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# Education: The public opinion

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S.W.H. Engelbrecht  
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## PREFACE

There can be little doubt that education is a key issue in South African society despite the unrest and stay-aways that have been a feature of black education in recent times. The virtually daily comments in the press on one or other aspect of education and the general apprehension about the educational situation in the country testify to this. Now that a political solution is in sight in South Africa, the question of what the future educational dispensation should be is looming ever larger. Clearly we cannot wait for the politicians to determine what will happen with education. Educationists and those with an interest in education will have to get together as soon as possible to devise a new educational dispensation for South Africa that will in particular address the current problems of legitimacy, relevance and provision. Should success be achieved here, it will be a major pointer for a future South Africa where all the country's inhabitants can live in peaceful co-existence.

Surely one of the main contributions that can be made to such an endeavour is the provision of up-to-date, usable information on people's views on specific educational matters. Sound decisions on important educational issues can be made only if decision makers have at their disposal accurate information on how people feel about those particular issues. It goes without saying that a future dispensation will be able to claim credibility only if it is apparent that extensive consultations took place and that the opinion of all interest groups were sought and taken into consideration. To help meet this requirement the Group: Education of the HSRC conducted a survey in 1989 and again in 1990 to ascertain people's views on a number of pressing educational matters. This report discusses the findings of the two surveys - a separate report has already appeared on the 1989 survey. In the report in question not only are the 1990 data discussed but comparisons are also drawn with the previous year in instances where the same questions were asked.

The intention throughout was that where questions/statements could meaningfully be repeated, this would be done in an attempt to determine trends. In a similar survey to be conducted in 1991, certain questions

that were asked in the previous two surveys will again be included. However the situation in South Africa is so fluid that some questions/statements will have become irrelevant and will accordingly not be repeated.

Through these surveys and the publication of the data, the Group: Education of the HSRC would like to make a contribution to the current debate on education, specifically in respect of the provision of reliable information on South Africans' views on particular educational issues. At the same time the data give an interesting and significant insight into local expectations concerning education in the country.



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## EDUCATION: THE PUBLIC OPINION

### 1 INTRODUCTION

South Africa is experiencing a period in its history when changes are not only occurring at an unprecedented rate but when the demand for change is also greater than ever before. All population groups realize that change is inevitable and that the time has come to scrap old and dubious practices and to propose new and more viable alternatives. The politicians in particular have an enormous responsibility in that the creation of a new South Africa - not only better than the old one but also more stable and prosperous - lies in their hands. However the politicians should not have to tackle the task of reconstruction single-handedly: they need the support of all South Africans that their decisions can be well considered and sound.

Education also poses great challenges. For some time now there has been a crisis in the legitimacy, relevance and provision of education. This crisis has not yet been addressed, but the demands for an education system that will fulfil everyone's needs vary widely at this stage. It is also crucial to synchronize the proposals for a new political dispensation with the kind of education system that will be implemented in future.

Apart from indications from certain people and interest groups as to what they would expect of a new education system, very little has been done so far to change course toward such a system. Contact between interest groups has been limited to the few occasions when political groups have met or when the public sector (education departments) and the private sector have held talks.

It should be obvious that at the present juncture, reliable and timely information on education and on people's expectations regarding education would be of inestimable value to decision makers. All too often, politicians and officials take important decisions on the assumption that they know exactly what the people want but there is actually relatively little empirical information on how South Africans feel about important issues in education, for example contact between

different groups of pupils, the teaching of particular subjects, the financing of education, the opening of schools to all races, and numerous other related issues.

Two years ago the Group: Education of the HSRC began a project to collect information annually from the general South African public about their views on topical educational matters. The rapid changes currently taking place in the country naturally mean that the same questions cannot be put every year. Some changes are so sweeping that some questions will no longer be applicable and these will have to be replaced by other questions. Nevertheless questions should be respected where possible in an effort to determine trends relating to specific issues.

This is the second report to appear. The data that were collected during the surveys of 1989 and 1990 are discussed in it. Changes in the sociopolitical and educational framework during this period have already led to some of the questions being replaced by others. Nevertheless it was possible to retain a sufficiently large number of questions so that the 1989 and the 1990 data could be compared.

The sampling for the data collection was done by the Centre for Statistics of the HSRC. This report deals with the qualitative interpretation of the collected data.

It is envisaged that the survey will be repeated in 1991 and that once again the statements to which people have to react, will be modified according to prevailing circumstances.

## 2 BIOGRAPHICAL INFORMATION

Tables 1 to 7 contain biographical data on the respondents in the 1990 sample. (For the 1989 data see Appendix A.)

The sample allocation for the black and brown people and Asians was done according to the population distribution indicated by the 1985 population census. The 1990 housing register was used for the sample of white respondents.

The sample realization was as follows:

- \* White respondents: 399
- \* Brown respondents: 400
- \* Asian respondents: 400
- \* Black respondents: 802

TABLE 1: SEX

Sex	% White	% Brown	% Asian	% Black
Male	41,5	38,9	41,5	41,1
Female	58,5	61,1	58,5	58,9
TOTAL	100,0	100,0	100,0	100,0

Practical considerations make only one visit to a household possible. This meant that interviews were conducted more often with women who did not work away from home.

TABLE 2: AGE FREQUENCIES

Age frequencies	% White	% Brown	% Asian	% Black
14 to 19 years	5,8	11,5	14,3	17,0
20 to 24 years	11,7	10,5	12,3	13,3
25 to 34 years	23,7	24,4	22,3	28,3
35 to 44 years	15,2	20,9	24,3	18,2
45 to 54 years	13,7	15,7	15,3	11,2
55 to 64 years	15,1	11,5	8,0	7,0
65 to 99 years	14,7	5,5	3,5	5,0
TOTAL	100,0	100,0	100,0	100,0

TABLE 3: MARITAL STATUS

<u>Marital status</u>	% White	% Brown	% Asian	% Black
Legally married	59,7	48,9	59,0	32,4
Ceremonially married	-	2,7	4,3	11,8
Never married	19,9	32,7	26,8	44,9
Widow/Widower	11,7	9,2	8,3	6,0
Divorced	8,7	4,0	1,8	2,0
Live together	-	2,5	-	2,9
<b>TOTAL</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

TABLE 4: EDUCATIONAL QUALIFICATIONS

<u>Educational qualifications</u>	% White	% Brown	% Asian	% Black
None	-	5,0	3,8	7,6
Gr. 1 & 2, Std 1	-	3,7	1,8	2,9
Std 2	-	4,2	1,3	4,2
Std 3	-	3,0	3,0	3,6
Std 4	-	5,7	3,8	6,6
Std 5	0,5	10,7	5,5	11,1
Std 6 (Form 1)	5,6	19,5	12,5	14,0
Std 7 (Form 2)	5,2	9,7	11,3	11,4
Std 8 (Form 3) & NTC 1	22,4	18,7	20,5	14,5
Std 9 (Form 4) & NTC 2	4,8	6,7	11,0	9,9
Std 10 (Form 5) & NTC 3	30,9	5,7	16,3	10,0
Std 10 & diploma	17,2	4,5	6,5	3,7
B. degree/Honours	11,7	2,5	2,5	0,5
Master's degree	1,4	-	0,3	-
Doctor's degree	0,2	-	0,3	-
Other	-	0,2	-	-
<b>TOTAL</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

TABLE 5: HOME LANGUAGE

<u>Home language</u>	% White	% Brown	% Asian	% Black
Afrikaans	56,8	78,0	-	0,6
English	40,7	22,0	91,5	0,4
European language	1,8	-	0,8	-
Eastern language	0,7	-	7,8	-
Southern Sotho	-	-	-	14,0
Western Sotho (Tswana)	-	-	-	12,8
Northern Sotho (Pedi)	-	-	-	7,9
Swazi	-	-	-	1,2
Ndebele	-	-	-	2,2
Xhosa	-	-	-	21,7
Zulu	-	-	-	33,7
Shangaan\Tsonga	-	-	-	4,6
Venda\Lemba	-	-	-	0,9
<b>TOTAL</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

TABLE 6: OCCUPATION

<u>Occupation</u>	% White	% Brown	% Asian	% Black
Profes., semiprofes.& technical	11,4	6,0	3,5	4,1
Management, executive & admin.	9,1	0,8	2,3	0,1
Clerical and sales	16,3	8,3	12,3	3,6
Transport, delivery & communication	1,5	2,5	1,8	2,4
Services	5,7	5,3	4,8	3,5
Artisan and apprentice	5,6	4,0	2,8	2,8
Mines, quarry, production foreman & supervisor, operator, related workers	7,1	23,6	13,8	26,3
Economically inactive persons	43,1	49,5	58,9	57,1
<b>TOTAL</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

TABLE 7: AVERAGE INCOME PER MONTH

<u>Average income</u> <u>per month</u>	% White	% Brown	% Asian	% Black
None	2,4	13,6	19,8	40,3
Less than R200	-	4,5	1,8	9,9
R200 - R399	4,6	9,0	5,5	8,8
R400 - R599	5,7	15,1	5,8	8,5
R600 - R799	2,4	8,8	4,5	7,5
R800 - R999	1,6	7,3	5,0	7,6
R1000 - R1199	3,5	5,8	10,8	4,5
R1200 - R1399	2,8	6,5	4,0	2,6
R1400 - R1599	2,1	3,3	5,3	2,0
R1600 - R1799	2,1	2,3	3,8	1,3
R1800 - R1999	3,1	1,8	2,8	0,6
R2000 - R2499	11,1	4,8	8,5	0,8
R2500 - R2999	7,9	3,0	3,3	0,5
R3000 - R3499	7,1	2,8	2,0	0,1
R3500 - R3999	6,3	0,5	2,0	0,3
R4000 - R4499	7,3	1,5	2,0	-
R4500 - R4999	3,4	0,5	0,5	0,1
R5000+	17,5	1,8	1,5	0,3
Refuses to answer	5,7	4,3	8,0	1,3
Does not know	3,5	3,0	3,5	3,3
TOTAL	100,0	100,0	100,0	100,0

### 3 THE OPINION SURVEY

#### 3.1 INTRODUCTION

Twenty-four statements on education and the development of education were put to the respondents. Each respondent had to give his views on each statement by indicating to what extent he agreed with the statement. There were four possibilities to choose from, namely agree, agree to some extent, disagree to some extent and disagree. The

statements have been divided into categories for the purpose of this report.

The statements will subsequently be discussed according to category classification. The numbers 1 and 2 refer to the years 1989 and 1990 respectively. For a more detailed analysis, i.e. language groups, educational levels, etc. the reader is referred to Appendix B.

