants imply the forces and factors in the education system, where one component influences the other positively or negatively. The internal determinants may be educative, historic or interactive in character (cf. fig. 4.1).

- Internal determinants of educative nature

When the focus is placed upon the learners, the character of the determinants is educative in nature. In this case the character and contents of the education system are determined by the age, sex, culture, individual aptitude, abilities, interest and numbers of learners as well as by sound education basics, such as, for example, method of teaching, curricular, evaluation and certification.

- Internal determinants of historic nature

When the existing content or condition of the education system components stimulates or restricts the provision for educational needs of the target group, the internal determinants obtain a historic character. Existing education facilities or the qualifications of the educators can, for example, limit the introduction of a new subject or a course, while sufficient provision of education facilities and a high level of educators' competencies will stimulate the introduction of new subjects, courses and programmes.

- Internal determinants of interactive nature

Internal determinants have a character of interaction when the character or content of one component stimulates or limits the character or content of another component. An example of such an influence occurs when the fixing of school times (structure for teaching) should coincide with the possibility of the use of school buses (support services), or when the distribution of educational institutions (structure for teaching) necessitates the decentralisation of distribution offices (education system administration) for educative materials (Steyn, 1997a:101).

For the purpose of this study, internal determinants of historical nature apply.

4.4.3.1 Education

The Northern Cape Province Education Department is divided into four regions, each headed by a regional manager. The head office is situated in Kimberley. These regions are De Aar, Kimberley, Springbok and Upington (September, 1998:3). The regions that include learners of the Griqua community are De Aar, Kimberley, and Upington (cf. par 4.4.1.1).

4.4.3.2 The learners

The Northern Cape Province had a total learner enrolment of 206 597 in 1998. Of these 141 050 were primary school learners and 65 547 were secondary school learners. These numbers do not include the number of learners in special education. These numbers are less in comparison with the rest of the country (cf. table 4.6 & fig. 4.2 and table 4.7 & fig. 4.3).

TABLE 4.6: Number of primary and secondary school learners by province, 1998

	PRIMARY	SECONDARY	TOTAL
N/Cape	141 050	65 547	206 597
Free State	512 388	298 301	810 689
W/Cape	601 927	300 952	902 879
Mpumalanga	617 899	317 629	935 528
N/West	621 557	332 180	953 737
Gauteng	911 744	512 247	1 424 021
N/Province	1 136 375	674 228	1 810 603
Eastern Cape	1 645 444	656 486	2 301 930
KwaZulu-Natal	1 858 041	867 330	2 725 371
TOTAL	8 046 455	4 024 900	12 071 355

Source: Department of National Education, 1998

FIGURE 4.2: Number of primary and secondary school learners by province, 1998

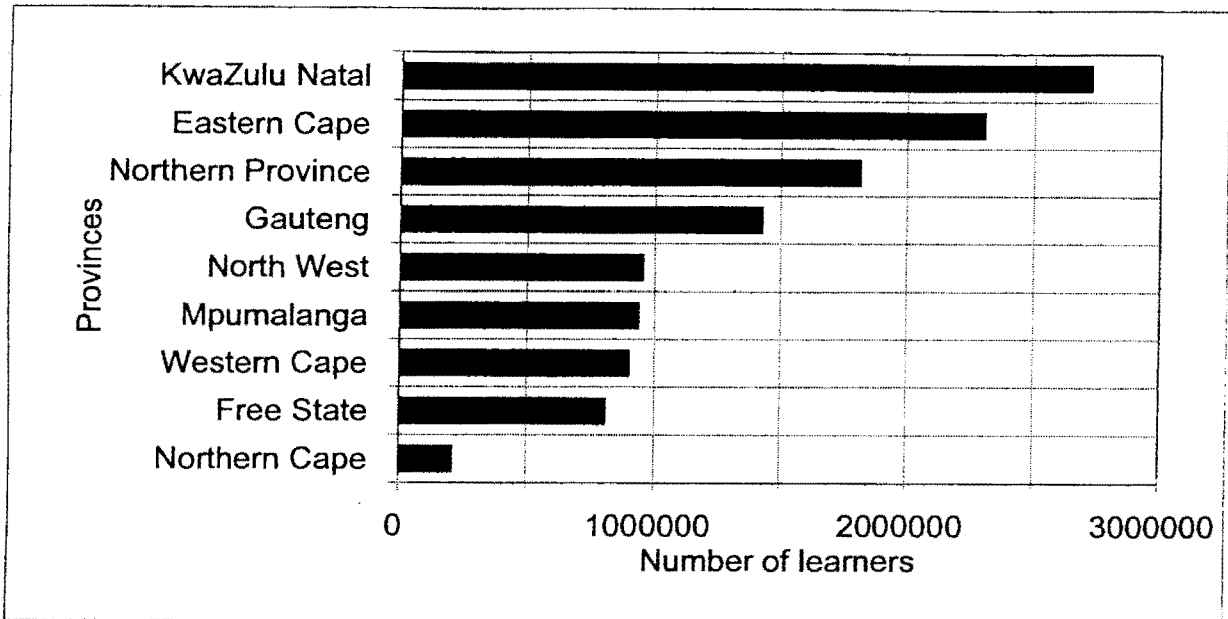
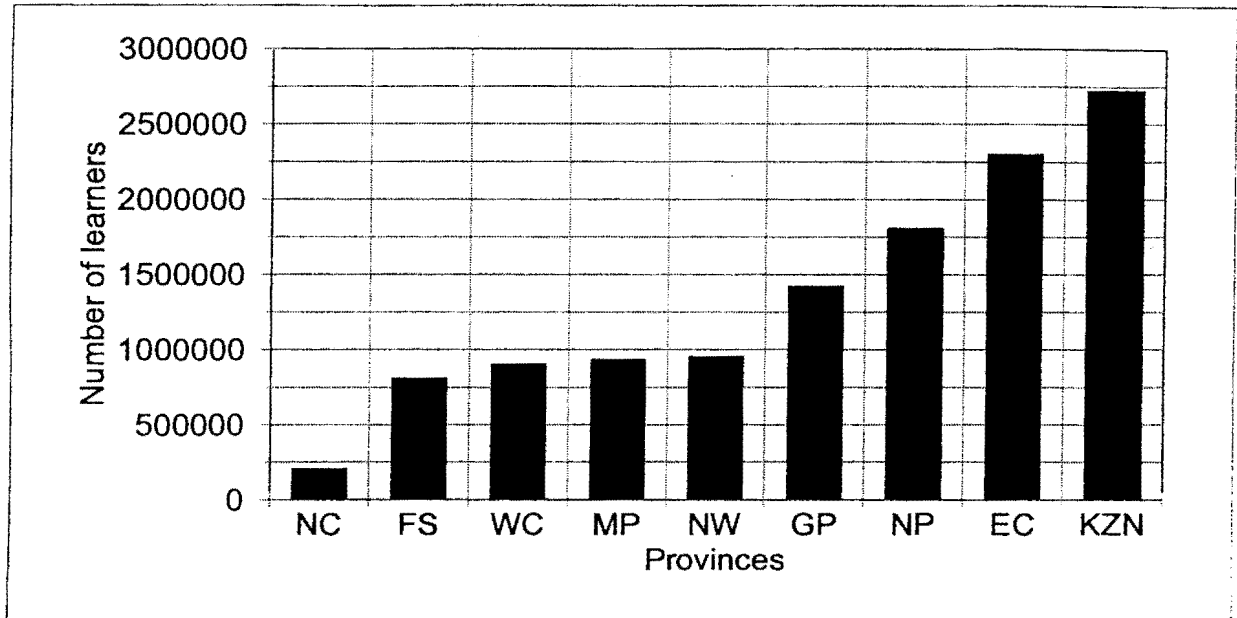


