

EDUCATIONAL PROVISION FOR THE GRIQUAS IN SOUTH AFRICA

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ABSTRACT

EDUCATIONAL PROVISION FOR THE GRIQUAS IN SOUTH AFRICA

KEY WORDS: Strategic planning, education provision, minority group, minority rights, educational needs and Griquas in South Africa.

The purpose of this study was to plan the provision of education for the Griquas in South Africa within the context of the educational rights of minority groups. Its main focus was on how to make the education system in South Africa more responsive to the histories, heritages, life experiences and cultural conditioning of the Griquas as a minority group in all its policy-making, programme planning and instructional practices.

International trends have shown that the rights of minority groups have been described in different treaties and conventions of international organisations such as the United Nations (UN), the European Community (EC) and the United Nations Education, Scientific and Cultural Organisation (UNESCO). These rights focused on two main issues, namely the right to own identity and the right not to be discriminated against.

In order to implement the above acknowledged rights (which include the educational rights) of minority groups, several countries have implemented specific measures in their respective education systems, thereby serving the particular religious and/or cultural needs of minority groups in their countries. In nation-states across the world a situation has developed that, while the world is experiencing globalisation of, for example, trade and communication, the area of control and power is being questioned by groups on a regional level. It is primarily minority groups, defined by their ethnic or cultural distinctiveness, in the relevant nation-states, that are seeking to obtain more direct control over their own affairs. Experience has furthermore shown that national unity is not endangered by the recognition of the rights of minority groups but is promoted if the rights of minorities are recognised in a country.

In the educational arena it has become clear that the focus of education should be to equip each learner with the required knowledge, skills and attitudes to effectively fulfil his/her different roles in life. With regard to the issue of the relationship between the minority group and the educational institution, the trend has been to focus on specific educational institutions in order to provide in the minority groups' educational needs. The characteristics and culture of a particular educational institution should be acceptable to the minority group to ensure that the particular minority group takes ownership of it.

In the light of the above information the educational needs of the Griquas, as a case study, were determined by using the focus group discussion as a technique according to the qualitative research method. The results of the focus groups were then compared with the findings of the literature study. In order to make the necessary adjustments, the method of strategic educational planning was used in order to provide in the educational needs of the Griquas. The following trends emerged, amongst others: universal primary education, a diversified high school curriculum with emphasis on science, technology and agriculture, local control of education by the Griquas and special arrangements and/or alternatives for schooling.

OPSOMMING

ONDERWYSVOORSIENING VIR DIE GRIEKWAS IN SUID-AFRIKA

SLEUTELWOORDE: Strategiese beplanning, onderwysvoorsiening, minderheidsgroep, minderheidsregte, onderwysbehoefte en Griekwas in Suid-Afrika.

Die doel van hierdie studie was om die onderwysvoorsiening vir Griekwas in Suid-Afrika te beplan binne die konteks van die onderwysregte van minderheidsgroepe. Die studie het gefokus op wyses om die onderwysstelsel in Suid-Afrika meer simpatiek in te stel teenoor die geskiedenis, erfenis, lewenservaring en kultuurgesindheid van die Griekwas as 'n minderheidsgroep, in sy beleidsbeskrywing, programbeplanning en onderwyspraktyk.

Internasionale neigings het getoon dat die regte van minderheidsgroepe in verskeie verdrae en konvensies van internasionale organisasies soos die Verenigde Volke-Organisasie (VVO), die Europese Gemeenskap en die United Nations Education, Scientific and Cultural Organisation (UNESCO), beskryf word. Hierdie groepregte fokus hoofsaaklik op twee aspekte, naamlik die reg op 'n eie identiteit en die reg op nie-diskriminasie.

Ten einde hierdie erkende regte (insluitend onderwysregte) van minderheidsgroepe te implementeer, is spesifieke maatreëls deur verskeie lande in hul onderskeie onderwysstelsels ingebou om sodoende te voorsien in die besondere religieuse en/of kulturele behoeftes van die minderheidsgroepe in daardie lande. In natiestate dwars oor die wêreld het daar 'n situasie ontstaan waar daar enersyds 'n globalisering van byvoorbeeld handel en kommunikasie plaasvind, en andersyds is die aangeleentheid van beheer en mag op streekvlak bevestig. Dit is veral minderheidsgroepe, gedefinieer deur hul etniese of kulturele verskille in die onderskeie state, wat streef na 'n meer direkte beheer oor hul eie sake. Ervaring het bewys dat nasionale eenheid nie deur die erkenning van die regte van minderheidsgroepe in gevaar gestel word nie, maar eerder bevorder word indien minderheidsregte in 'n land erken word.

Op die onderwysterrein het dit duidelik geword dat die klem van onderwys behoort te wees om elke leerder toe te rus met die nodige kennis, vaardighede en gesindhede om sy/haar onderskeie rolle in die lewe doeltreffend te vervul. Betreffende die kwessie van die verhouding tussen die minderheidsgroep en die onderwysinstelling, was die neiging om te fokus op spesifieke onderwysinstellings ten einde in die minderheidsgroep se onderwysbehoefte te voorsien. Die aard en eienskappe van 'n spesifieke onderwysinstelling behoort aanvaarbaar te wees vir die minderheidsgroep om te verseker dat die betrokke minderheidsgroep eienaarskap daarvan aanvaar.

In die lig van bogenoemde inligting is die onderwysbehoefte van die Griekwas as gevallestudie bepaal deur die gebruik van die fokusgroep as 'n tegniek in die kwalitatiewe navorsingmetode. Die resultaat van die fokusgroep is vervolgens vergelyk met die bevindings van die literatuurstudie. Ten einde die nodige aanpassings te maak, is die metode van strategiese onderwysbeplanning gebruik om in die onderwysbehoefte van die Griekwas te voorsien. Hieruit het onder meer die volgende neigings na vore gekom: 'n universele primêre onderwysstelsel, 'n gediversifieerde hoërskoolkurrikulum met die klem op natuurwetenskappe, tegnologie en landboukunde, plaaslike beheer van onderwys deur die Griekwas en spesiale ooreenkomste en/of alternatiewe vir onderwys.

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