### 3.2 CONTACT BETWEEN LEARNERS OF DIFFERENT POPULATION GROUPS

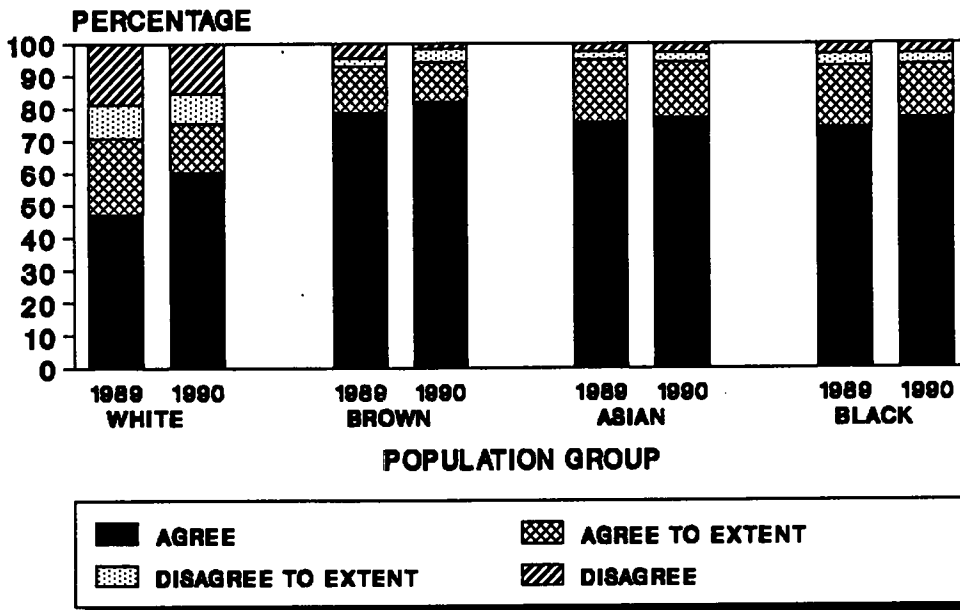
One of the major criticisms levelled at the present segregated school system is that it alienates youths of the different population groups. The same argument naturally applies to Afrikaans-speaking and English-speaking learners who are also educated in separate schools. The differences that exist with regard to language, culture, religion and life style do not become evident every day and consequently young people have not learned to cope with them. In contrast, the work situation is becoming increasingly integrated and young workers are expected to make adjustments for which the school has not prepared them.

While more opportunities are being created for youths from different population groups to be educated together, one has to accept that segregated schooling will remain for some time to come. Consequently it is important to know to what extent South Africans experience a need for contact opportunities and what their views are with regard to the creation of such opportunities.

The 1990 survey indicates that respondents from all four population groups supported the statement that contact across the colour line (Statement 3) should be encouraged. Though the percentage of whites supporting the statement was relatively low when compared with the percentages of the other population groups, 60,6% were still in favour of the idea. For the other population groups the corresponding percentages were 82,1 for brown people, 74,7 for the Asians and 77,0 for the blacks. When the numbers of those who tended to agree are added to the numbers of those who definitely agreed, the percentages increase considerably as can be seen from the total of the two

percentages for the whites, namely 75,6. It is interesting to note that the higher the respondents' qualifications were - in the case of all four population groups - the greater the tendency towards contact. As far as the whites were concerned, more English-speaking than Afrikaans-speaking respondents supported contact.

### STATEMENT 3 CONTACT BETWEEN PUPILS ACROSS THE COLOURLINE SHOULD BE ENCOURAGED



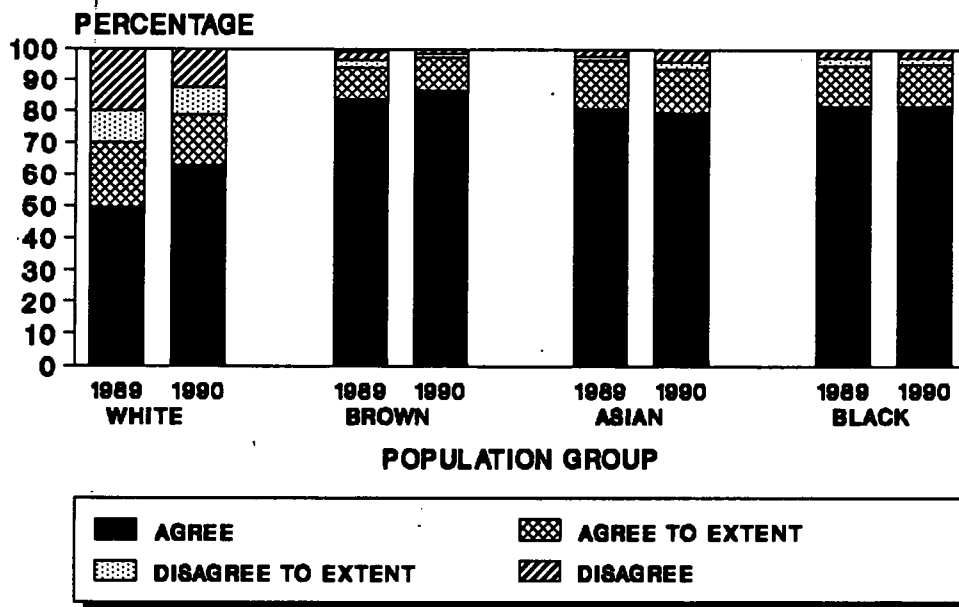
Other statements were that there should be more sports contact between the different groups (Statement 9) and that young leaders from the different population groups should debate matters of immediate concern more often (Statement 22). The majority of the respondents from all four population groups supported these two statements. It is again interesting to note that there was more support among the whites for the idea that youth leaders should debate issues of importance (71,2%) than there was for contact in the sports arena (63,1%).

Though the first statement (Statement 3) was not formulated identically in 1989 - reference was then made to contact between groups specifically during choir festivals, drama presentations and art exhibitions -



it is still of interest to note that the statement as formulated then drew less support from the whites (70,8% supported the idea or were inclined to support the idea). Support from the other groups did not vary to the same extent. The statements concerning contact during sports events and among youth leaders, however, were formulated identically in the two years, and it is considered that these two statements drew the support of 70,1% and 74,0% of the whites respectively in 1989 (those who supported and those who were inclined to support, added together), then it would seem as if in both cases there has been a slight increase in the level of support. As far as the other population groups are concerned, there was strong support in 1989 and 1990 for both forms of contact.

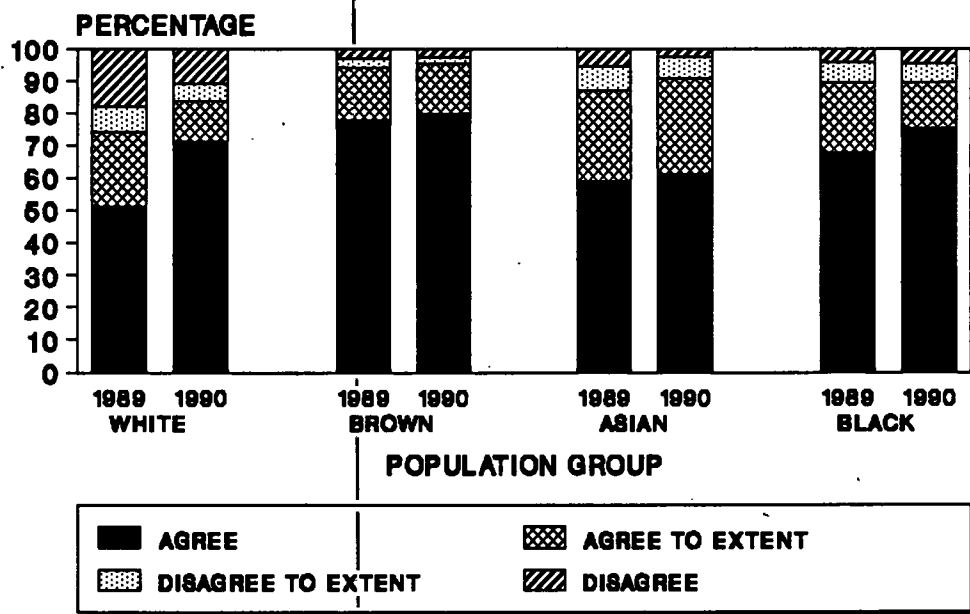
**STATEMENT 9**  
**SPORTS CONTACT BETWEEN PUPILS OF**  
**DIFFERENT POPULATION GROUPS**  
**SHOULD BE ENCOURAGED**



Without analyzing the data in greater detail, it can be concluded that there was considerable support for more contact between the different population groups in different areas of concern. Variations between language groups and/or between various socio-economic groups did occur,

but in general there was a high level of support in these groups and there were more respondents who agreed with the statement or who were inclined to agree, than those who held the opposite view.

**STATEMENT 22**  
**YOUTH LEADERS OF THE DIFFERENT POPULATION GROUPS SHOULD REGULARLY DEBATE ISSUES OF CURRENT INTEREST**



**3.3 PARENTAL SAY**

Much has been written on the topic of parental say in education and this subject has also often been debated. It is not the principle of parental say that is at issue here, but the way in which this say is accommodated in practice. The issue concerns the extent to which parents are involved in or have an actual say in the determination of educational policy. We are concerned here with their involvement in such matters as what should be taught in the schools, the appointment of teachers, the establishment of admission criteria for pupils and the financing of the school's activities. Although the authorities in South Africa have always adhered to the principle of parental say, parental committees and councils have always been bodies with limited

executive powers, and they represent the only mechanisms for parental say in practice. The De Lange Report made a plea for greater parental say in 1981, as can be seen from the recommendation that the functions and power of the school committees and of the school principal and his staff should be extended. This report also emphasized the importance of the freedom of parental choice. Minister Clase's three models also addressed this issue last year. It is important to note that the 1989 survey was conducted before the publication of details on the models and before the 1990 survey was conducted some months later. One can therefore accept that all the discussions regarding the three models did have an influence on the people's responses. The statements in the 1989 and 1990 survey in fact concerned parental choice on certain matters.