TABLE 4.7: Total number of learners by province, 1998

PROVINCE	TOTAL NUMBER OF LEARNERS
N/Cape	206 597
Free State	810 689
W/Cape	902 879
Mpumalanga	935 528
N/West	953 737
Gauteng	1 424 021
N/Province	1 810 603
Eastern Cape	2 301 930
KwaZulu-Natal	2 725 371
TOTAL	12 071 355

Source: Department of National Education, 1998

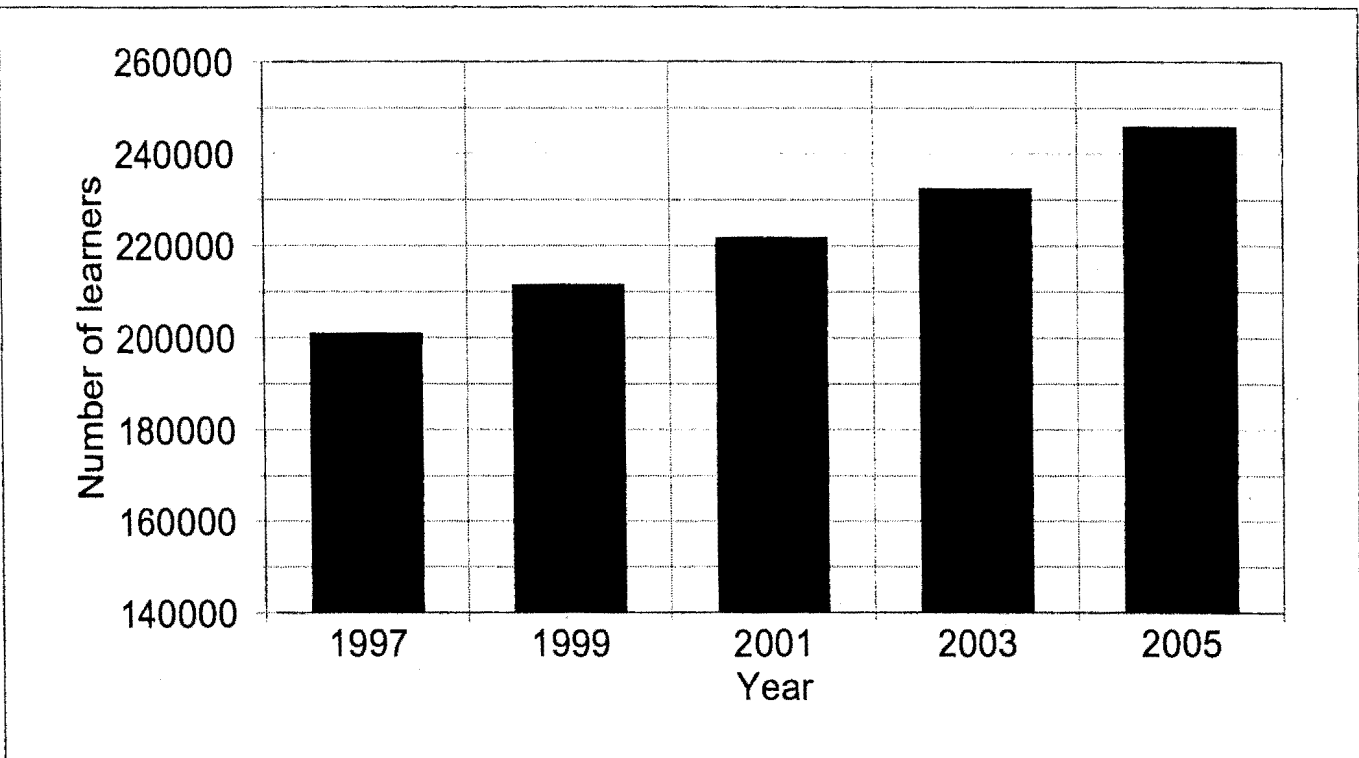
FIGURE 4.3: Total number of learners by province, 1998



Source: Department of National Education, 1998

It is predicted that the Northern Cape Province will experience an increase in school learners over the next decade, bringing the total enrolment for primary and secondary school learners close to 245 900. It is estimated that there will be 171 600 primary and 74 300 secondary school learners in 2005 in the Northern Cape Province. This represents an average annual growth rate of 2.4 % for primary and 4.0 % for secondary school education (cf. fig. 4.4 on the next page).

FIGURE 4.4: Pupil estimates



Source: DIBU, 1998

The above scenario indicates that changes in the demographic structure of the Northern Cape Province population will influence the demand for education. The public sector will find it increasingly difficult to manage its financial affairs due to demands for the provision of public services such as education (Mouton *et al.*, 1998:47).

4.4.3.3 The educators and institutions

The distribution of schools in the four educational regions of the province is reflected in Table 4.8. The Kimberley and Upington regions have the highest number of primary schools, while the number of secondary schools is higher in Kimberley and De Aar. There are only 8 special schools and 15 independent schools in the province (September, 1998:15).

The number of schools and those of educators was 516 and 7142 respectively in 1998 (cf. Table 4.8 and Table 4.9 & Figure 4.5). The number of learners and educators and the corresponding learner/educator ratios are shown in Table 4.10a and 4.10b as well as Figure 4.6.

TABLE 4.8: Number of schools per region in the Northern Cape, 1998

District	Primary	Secondary	Hostels	Special	Independent	Adult	Pre-school
De Aar	79	27	22	-	3	18	22
Kimberley	133	43	19	8	5	19	66
Springbok	70	17	27	-	6	10	25
Upington	122	25	29	-	1	26	36
Total	404	112	97	8	15	73	149

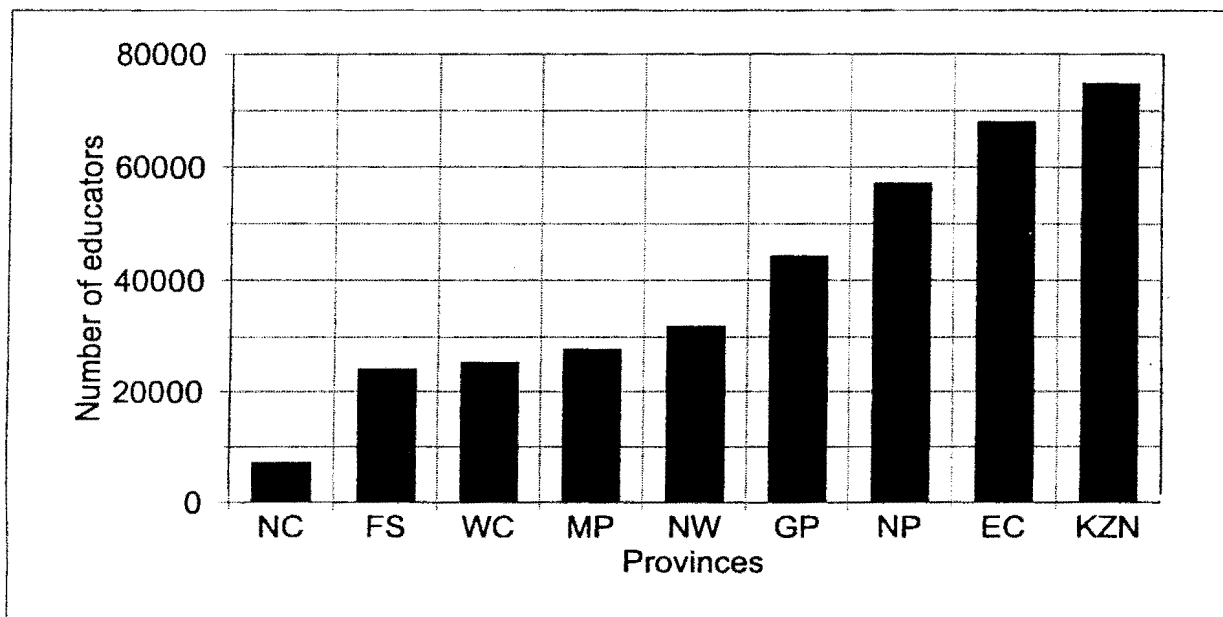
Source: September, 1998

TABLE 4.9: Number of educators by province, 1998

PROVINCE	EDUCATORS
N/Cape	7 142
Free State	24 078
W/Cape	25 393
Mpumalanga	27 804
N/West	31 962
Gauteng	44 324
N/Province	57 155
Eastern Cape	68 033
KwaZulu-Natal	74 834
TOTAL	360 725