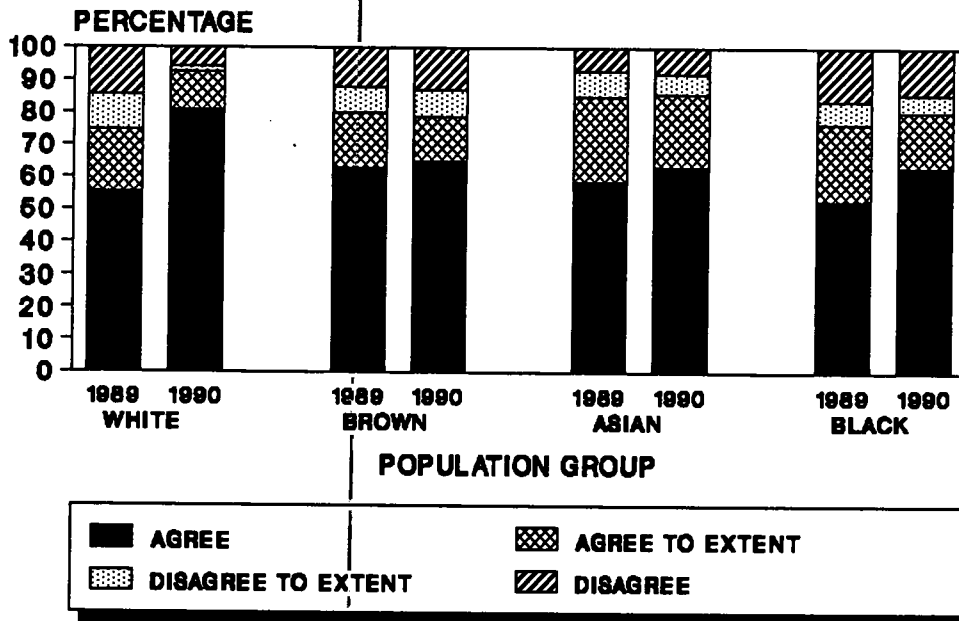
In the two surveys the same three statements were made and it is therefore possible to compare the results for the two years. The respondents were asked whether they agreed or disagreed with the following three statements:

- \* The parent community and not the government should decide which children should be admitted to schools in a particular community (Statement 4).
- \* Parents should send children to a school of their choice (Statement 6).
- \* Parents should have a direct say in their children's schooling (Statement 7).

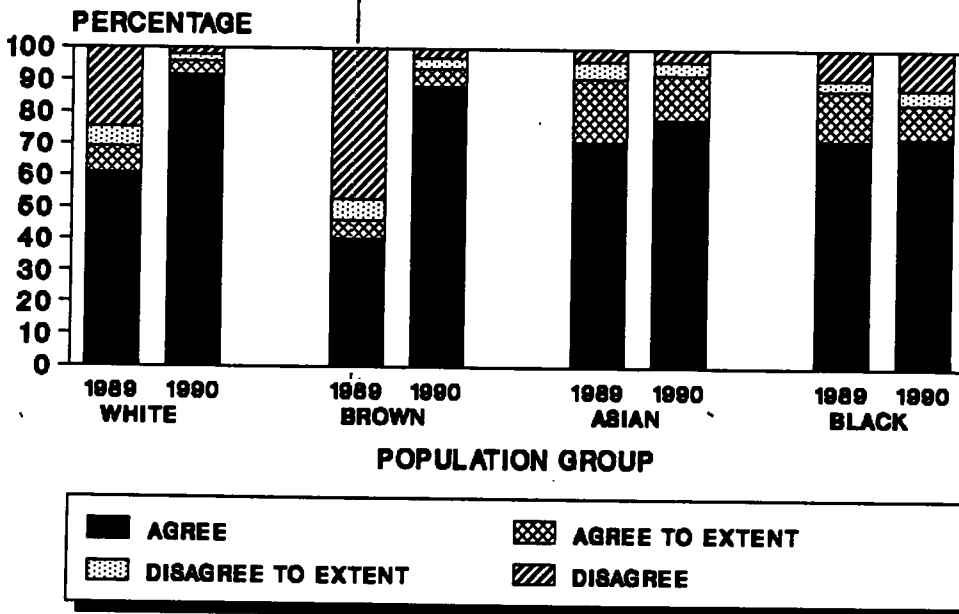
In the 1989 survey the majority of the respondents - in most cases 50% or more - indicated that they supported the first-mentioned statement. When those who were inclined to support the statement were added to the percentages of those who definitely agreed with the statement, the figures rose to 70 and in some cases to 90%. One could therefore deduce relatively strong support for the statements from these responses. The deviation in the 1989 survey (Statement 6) where the majority of brown people (46,6%) did not agree with the statement that parents should send children to a school of their choice was striking

(Statement 7). Nor did they agree with the statement that parents should have a direct say in their children's schooling (43,1% disagreed and 36,1% agreed with the statement).

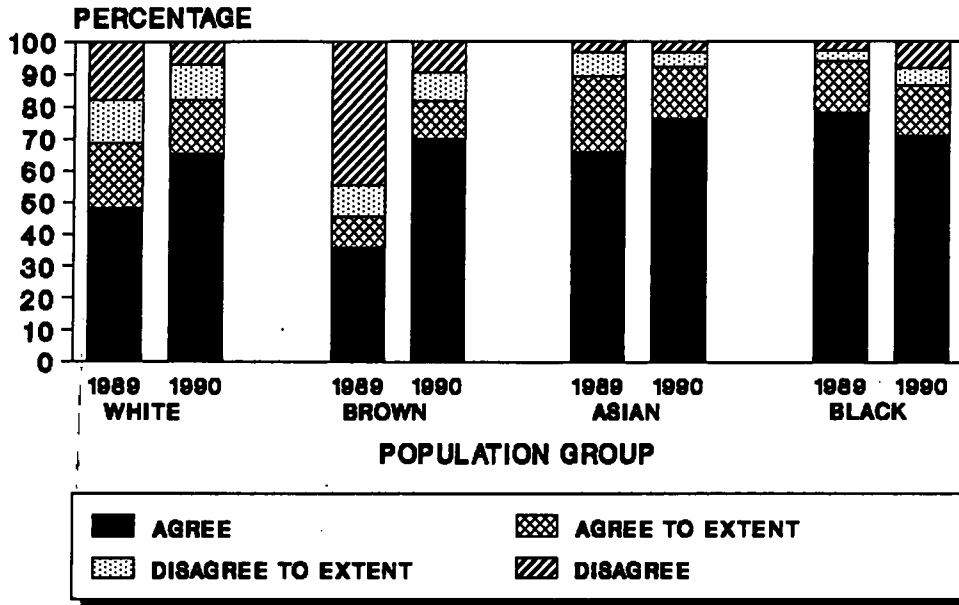
**STATEMENT 4**  
**THE PARENT COMMUNITY SHOULD DECIDE WHICH PUPILS SHOULD BE ADMITTED TO SCHOOLS**



**STATEMENT 6**  
**PARENTS SHOULD SEND THEIR CHILDREN TO A SCHOOL OF THEIR CHOICE**



## STATEMENT 7 PARENTS SHOULD HAVE A DIRECT SAY IN THEIR CHILDREN'S SCHOOLING



The 1990 responses differed in three ways in particular from those of 1989. In the first place there was a general increase in the percentages of respondents who agreed with the three statements. In other words, there was stronger support for the idea that parents should have a say in all three matters. Secondly, the discrepancy in the view of the brown people with regard to the two statements referred to earlier, had disappeared and by far the majority supported both statements. For example, 88,2% of the brown people in 1990 supported the idea that parents should decide for themselves to which school they wanted to send their children (Statement 6), and 70,2% agreed with the statement that parents should have a direct say in their children's schooling (Statement 7). In the third place it was noticeable how the percentages of the whites who supported all three statements, had increased. With regard to the statement that parents should have the right to send their children to the school of their choice (Statement 6), the 1990 percentage of 91,6 differed considerably from the 61,0 of 1989. Similarly 80,9% of the white respondents who in 1990 supported

the idea that the parent community should decide who should be admitted to local schools (Statement 4), again differed largely from the corresponding 55,6 in 1989. Regarding the statement that parents should have a direct say in their children's schooling, the 1990 percentage was 65,5%, whereas in 1989 it had been 48,4%.

In general terms one can conclude that in 1990 and in 1989 the majority in all four population groups supported parental involvement and say, but that a strong increase in this support could be detected in the 1990 responses when they were compared with those of the previous year. It would seem safe to conclude, therefore, that developments in the period between the two surveys had an influence on the views of respondents regarding these issues.

#### 3.4 GROUP IDENTITY, TRANSFER OF CULTURE AND COMMONALITY IN SOUTH AFRICAN SOCIETY

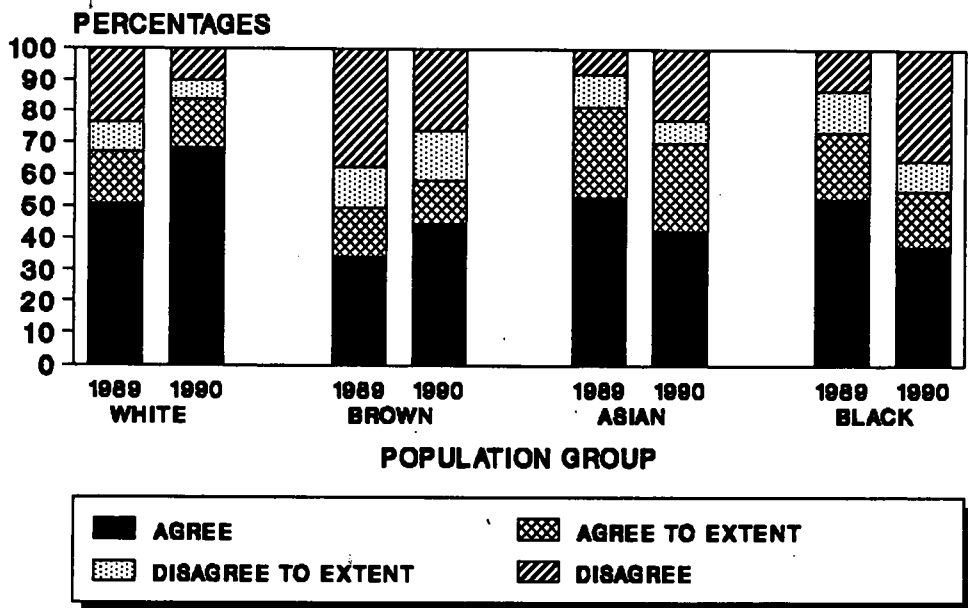
All the concepts referred to in the above heading are heavily loaded in the South African context with special connotations which complicate their use. Consequently one is particularly aware of the special problems involved in using these concepts in an empirical survey. While concepts such as group identity and culture became, in terms of government policy over many years for many people synonymous with a system they rejected, the concept of commonality is a new one which still needs to be legitimized within the broad population context. In retrospect it is difficult to comment on the hidden elements contained in the responses to each of the three statements involved here.

However, it is likely that people regard these concepts as if there were a knowledge base of standpoints accessible to some, but of which others are not aware. As is the case in so many other similar matters, in time one's own point of view is equated with reality and in the process the truth is lost. In the two surveys correspondents were asked to react to the following five statements:

- \* Every community's culture is being adequately transferred in South African schools (Statement 16).