Source: Department of National Education, 1998

FIGURE 4.5: Number of educators by province, 1998



Source: Department of National Education, 1998

TABLE 4.10a: Number of learners and educators by province, 1998

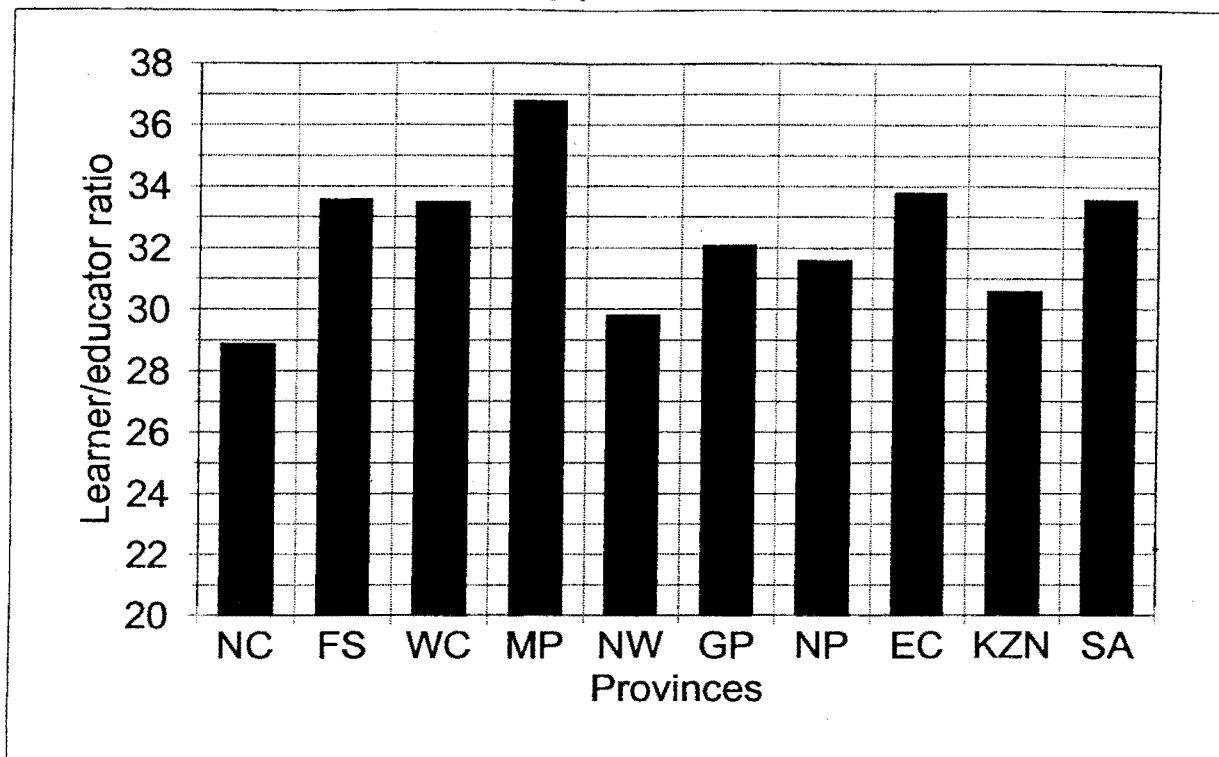
PROVINCE	NUMBER OF EDUCATORS	NUMBER OF LEARNERS
N/Cape	7 142	206 597
Free State	24 078	810 689
W/Cape	25 393	935 528
Mpumalanga	27 804	902 879
N/West	31 962	953 737
Gauteng	44 324	1 424 021
N/Province	57 155	1 810 603
Eastern Cape	68 033	2 301 930
KwaZulu-Natal	74 834	2 725 371
TOTAL	360 725	12 071 355

TABLE 4.10b: Learner/educator ratio by province, 1998

PROVINCE	L/E RATIO
N/Cape	28,9
Free State	33,6
W/Cape	33,5
Mpumalanga	36,8
N/West	29,8
Gauteng	32,1
N/Province	31,6
Eastern Cape	33,8
KwaZulu-Natal	30,6
TOTAL	33,6

Source: Department of National Education, 1998

FIGURE 4.6: Learner/educator ratio by province, 1998



Source: DIBU, 1998

Apart from the above institutions, there are also other institutions such as technical colleges, a college of education and teaching centres. The technical colleges are in De Aar, Kathu, Kimberley, Namaqualand, Northern Cape and Upington. There is only one college of education, namely Phatshimang/Perseverance College of Education. There is no university or technikon in the Northern Cape Province. The teaching centres are the Kimberley Arts Centre, De Aar Education Support Services, Kimberley Education Support Services, Upington Education Support Services and Kimberley Educators' Centre (September, 1998:22).

Adult education centres will be very useful because the Northern Cape Province population consists of predominantly old people. The lack of universities, technikons and agricultural colleges is a drawback for the province, especially for the commercial farmers and matriculants that would like to pursue their higher education at home.

The Northern Cape Province's education achievements are more or less the same as the national average. For example, the adult literacy rate in the Northern Cape Province was 80,6 % in 1994, while the average literacy in South Africa was 82.7 % (cf. Table 4.5).