- \* The school should strive to preserve the group identity of every child (Statement 14).
- \* Schools should cultivate a common South African identity (Statement 5).
- \* Provision should be made in school subjects for pupils to study the cultures of other population groups (Statement 1).
- \* The establishment of a common South African identity is only possible in schools where pupils from different population groups are accommodated in the same classrooms (Statement 19).

**STATEMENT 14**  
**THE SCHOOL SHOULD STRIVE TO PRESERVE THE**  
**GROUP IDENTITY OF EVERY CHILD**

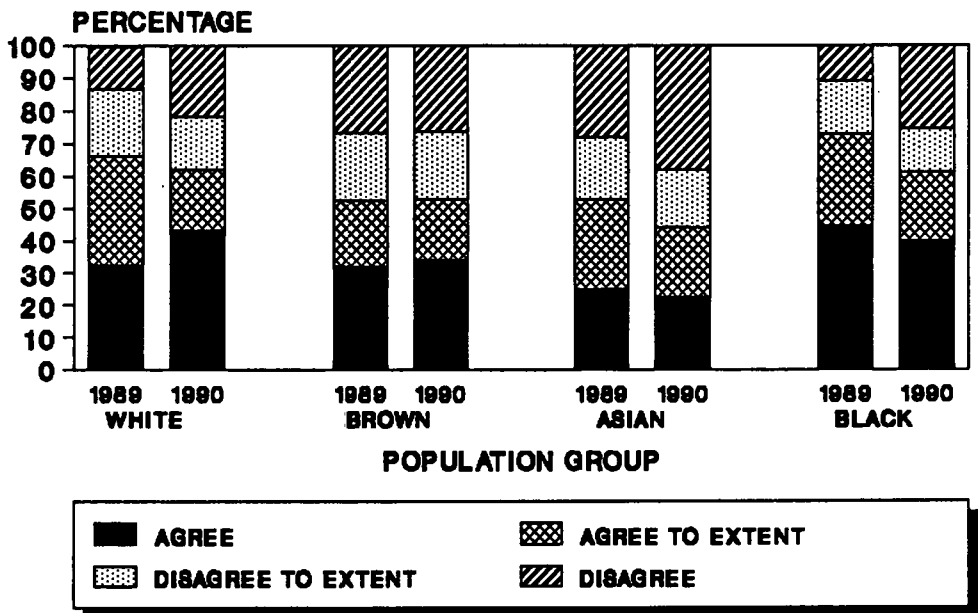


What is noticeable about the 1989 survey is firstly that more respondents (a higher percentage) agreed or were inclined to agree with each statement than those who disagreed or were inclined to disagree. Quite naturally the percentages varied and some statements drew stronger or weaker support from some of the respondent groups. There

was only one exception to this generalization and that was that the majority of the brown people (those who disagreed or were inclined to disagree) rejected the statement that schools should strive to foster the group identity of every child (Statement 14).

In comparison to the white and black people, fewer brown people and Asians in 1989 supported the view that South African schools transfer a community's culture adequately (Statement 16). On taking into consideration the special problems we have in South Africa with these two concepts, the results did not come as a surprise.

**STATEMENT 16**  
**EVERY COMMUNITY'S CULTURE IS BEING**  
**ADEQUATELY TRANSFERRED IN SA SCHOOLS**



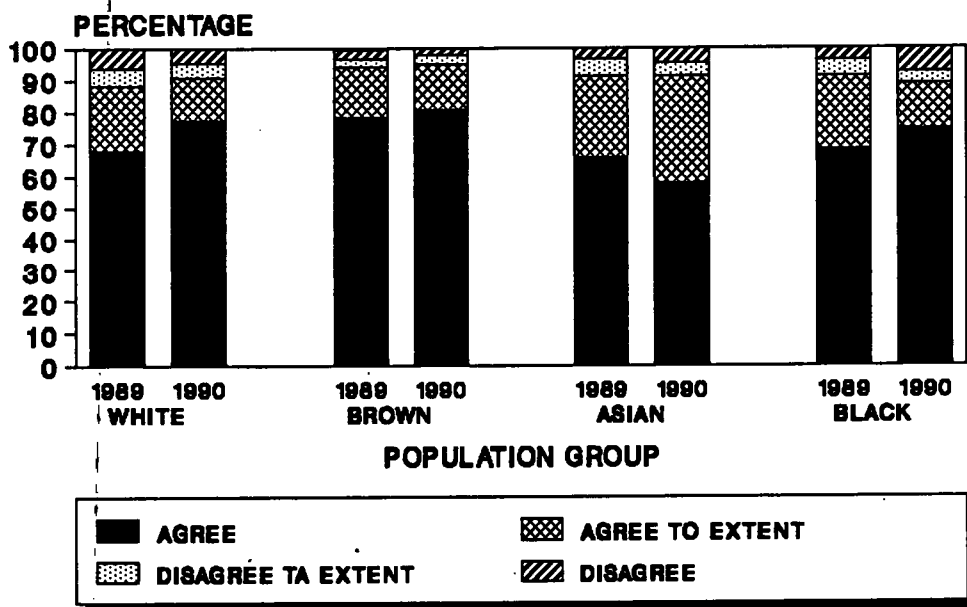
Worth noting is the strong support all four population groups gave to the idea that schools should promote a common South Africanism in all pupils (Statement 5).

The overall impression one gets when comparing the results of the 1990 survey with that of 1989 is that support for the various statements changed very little with only a few noticeable exceptions. Regarding



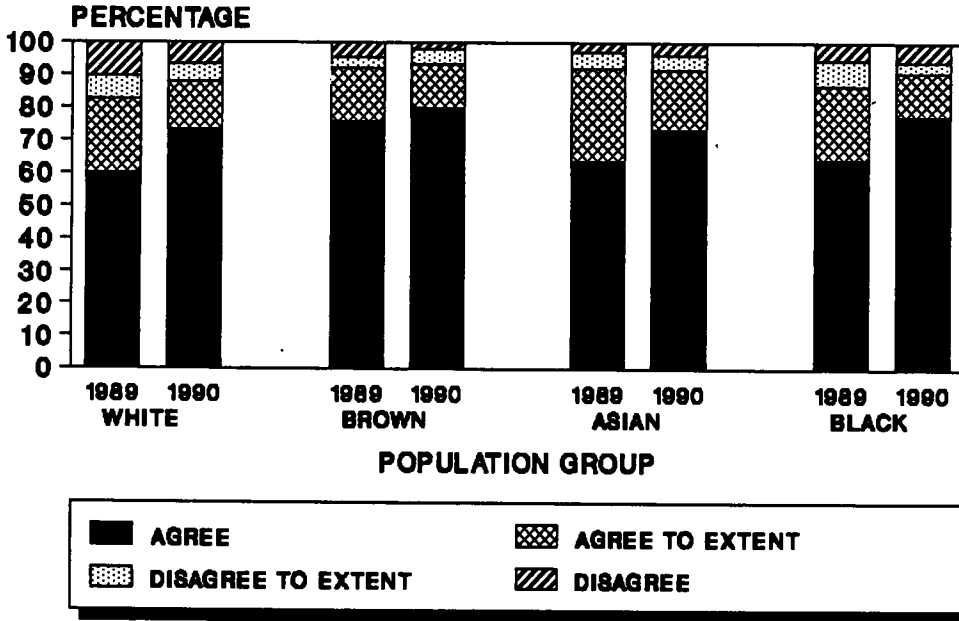
the statement that schools do a good job of transferring the culture of all the various groups, the total of the percentages of those who agreed and who were inclined to agree, was generally lower in 1990 than in 1989 (Statement 16). Only the brown people represented an exception here, with a very small increase in the total of the two percentages. For both the whites and the brown people, however, the percentages of the respondents who fully supported the statement, were slightly higher. The majority of these respondents were Afrikaansspeaking.

**STATEMENT 1**  
**PUPILS SHOULD STUDY CULTURES OF OTHER**  
**POPULATION GROUPS**

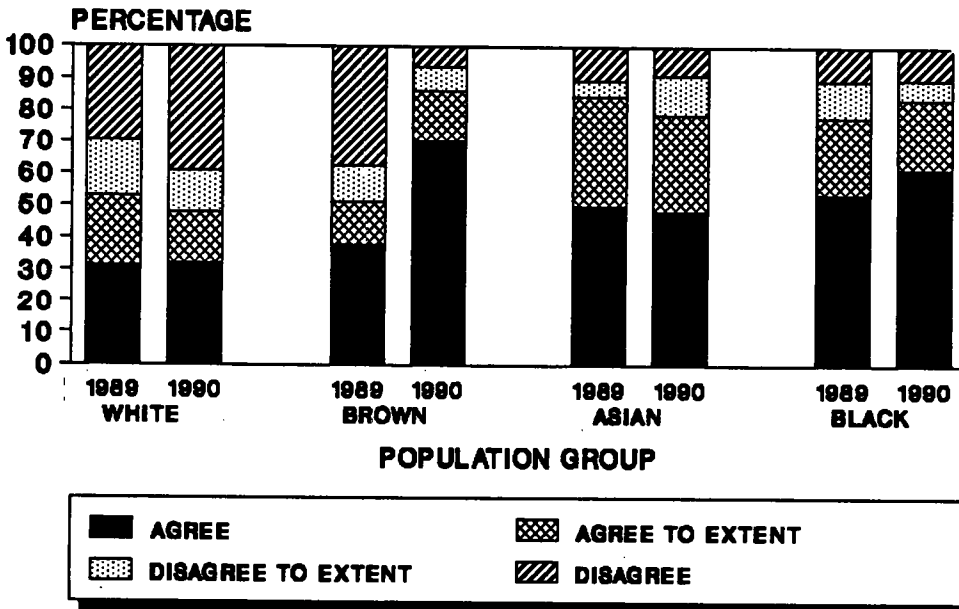


Regarding the statement that schools should foster the group identity of every child, many more whites agreed or were inclined to agree in 1990 than in 1989 (Statement 14). More brown people also supported the idea in 1990, but this can probably be ascribed to the very slight support for the statement in 1989. Also noteworthy is the considerable decrease in the percentage of the black respondents who supported the statement in 1990. In both 1989 and 1990 the majority of the blacks, whites, brown people and the Asians supported the idea of promoting a common South Africanism (Statement 5).

**STATEMENT 5**  
**SCHOOLS SHOULD CULTIVATE A COMMON**  
**SA IDENTITY**



**STATEMENT 19**  
**ESTABLISHMENT OF A COMMON SA IDENTITY**  
**IS ONLY POSSIBLE WHERE DIFFERENT GROUPS**  
**ARE ACCOMMODATED IN THE SAME CLASSROOMS**



It seems safe to conclude that developments during the past eighteen months have had some effect on views regarding these statements. The whites, blacks and the Asians showed slightly stronger support for the statement on the promotion of commonality in education, and the whites especially showed stronger support for matters relating to a community's own identity/culture. However the majority still supported all three statements, and consequently group identity, own culture and commonality should not be seen as mutually exclusive educational activities.

### 3.5 SEGREGATION/INTEGRATION OF EDUCATION

The cardinal issue still remains the opening of South African schools to all population groups. On the one hand such a step would go against all the arguments and rhetoric that have been put forward in some circles over so many years as to why integration of our schools would not be possible or desirable. On the other hand it would do away with an education system that has been unacceptable to a large proportion of the South African community and that has become to many the very essence of a discriminatory practice. In the third place the opening of all the schools to all population groups would bring the country closer to an equal educational dispensation, because the argument has always been -especially after developments in the USA - that separate education cannot be equal.

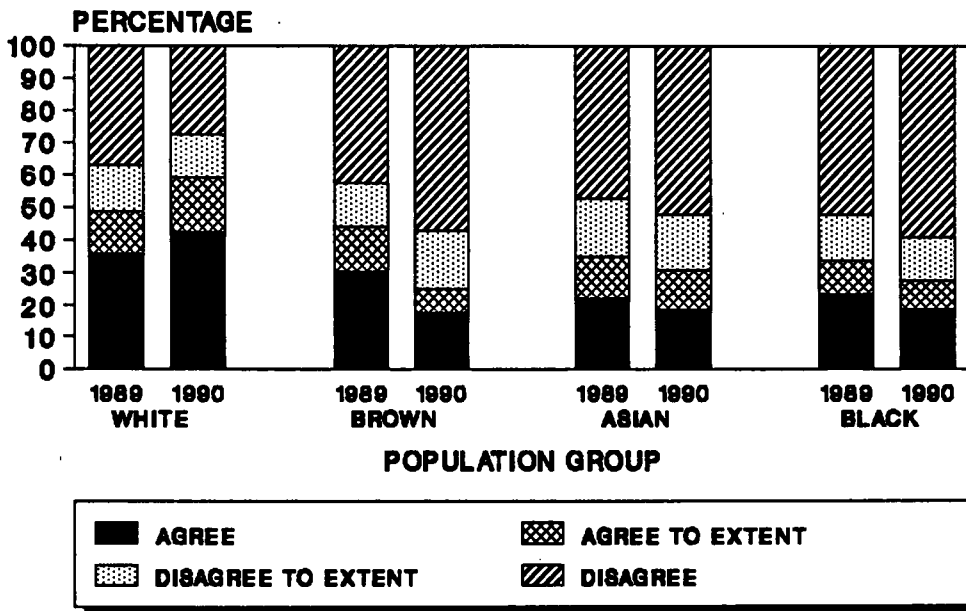
It is usually believed that the present segregated educational dispensation is the outcome of the wishes of the majority of the white voters. It is also believed that the various white language groups do not share the same point of view regarding the opening of schools to all races. Furthermore, most people would be of the opinion that the majority of the blacks would support the desegregation of schools. The aim of the next two statements was therefore to determine the views of South Africans with regard to segregated and desegregated education:

- \* Pupils from different population groups should attend the same schools and share the same classrooms (Statement 8).

\* It is essential for pupils from the different population groups to be educated in separate schools (Statement 12).

If one looks at the 1989 results it is interesting to note how the reaction to the two statements can vary, even within one population group. As far as the whites are concerned just more than a third (36,1%) agreed that pupils from different population groups should be educated in separate schools and just more than a third (36,2%) disagreed (Statement 12). (In the case of the other population groups there were more who disagreed with the statement than who agreed).

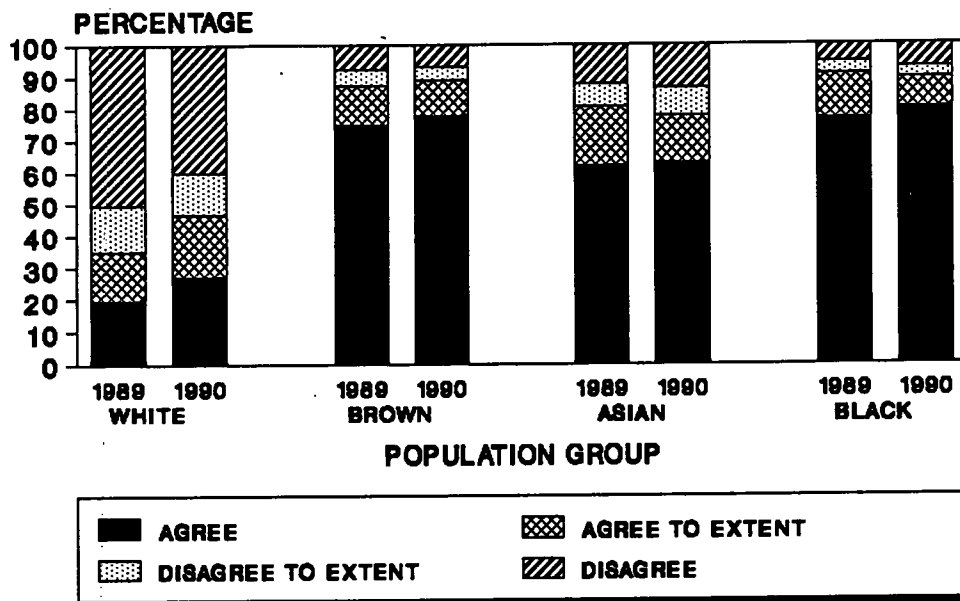
**STATEMENT 12**  
**IT IS ESSENTIAL FOR PUPILS FROM**  
**DIFFERENT POPULATION GROUPS TO BE**  
**EDUCATED IN SEPARATE SCHOOLS**



Regarding the other statement, namely that pupils from different population groups should be educated in the same schools and class rooms (Statement 8), nearly half the whites (49,2%) disagreed and only 19,9% agreed. Could it be that they argued that although it is not necessary to educate children from different population groups in

separate schools (after all there are already some mixed schools), it is desirable or preferable or even more advantageous to do so? Or could it be that we are faced here with an ambivalence because people's views on the matter are divided.

**STATEMENT 8**  
**PUPILS FROM DIFFERENT POPULATION GROUPS**  
**SHOULD ATTEND THE SAME SCHOOLS AND SHARE**  
**THE SAME CLASSROOMS**



That integrated education is not necessarily the choice of all blacks, Asians and brown people can be seen from the fact that nearly a quarter of the blacks and the Asians and nearly a third of the brown people supported the statement that the children from different population groups should be educated separately. Of course, this should be weighed against the nearly half of all respondents from these population groups who disagreed with the statement. The percentages of the blacks, the Asians and the brown people who did not agree with the statement that pupils from the different population groups should be educated in the same schools and classrooms were very small. This could be an indication that fine differences in nuance were detected in the statements. As far as the 1989 survey is concerned, the

conclusion, however, is very clear, namely that the majority of the whites preferred separate education and the majority of the other three groups preferred integrated schools.

Were there any changes of opinion between September 1989 and September 1990? What strikes one first of all about the 1990 data is that a higher percentage of the whites were of the opinion than that children from the different population groups should be educated separately (Statement 12) (42,8% as against 36,1%). The percentage who agreed with the statement that children from different population groups should be educated in the same schools and classrooms (Statement 8), also rose, from 19,9% to 27,2%. This last difference is quite large and does not only indicate a considerable change with regard to the previous year, but also contradicts the view expressed regarding the previous statement. If one adds the percentages of those who agreed, to the percentage of those who were inclined to agree with both statements, one finds in the first place an increase from 1989 to 1990 of those who were of the opinion that children from different population groups should be educated together in the same schools and classrooms (Statement 8) (from 35,2% to 46,7%). At the same time there was also an increase in the percentage of those (Statement 12) who believed that children from different population groups should be educated in separate schools (from 48,7% to 59,3%). The information, therefore, does not support a clear tendency in either the one or the other direction. As far as the other population groups are concerned, the situation is less ambivalent in the sense that by far the majority were of the opinion, in 1989 and 1990 that children from different population groups should be educated together in the same schools and classrooms. A minority supported the idea that children from the different population groups should be educated separately.

The 1990 survey enables one to make an analysis in terms of language and age groups. There are considerable differences between the Afrikaans-speaking and the English-speaking white respondents in that the former were more inclined to support a segregated educational dispensation. Surprisingly, the same phenomenon was found among the Asians and the brown people, in the sense that the English-speaking Asians and brown people were more inclined to support integrated

schools than those who spoke Afrikaans or an oriental language. This could indicate that medium of instruction or the language problem had had an effect on the respondents' views on these issues.

As far as qualifications are concerned, it can generally be concluded that the higher a person's qualifications, the stronger was the support for integrated education. This applied to all population groups with the only exception the blacks among whom there were some disparities. It is also noteworthy that among the whites and the Asians - the two groups who from an educational provision perspective were better off than anybody else - there was a progressively stronger rejection of integrated education as the respondents became older. As far as the other two groups were concerned, the preference for integrated education was much more evenly spread over the various age groups. In so far as the tendency over the past few years has been to create rather more than fewer opportunities for integrated education, this at least has been in line with the preferences of the younger generation.