4.4.3.4 Language

Language as determinant refers to the language used in the target group (the mother tongue) and the level of development, status and recognition of this mother tongue in the community. Language also refers to the official languages of a particular country. It is generally acknowledged that it is difficult to express thought in any real sense without an underlying value system that is understood by both the sender and the receiver in a communication whether both, one or neither speaks the language as mother tongue, and regardless of how scientifically successful the language might be. While the use of a common language may be a politically wise choice for intercultural communication, it is not the best choice for a mere basic reason, namely that the average individual cannot feel, or therefore think, deeply in a language that is not the mother tongue. Whether one begins or ends with language, thought or culture, they are interwoven; the circular pattern holds, with each influencing and being influenced by each of the others. Language will co-determine the language and liaison arrangements of the educational system. In single-language countries (like China and Japan) it is much easier to provide mother-tongue education than in multi-language countries where specific and often expensive arrangements have to be made (Steyn, 1997a:104). The language distribution per region in the Northern Cape is reflected in Figure 4.7 and Table 4.11.

Section 29(2) of the Constitution (SA, 1996) gives everyone “the right to receive education in the official language or languages of their choice”. Oosthuizen (1997:8) alludes that the fact that the Constitution acknowledges eleven official languages, compared to for example, the two official languages of Canada, makes the South African situation even more complicated. It is more difficult and therefore less “practical” (SA, 1996) to furnish public education in the language of choice in all places, all the time to all members of eleven language groups than to do it for the members of the two official language groups of Canada. In South Africa the situation seems to exist where members with a mother tongue other than that of English or Afrikaans more frequently than not make English the language of their choice in public institutions. This quite often leads to the situation where learners from a certain community who choose to receive education in one of the official languages other than English are completely outnumbered by learners who prefer education through the medium of English. This could result in a situation where the application of the “where-numbers-warrant” norm results in a negative outcome according to the expectations of the minority group.

Jacobson (2000:2) states that the Pan South African Language Board recently found that the Director General of the Department of Public Works had violated the language rights of non-English speakers when he issued an instruction that all communication should be in English.

TABLE 4.11: Language distribution per Northern Cape region, 1994

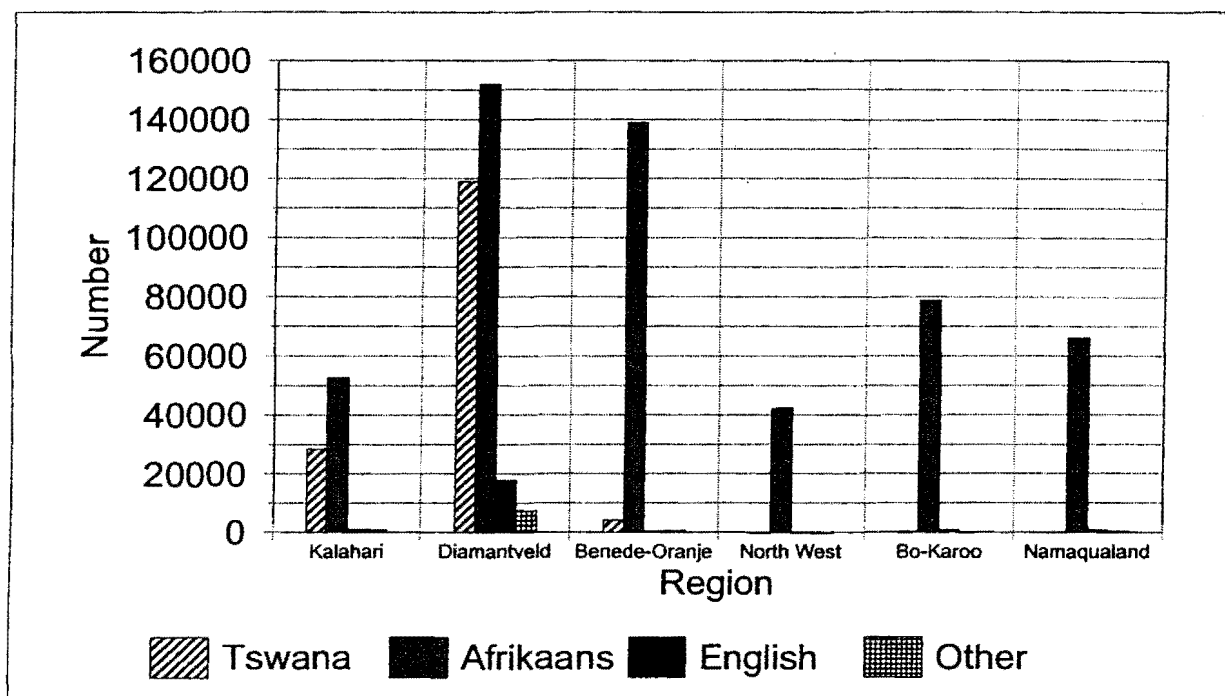
District	Total	Xhosa	Zulu	SiSwati	South Ndebele	North Ndebele	Northern Sotho	Southern Sotho	Sotho	Setswana	Xitsonga	Venda	Ndebele (so stated)	Afrikaans	English	Afrikaans/English	Other
Kalahari Region																	
Kuruman	24 136	107	29	1	0	0	35	127	106	9 760	3	6	0	13 350	243	50	319
Postmasburg	61 498	843	113	3	2	3	46	442	208	18 742	9	1	0	39 450	943	94	599
Total Kalahari Region	85 634	950	142	4	2	3	81	569	314	28 502	12	7	0	52 800	1 186	144	918
Diamantveld Region																	
Barkley-Wes/West	37 575	437	30	15	3	0	69	394	73	19 909	875	2	4	15 211	216	11	326
Hartswater	30 237	1 952	43	13	4	4	142	335	172	15 784	4	17	2	11 540	226	22	0
Hay	11 380	48	0	0	0	0	1	11	10	323	0	0	0	9 936	27	0	1 024
Herbet	26 949	457	15	0	0	0	117	79	41	1 696	1	14	107	20 198	156	18	4 050
Kimberley	186 023	7 514	1 648	8	0	13	252	2 857	320	65 857	29	0	21	88 216	17 047	525	1 722
Warrenton	24 016	646	55	2	0	0	100	369	207	15 199	120	8	14	6 952	122	14	208
Total Diamantveld Region	316 180	11 054	1 791	38	7	17	681	4 045	823	118 768	1 029	41	148	152 053	17 788	590	7 330
Benede-Oranje Region																	
Gordonia	120 036	5 137	96	13	0	1	207	464	227	3 771	39	4	1	109 140	416	12	508
Kenhardt	11 910	5	2	1	0	0	7	0	0	176	0	0	0	11 661	41	1	16
Prieska	20 224	1 330	6	1	1	0	5	71	39	160	1	0	0	18 316	60	1	233
Total Benede-Oranje Region	152 170	6 472	104	15	1	1	219	535	266	4 107	40	4	1	139 117	517	14	757
North West Region																	
Calvinia	19 832	28	1	0	0	0	3	2	2	6	0	0	0	19 742	38	1	9
Camaron	10 323	21	0	0	0	0	0	4	0	0	0	0	0	10 260	33	2	3
Fraserburg	4 459	8	0	0	0	0	0	0	0	0	0	0	0	4 439	12	0	0
Sutherland	3 679	1	0	0	0	0	0	10	10	0	0	0	0	3 661	6	0	0
Williston	4 327	0	0	0	0	0	0	0	0	0	0	0	0	4 323	3	0	1
Total North West Region	42 620	58	1	0	0	0	3	16	12	6	0	0	0	42 425	92	3	13