### 3.6 EXPECTATIONS REGARDING THE MAINTENANCE OF SEPARATE SCHOOL SYSTEMS FOR THE VARIOUS POPULATION GROUPS .

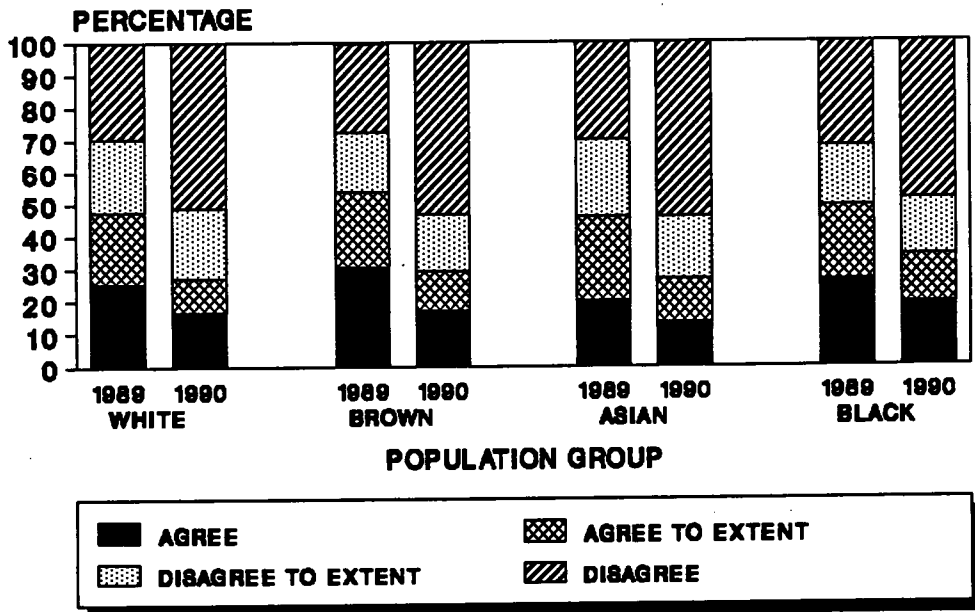
Though it can be stated that the majority of the whites preferred a separate system of education for the different population groups, and the other population groups were more strongly in favour of desegregating the system, it is still very interesting to ask what people's expectations are regarding the extent to which their preferences will be accommodated in the future. The September 1989 survey took place shortly after the general election of that year, but was far enough removed from the dramatic changes introduced on 2 February 1990.

The September 1990 survey was removed far enough from that date for all to feel the impact of the changes taking place. In a sense one could interpret the reaction of respondents to the statement as their interpretation of the extent and irreversibility of the events that had taken place.

The most interesting aspect of the reaction to the statement is not the changing view expressed by all four population groups - after all the dramatic changes during those more or less twelve months predetermined

such a change of view - but the remarkable similarity that can be found in the reaction of all four population groups to the statement during both surveys. If we add the number of those who were inclined to support the statement to the number of those who supported it, then it is apparent that nearly fifty per cent of the respondents of all four population groups were of the opinion in 1989 that separate schools would be maintained for the next twenty years at least (Statement 17).

**STATEMENT 17**  
**SEPARATE SCHOOLS FOR EACH POPULATION**  
**GROUP WILL STILL BE MAINTAINED FOR**  
**THE NEXT TWENTY YEARS**



Furthermore if we add the percentages of those who rejected the statement to the percentages of those who were inclined to reject it in 1990, just about seventy per cent of all four population groups held the view that separate schools would not last another twenty years.

Closer analysis of the 1990 results shows differences in the views of language and qualification groups, but they do not represent a major shift from the view held by the population group as a whole. It is noteworthy that the English-speaking respondents in all four population



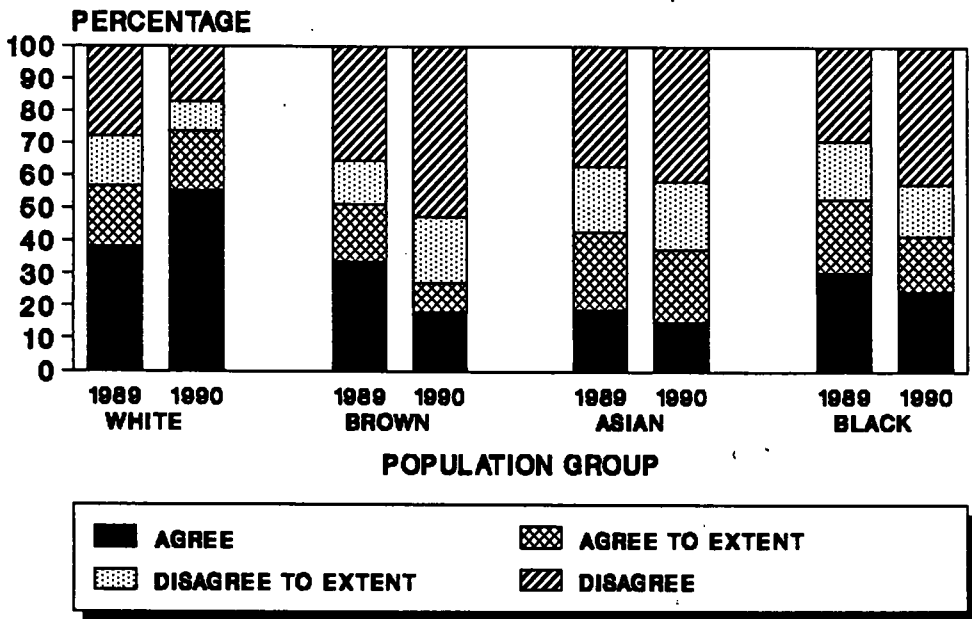
groups were more optimistic about the imminent dismantling of separate schools. The only exception was in the case of the Asians who spoke oriental languages and who were even more optimistic than the previously mentioned respondents. Respondents with higher qualifications seem to be more convinced that separate schools would not last another twenty years than those with lower qualifications. Age did not seem to have a noticeable effect on people's views on this issue.

### 3.7 EDUCATION STANDARDS

The standard of education in black education is very often the focus of attention in discussions on education. Each year the results obtained in the Standard 10 examination draw the attention to the problems experienced in black education. The exceedingly bad results of the past two years, contrasted with the exceptionally good results of the white and Asian pupils, are still fresh in the mind. There seem to be huge differences in the educational standards of the various education systems. These differences become obvious when the end product - the results of the Standard 10 examinations - are compared. The differences can be ascribed to factors such as the discrepancies in the per capita spending, poorly qualified teachers, inadequate facilities, etc. In some instances the poor results are blamed on the politicizing of black education. Poor school attendance, partly on account of intimidation, has led to a situation in which not much constructive education was possible. In white education, the very good Standard 10 results are often seen as proof of a high standard of education. This conclusion is made in spite of the warning that the coaching of pupils for the exams and the overemphasizing of memorized facts as opposed to learning with comprehension may lead to other problems. Lack of criteria to determine the quality of education often leads to a situation in which teacher-pupil ratio, the number of pupils in a class, per capita spending, availability of textbooks, laboratories and other facilities are used to measure the standard. If compared in this way to white education, black education is lacking in standard. Although many South Africans expect the standard set in white education to be the norm for all schools in future (see 1989 survey, Statement 17), some fear that by having pupils from different language, cultural

and socio-economic backgrounds in the same classroom, the standard of education will be lowered. The respondents were asked to air their views on this issue.

**STATEMENT 13**  
**THERE WILL BE A DECLINE IN ACADEMIC**  
**STANDARDS IF PUPILS FROM DIFFERENT**  
**GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOM**



In 1989 about 30% of the respondents from the four population groups were of the opinion that educational standards would decline if pupils from different cultural groups were to be taught in the same classrooms (Statement 13). The most outstanding variation in the 1990 results was the increase in the percentage of the white respondents (55,4% compared with 38,6%) who were of the opinion that there would be a decline in standards, while the majority of the respondents from the other three population groups did not expect the standards to show any decline. From September 1989 to September 1990 the white respondents became more convinced that integrated education, or open schools, would lead to a decline in the standard of education while the respondents from the other population groups constituted the opposite opinion - that standards would in fact be raised. It is possible that the unrest

situation in black schools and the poor Standard 10 examination results of blacks could have contributed to the formation of the white respondents' views. The reasons for the change in opinion of the other respondents are not clear.

The role educational standards play in influencing people's choice between integrated or open schools should not be underestimated. This was illustrated by the reaction of the respondents to the next statement.

### 3.8 COHESIVE FORCES IN EDUCATION

All heterogeneous societies are characterized by two opposing forces, effecting moves in opposite directions. On the one hand the centrifugal forces tend to have a disintegrating influence and it would be possible to describe cultural pluralism as one such force. Inasmuch as pluralism in culture in a society is accentuated it can lead to diversity instead of commonality being emphasized. On the other hand forces can promote social cohesion by identifying the extent of commonality and through this commonality attempt to bring about unity in a maze of diversity. This does not imply the abolition of group identity, but is merely an attempt to promote aspects of common interest despite the diversity.

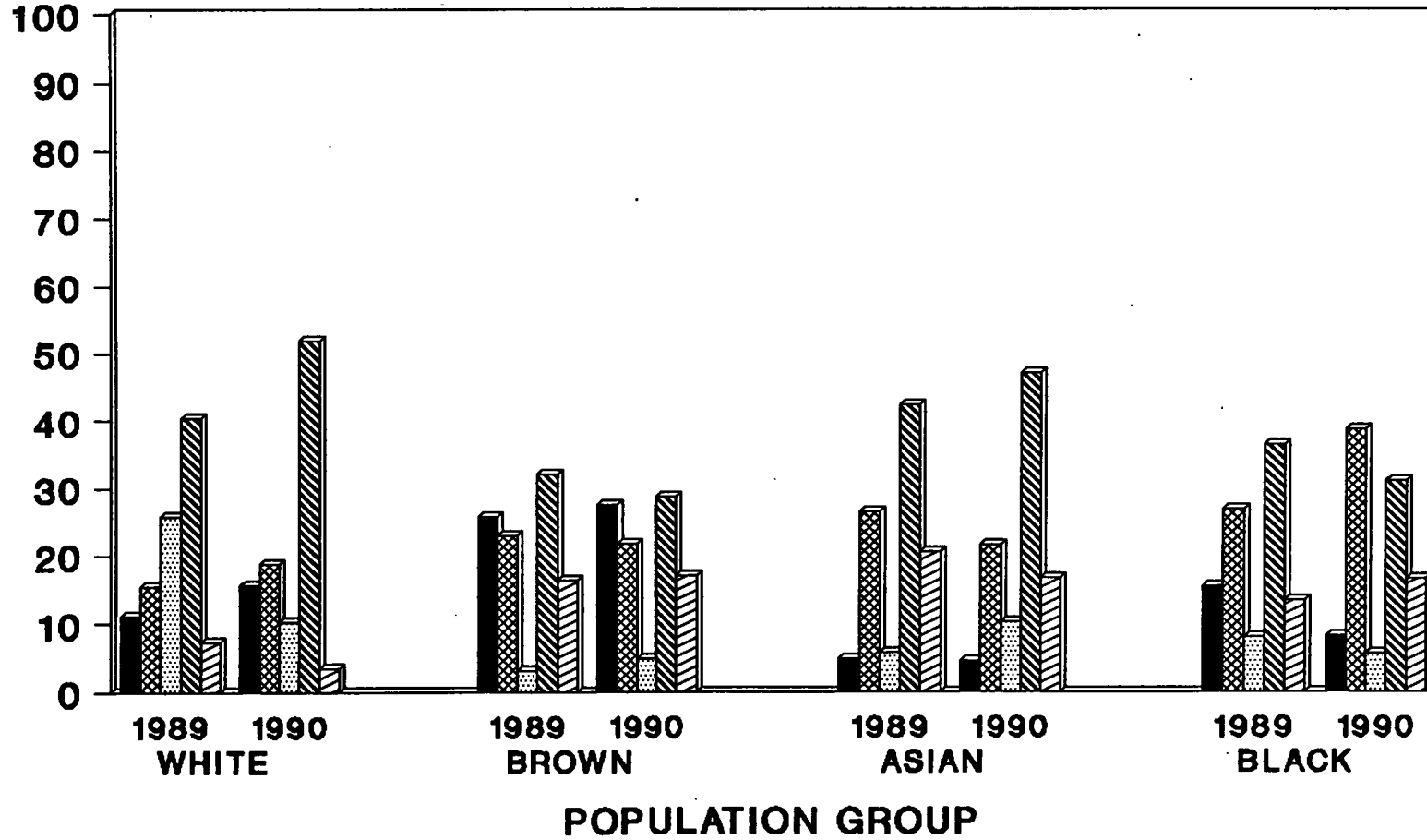
It is to be expected that certain common interests will act as a binding factor in schools where pupils from different population groups share the same classroom. Is this factor religion, culture, population group or perhaps language? To obtain more clarity on which binding forces people value most, a statement on this matter was included in both surveys (Statement 23).

Much could be deduced from the results of the 1989 survey regarding matters South Africans valued. All four population groups placed educational standards top of the list, thereby indicating that they regarded education standards as the most important common denominator for pupils sharing the same classroom and school. Next on the list for the white respondents was population group, followed by language. The black people and the Asians put language second, while the brown people

# STATEMENT 23

**PUPILS SHARING CLASSROOMS IN THE SAME SCHOOL SHOULD HAVE SOMETHING IN COMMON.  
WHICH IS THE MOST IMPORTANT FACTOR?**

**PERCENTAGE**





**RELIGION**



**LANGUAGE**



**POPULATION GROUP**



**ACADEMIC STANDARDSRD**



**NO COMMON FACTOR NEC**

voted religion second and language third. It was noticeable that the black and brown people and the Asians did not regard population group as of much importance.

In 1990 a different picture emerged. The white and brown people and the Asians still regarded educational standards as the most important common denominator, an even bigger percentage of the white people (52% as opposed to 40,5% in 1989) and the Asians (47% to 42,4%) opted for this in 1990. Language was voted into second place by both groups (18,7% and 21,5% respectively). The brown people regarded religion as the second most important factor after educational standards (27,6% and 28% respectively). In the 1990 survey the black people regarded language as the most important common element for pupils sharing a classroom while educational standard was voted second. Religion and population group were given very little attention. What does this all mean?

On comparing the results of the two years, it becomes clear that educational standards were very highly rated by all four population groups (in seven out of a possible eight times voted first choice). Language and religion were also highly regarded as a common denominator (second or third in 13 out of 16 times and religion was voted first once). Population group did not receive much attention as a common denominator. It was voted second most important by the white people in 1989. In 1990 it was rated fourth. Population groups was preceded by educational standards, language and religion.

With regard to the question whether Afrikaans-speaking and English-speaking South Africans shared the same opinion, it was found that although both groups regarded education standards as the most important, the English-speaking respondents felt even more strongly about this (65,1% as to 42,4%) than the Afrikaans-speaking group who voted religion into the second place, language third and population group fourth. The English-speaking respondents voted language second and attached little importance to the other two factors. On the whole it can be said that educational standards, language and religion, in this order, were the three factors that the white respondents regarded as important.

Within the group of brown respondents interesting differences were found to exist between the Afrikaans-speaking and English-speaking groups. It was found that the Afrikaans-speaking group did not attach the same degree of importance to educational standards (23,9%) as to religion (32,6%) while the English-speaking group regarded educational standards (46,6%) as much more important than any of the other factors mentioned. Language was not found a dividing factor among the Asians.

The Sotho, Nguni and Shangaan\Tsonga-speaking black people regarded language as the most important factor for pupils to share a classroom. Educational standard was rated a close second.

It would seem that all four population groups regarded educational standards as very important. The more educated the respondents were, the more important they regarded this factor. The brown respondents with the lowest academic qualifications regarded religion as the most important factor with educational standards rated third after language. The poorly qualified black respondents rated language as the most important, followed by educational standards and religion.

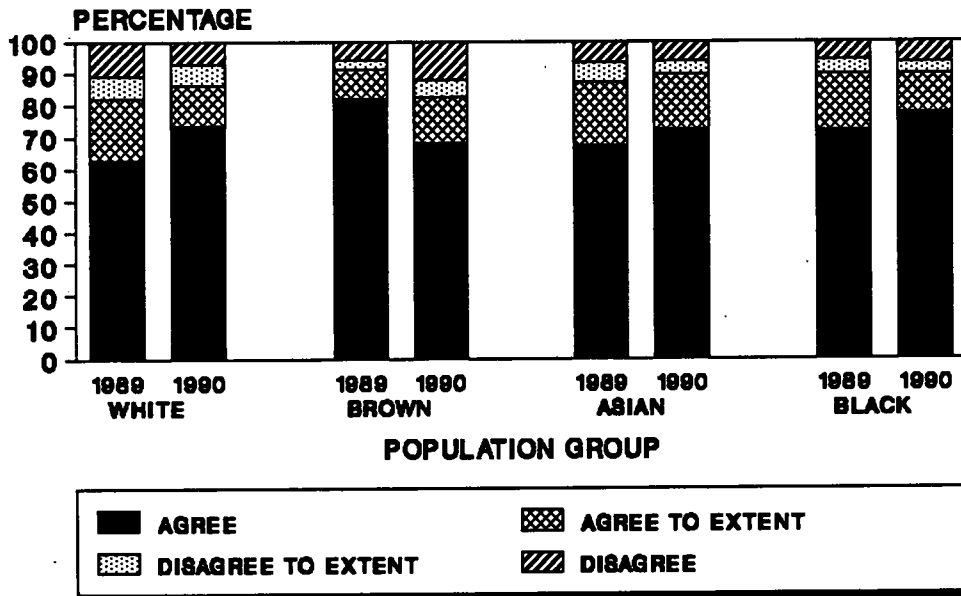
If age is used as a determinant religion was considered more important by the young white people while the older respondents chose education standards as the most important. The young brown respondents regarded language as very important while the older groups regarded religion, language and educational standards all very important with slightly more emphasis on educational standards. Among the Asians, all the age groups except the youngest, voted for educational standards as the most important factor. The young ones did not think it necessary to have anything in common in order to share a classroom, although they regarded educational standards and language as strong possibilities for second and third place.

In conclusion it would seem that educational standards were regarded as the most important factor by the majority of the respondents, though interesting variations were found when language, academic qualifications and age were taken into account.

### 3.9 FINANCING OF EDUCATION

One of the most difficult problems that especially Third World countries have to face is the high cost of formal education - too high to be affordable. Although many reasons could be listed, two come to mind, namely the fact that the economies of the countries do not perform to the required level to finance education adequately and, secondly, the high population growth, which in turn leads to unaccustomed pressure on formal education to accommodate all the pupils. In this regard South Africa is no exception. The 19% state spending on education is more or less the maximum that can be afforded by the country, whereas the backlog in the provision of education still exists and the per capita spending on black education is not adequate to ensure education of a good quality. What can therefore be done to improve the situation? Both the 1989 and the 1990 surveys showed that South Africans agreed on the principle that education for all four population groups should be financed uniformly (Statement 15).

#### STATEMENT 15 SCHOOLS FOR DIFFERENT POPULATION GROUPS SHOULD BE FINANCED UNIFORMLY

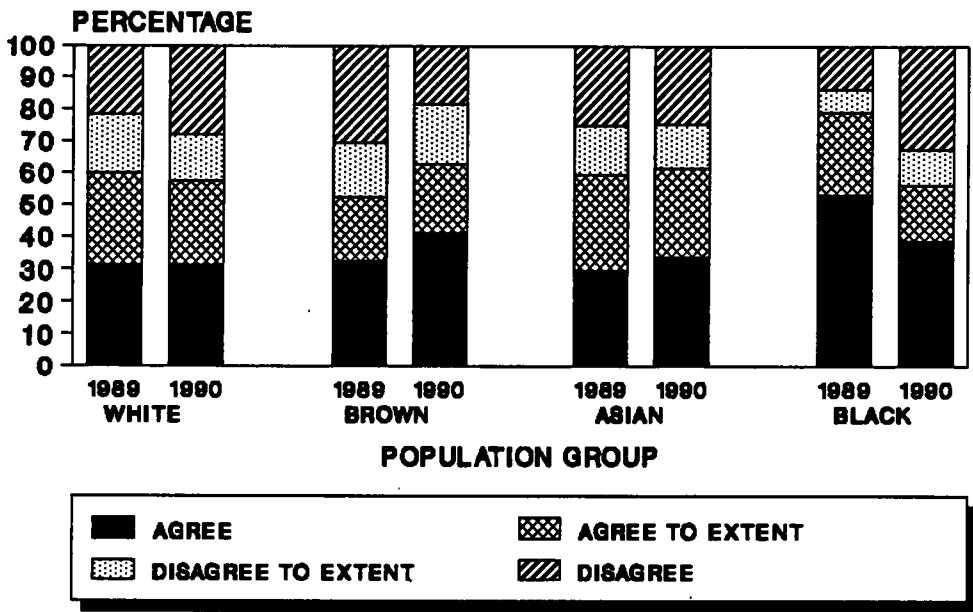




With the exception of the brown people (68,3%) more than 70% of the respondents from the other population groups in the 1990 survey agreed on this principle. If the number of the respondents who were inclined to agree, were added to the number of those who agreed outright the lowest percentage (the brown people) was still higher than 80%. The results of the 1989 survey showed interesting deviations in that the percentage of the whites who agreed with this principle, was much lower and the percentage of brown people much higher. When differentiated for language, qualifications and age the same positive results were found in the 1990 survey. It can therefore be stated that there was overwhelming support for the idea of uniformity in the financing of education for all population groups.

Should parents make a bigger contribution towards financing their children's education? This has often been mentioned as a possible solution to the problems of financing education.