TABLE 4.11: Language distribution per Northern Cape region, 1994 (continue)

District	Total	Xhosa	Zulu	SiSwati	South Ndebele	North Ndebele	Northern Sotho	Southern Sotho	Sotho	Setswana	Xitsonga	Venda	Ndebele (so-stated)	Afrikaans	English	Afrikaans /English	Other
Bo Karoo Region																	
Britstown	6 862	730	12	0	0	0	5	94	5	4	0	0	0	5 963	35	0	14
Colesberg	16 821	9 316	12	2	0	0	13	253	226	277	1	2	0	6 470	236	7	6
De Aar	28 825 4	6 543	14	0	1	0	12	25	22	27	0	0	0	21 934	213	29	5
Hanover	683	1 867	1	0	1	0	0	19	17	2	0	0	0	2 692	63	0	21
Hopetown	11 734	554	1	0	0	0	1	48	34	17	0	0	0	10 995	25	3	56
Noupoort	9 222	4 392	32	0	0	0	8	7	7	2	0	0	0	4 750	11	0	13
Phillipstown	9 308	2 145	6	0	1	0	1	31	21	7	0	0	1	7 013	50	1	31
Richmond	9 715	1 860	2	0	2	0	2	11	11	0	6	0	0	7 715	66	8	32
Victoria-West	12 455	1 062	1	0	0	0	0	28	0	0	0	0	0	11 263	92	2	7
Total Bo-Karoo Region	109 625	28 469	81	2	5	0	42	516	343	336	7	2	1	78 795	791	50	185
Namaqualand Region																	
Namaqualand	70 505	2 485	9	0	0	0	1	36	11	212	3	0	0	66 251	890	48	559
Total Namaqualand Region	70 505	2 485	9	0	0	0	1	36	11	212	3	0	0	66 251	890	48	559
Total Northern Cape Province	776 734	49 488	2 128	59	15	21	1 027	5 717	1 769	151 931	1 091	54	150	531 441	21 264	849	9 762

Source: Calitz, 1998

FIGURE 4.7: Language distribution per Northern Cape region, 1994



Source: DIBU, 1998

The Board found that he had unconstitutionally excluded the use of Afrikaans and enhanced the status of English while diminishing the status of other official languages. According to the Board it regarded multi-lingualism as the ability of speakers of indigenous languages to use English and based its policy on the view that the use of a variety of languages impeded delivery. The Board called on the Department of Public Works to revoke the instruction and refrain from intimidation of employees on the basis of their language preference. It also recommended that the Department draw up a policy based on the language preferences of employees. Steyn (2000:9) a journalist at the Volksblad daily newspaper, wrote that this decision would have costly implications for the Government and the private sector, especially with regard to printing costs. The Department of Justice, which had taken a similar decision, would have to revoke it, he said.

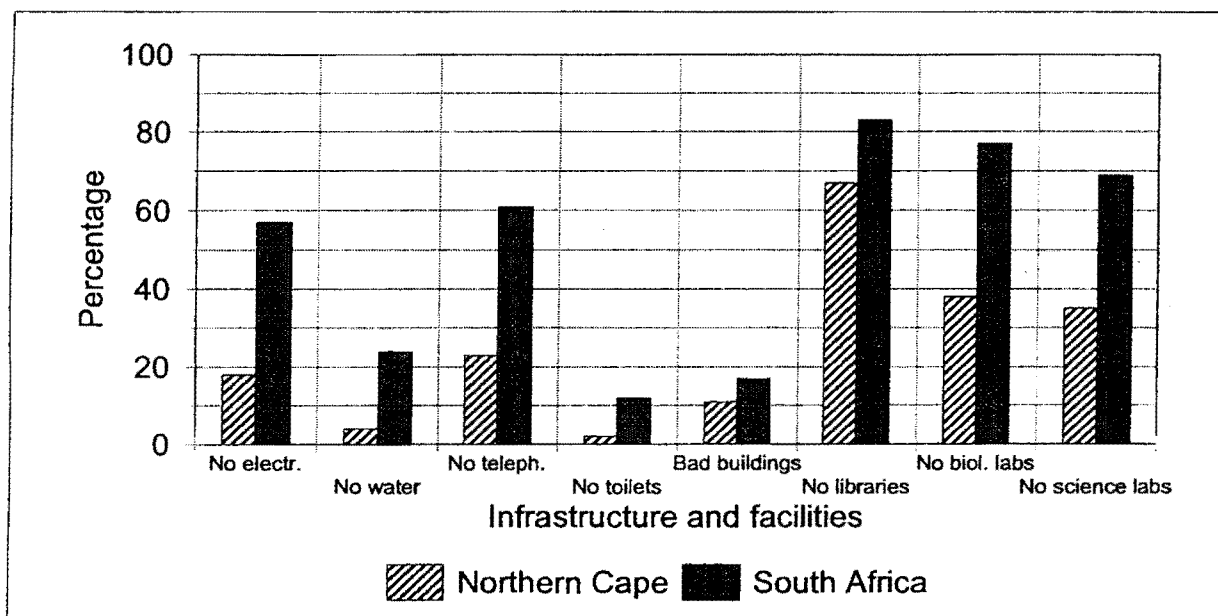
The Griqua community finds itself in a less favourable situation on the issue of language. Their language (Xiri) is not developed, it has no status and it is not recognised as one of the official languages in South Africa. Nurse (1975:10) states that the Xiri language is known to

only a few of the older people, who converse in it among themselves. The language of general use is Afrikaans. The Griquas are of the opinion that had it not been for the fact that they were reclassified as Coloureds by the former Government, their language could have been developed (cf.par.4.2).

4.4.3.5 The physical facilities

In the Northern Cape Province the provision of infrastructure in schools is better than the national average (cf. fig 4.8).

FIGURE 4.8: Infrastructure in schools in the Northern Cape Province



Source: DIBU, 1998

Of the 516 schools surveyed by Mouton et al. (1998:47) 78 % were wired and supplied with electricity, 7 % made use of generators, 99 % were wired but not supplied, and 86 % schools were not wired and not supplied. Only 18 % had no electricity, compared to the national average of 57 %. Only 23 % of the schools in the Northern Cape Province had no water within walking distance as compared to the national average of 24 %. In this Province 89 % of the schools had toilet facilities, while only 41 % schools were using the bucket system. Almost 76 % of the schools had telephones, compared to a national average of 38 %.

More than 67 % of the schools had no libraries; while 38 % of the secondary schools in the Province had no biology laboratories and 35 % was without science laboratories. The conditions of the school buildings in this Province were average. Some 40 % of schools were in excellent or good condition, 48 % needed minor repairs, while only 2 % were regarded as unsuitable for education by the School Register of Needs survey of 1996. The state of infrastructure in South African schools is reflected in Table 4.12.

TABLE 4.12: Infrastructure in South African schools

TYPE	NUMBER
SCHOOL WITHOUT:	
Electricity and not wired	14 145
Water on site	6 516
Toilet facilities	3 288
Telephones	16 666
Libraries	22 550
Biology laboratories (Sec Schools)	6 121
Science laboratories (Sec Schools)	5 471
BUILDING CONDITIONS:	
Not suitable for education	1 713
Major repairs	3 090
Minor repairs	10 785
Good or excellent	11 095
Awaiting verification	505
TOTAL SA	27 188

Source: DIBU, 1998

The education system of South Africa is struggling to provide quality education in the light of the fact that 24 % of the schools have no water within walking distance and less than half of the schools (43 %) have power supply. Some 61 % have no telephones, 12 % have no toilet facilities and 83% have no libraries. The lack of these facilities will impact negatively on effective education not only in South Africa but also in the Northern Cape Province.

The following indicators can be deduced:

- 4.4.3.1.1 The common language is not the best choice to be used in schools because an individual cannot feel, or think deeply in a language that is not the mother tongue.
- 4.4.3.1.2 The Griqua language is not developed, it has no status and it is not recognised as one of the official languages.
- 4.4.3.1.3 The language of general use for the Griquas is Afrikaans.
- 4.4.3.1.4 The education system of South Africa is struggling to provide quality education in the light of the fact that 24 % of the schools have no water within walking distance and less than half of the schools (43 %) have power supply. Some 61 % have no telephones, 12 % have no toilet facilities and 83 % have no libraries.
- 4.4.3.1.5 The Northern Cape Province provision of infrastructure in schools, though still inadequate, is better than the average in the country.
- 4.4.3.1.6 There is no technikon, university or agricultural college in the Northern Cape Province.
- 4.4.3.1.7 A number of technical colleges, a college of education, teaching centres, adult education centres and education support services are available in the Northern Cape Province.
- 4.4.3.1.8 Special education is not sufficiently catered for. There are only 8 special schools in the Northern Cape Province.
- 4.4.3.1.9 The number of primary and secondary schools appear to be sufficient for the moment.
- 4.4.3.1.10 Several schools in the Northern Cape Province have hostel facilities.
- 4.4.3.1.11 There are fifteen independent schools in the Northern Cape Province.
- 4.4.3.1.12 The Northern Cape Province's educational achievement is higher than the national average.

4.4.4 SWOT-analysis

The strong and the weak points, as well as the opportunities and threats, are included in the so-called SWOT-analysis. The strong and weak points are usually deduced from the internal determinants, while the opportunities and threats are usually deduced from external determinants of an individual education system. (Steyn, 1997a:125) treat these as follows:

4.4.4.1 The strong points

The strong points refer to those functional aspects where the individual education system is able to perform well, as well as to those structural aspects and services, for example, the necessary experienced and trained personnel available. The strong points usually function centrally in the development plans of an education system. The following strong points can be deduced:

- The availability of adult education centres (indicator 4.4.3.1.7).
- The hostel facilities will be very useful because they offer access to Griqua learners who wish to attend schools in areas other than those in their surroundings (indicator 4.4.3.1.10).
- The availability of independent schools (indicator 4.4.3.1.11).
- The availability of teaching centres (indicator 4.4.3.1.7).
- The availability of educational support services (indicator 4.4.3.1.7).
- The availability of technical colleges (indicator 4.4.3.1.7).
- The availability of primary and secondary schools (indicator 4.4.3.1.9).
- The Northern Cape Province's educational achievement is better than the national achievement (indicator 4.4.3.1.12).

4.4.4.2 The weak points

The weak points on the other hand, refer to those functional and structural aspects that impede or even prevent the effective functioning in a specific field of an individual education system. The strategic plans are usually aimed at the correction or the phasing out of the weak points. The following issues have been found to constitute the weak points:

- Lack of higher educational institutions such as universities, technikons especially agricultural colleges and non-formal institutions in the province is a drawback. These would have readily provided not only employment to the Griqua people, but

would also have provided opportunities for higher education training for the Griqua youth (indicator 4.4.3.1.6).

- An increase in the number of school learners will warrant more facilities, thus putting tremendous pressure on the provincial government (indicator 4.4.2.1.6).
- Science and technology are not balanced in schools in the province (indicator 4.4.2.2.1).
- There is a lack of infrastructure at schools, for example, libraries, biology and science laboratories (indicator 4.4.3.2.4).
- Education for learners with special needs is not sufficiently catered for (indicator 4.4.3.1.8).
- The language of the Griquas is undeveloped and not recognised as medium of instruction (indicator 4.4.3.1.2).

4.4.4.3 The opportunities

The opportunities refer to those positive factors outside the education system that could be used to establish, strengthen or to dynamically expand the domain of education and training of a particular education system. The following opportunities apply:

- The Provincial Government is supportive of land reform as a necessary component of sustainable growth and development (indicator 4.4.2.4.2).
- There is group interest in education and training in the Griqua community (indicator 4.2.1.13).
- The Griquas are involved in agriculture (indicators 4.4.2.2.3 & 4.4.2.3.4).
- The community supports each other and community groups have an interest in education and its development (indicator 4.2.1.4).
- There are expectations from parents and communities regarding the education of children (indicator 4.4.3.2.7).

4.4.4.4 The threats

The threats refer to those external negative conditions that prevent the effective functioning of a specific education system. The opportunities and threats each necessitates timely and purposeful action of all functionaries of the education system in order to utilise the opportunities fully and to avoid the threats. There are usually work-related key competencies that should be used to respond to the opportunities and threats. The following threats were found to be present:

- The Griquas were reclassified as Coloureds (indicator 4.4.2.1.1).
- The Griquas are scattered all over South Africa (indicator 4.2.1.5).
- The Northern Cape Province has a small economy (indicator 4.4.2.3.12).
- The rate of unemployment is very high in the Northern Cape Province (indicator 4.4.2.3.12).
- There is a lack of co-operation among the cultural associations in the Griqua community (indicator 4.4.2.3.1).
- The Griquas are making demands with regard to the issue of land (indicator 4.4.2.4.3).
- There is a lack of representation of the Griquas in the structural arrangements of the Provincial Government (indicator 4.4.2.4.3).
- The spread of AIDS is a threat (indicator 4.4.2.3.11).
- The Griquas have a high population of aged people (indicator 4.4.2.1.5).

4.5 SUMMARY

In this chapter the educational needs and the relevant determinants with regard to the education provision of the Griquas were discussed. The chapter started with a brief history of the Griquas and their origins. The educational needs of the Griquas were next discussed by using the method of focus groups as a research technique. The external and internal determinants followed. These included demography, science and technology, socio-economic, political and institutional situation and philosophy of life. With regard to internal determinants, language and physical facilities were discussed. The strong points, weak points, opportunities and threats were deduced from these determinants.

In the next chapter, strategic planning with regard to the education provision of the Griquas with the aim of finding solutions to satisfy the educational needs of the Griquas will be discussed.