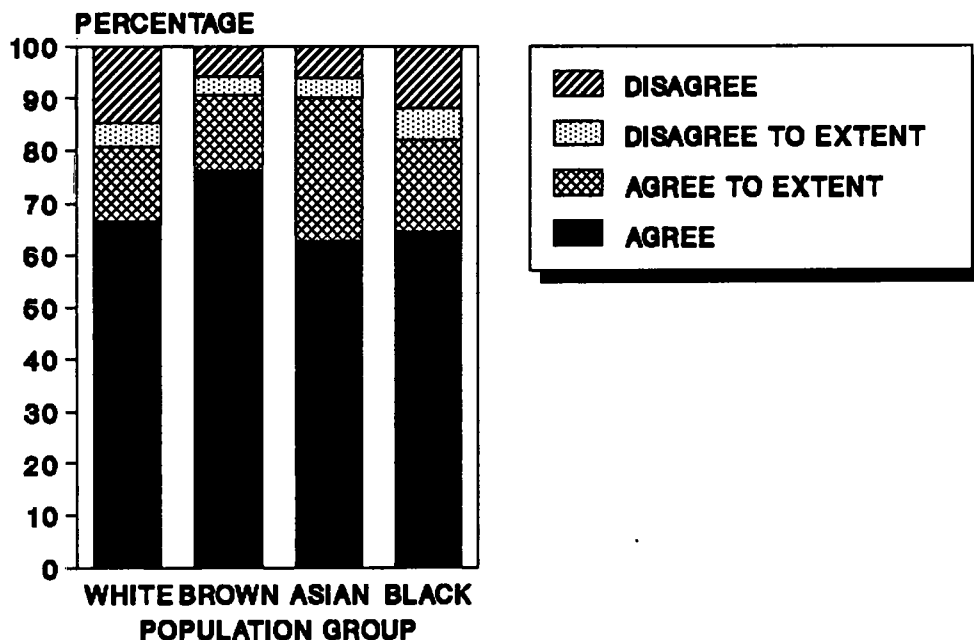
**STATEMENT 11**  
**PARENTS SHOULD MAKE A GREATER FINANCIAL CONTRIBUTION TO THEIR CHILDREN'S EDUCATION**



In 1989 and in 1990 the majority of the respondents were in favour of bigger contributions by parents (Statement 11). In the 1989 survey 29,7% of the Asians and 53,4% of the blacks were in favour of bigger contributions. All the other percentages of the respondents from the different population groups in both the surveys fell between these two. In 1989 52,0% of the brown people and 79,1% of the black people either agreed or agreed to some extent with the statement whereas in 1990 the respective percentages were 56,3 and 63,1. Distinct changes in the level of agreement among the black respondents became noticeable. Many of the Afrikaans-speaking whites disagreed that parents should make a bigger financial contribution. If the academic qualifications of the respondents were used as a variable, the lower qualified white respondents and the highly qualified Asians and the black people opposed the idea of parents making a bigger financial contribution. Not many differences were found among the various age groups.

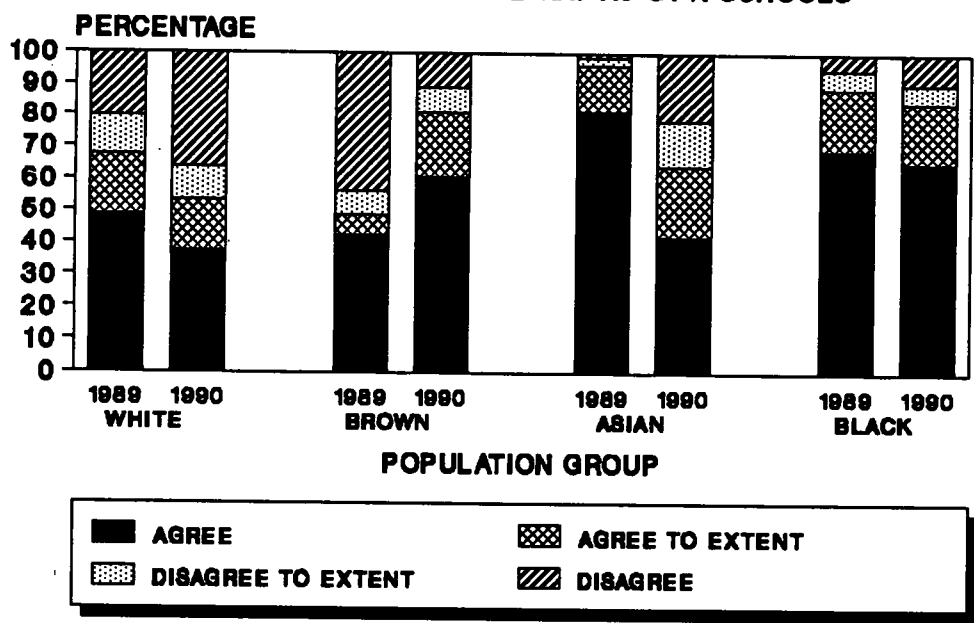
Free compulsory education (six years) was favoured by all population groups (Statement 21).

**STATEMENT 21**  
**FREE COMPULSORY EDUCATION SHOULD BE MADE**  
**AVAILABLE FOR CHILDREN FROM ALL POPULA-**  
**TION GROUPS FOR A SIX YEAR PERIOD**



More than 60% of the respondents from all population groups agreed on free compulsory education and when those who agreed to a certain extent were included in it was apparent that more than 80% of all the respondents agreed on this matter. No exceptions were found among the different language, qualification and age groups. It can thus be concluded that the majority of the respondents were in favour of free and compulsory basic education. It is not clear whether the implication is that secondary education should be financed differently, i.e. a bigger financial contribution by parents, or whether secondary education should only be available on a more selective basis. Should the latter option be the correct deduction this would be in line with the view that the emphasis should be on general formative basic education -affordable by all -and that education on a more advanced level should be in accordance with the interests and skills of the pupils and the needs of the country. This statement was not included in the 1989 survey.

**STATEMENT 10**  
**PRIVATE SCHOOLS THAT ADMIT PUPILS FROM**  
**DIFFERENT POPULATION GROUPS SHOULD BE**  
**FINANCED IN THE SAME WAY AS GVT. SCHOOLS**



In this context it would be relevant to determine whether private schools catering for all population groups should be financed in the same way as government schools. This statement was not included in the 1989 survey and therefore no comparisons can be made (Statement 10).

The majority from all four population groups responded positively to this statement, although in the case of the white population group only marginally so (37,6% agreed outright as against 36,1% who disagreed outright). Noticeable was the fact that the majority of the white male respondents disagreed with the statement while the majority of the female respondents were in agreement. As far as language was concerned, the majority of the white Afrikaans-speaking respondents were the only ones not in agreement. Poorly qualified white respondents (with qualifications lower than Standard 5) and whites between the ages of 35 and 64 were also not in agreement. Other than this the majority of the respondents from all population groups were in favour of the statement that private schools accommodating pupils from all population groups should be financed in the same way as government schools. One can therefore assume that the majority of the respondents felt that schools rendering services not freely available in government schools in September 1990, i.e. accommodating pupils from all population groups, should be compensated for their services by being financed in the same way as government schools.

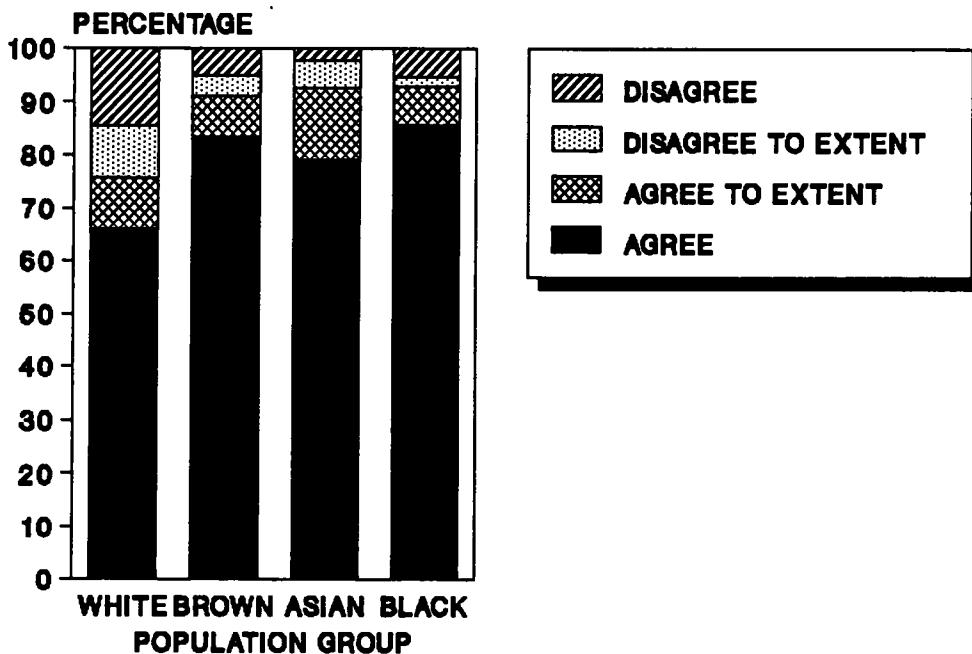
### 3.10 ONE DEPARTMENT OF EDUCATION

The introduction of one department of education to meet the needs of all the school-going youth has been much debated over the past two decades, especially since the discrepancy in the per capita spending within the various departments of education became such a bone of contention among the black people. It is argued that separate education can never be equal education and that a first step in equalizing education would be to have one department of education under which all pupils would receive equal treatment.

In 1990 the respondents' views were obtained with regard to having one department of education responsible for all education in the country.

The response to this statement came as a surprise since the majority view of all the population groups was very much in favour of one department of education responsible for all education in the country (Statement 18). The percentages of the respondents who agreed with this statement varied from 66,0 for the whites to 85,8 for the blacks.

**STATEMENT 18**  
**ONE DEPARTMENT OF EDUCATION SHOULD BE**  
**RESPONSIBLE FOR ALL THE SCHOOLS IN**  
**THE COUNTRY**



Only 14,5% of the white respondents disagreed with this statement. As far as language, qualification and age groups were concerned, most respondents were in favour of a single department of education.

This response should be interpreted together with the response to open schools. Although the majority of the respondents were in favour of one department of education in which open or integrated schools could be operated, not all language, qualification and age groups agreed on open schools.

### 3.11 RELEVANCY IN EDUCATION: HISTORY AND TECHNICAL EDUCATION

One of the awkward questions in education in South Africa today is that of the relevancy of the curricula for all the stakeholders in education. Stakeholders include the pupils, parents, teachers, employers and society in general. Although the relevancy of the curricula present a complex problem, two matters stand out, namely the relevancy of the curricula in terms of the world of work and the unique needs of the various groups in the country. The development of "people's education" is an example of the search for relevant content for curricula arising from the discontent of some people with the existing curricula. One of the school subjects which has been much discussed in this context is History. The views of the respondents were obtained with regard to the necessity (1989) and the objectives (1990) of History as a school subject. The 1989 statement read:

Teaching of History of all population groups in the country should be emphasized more

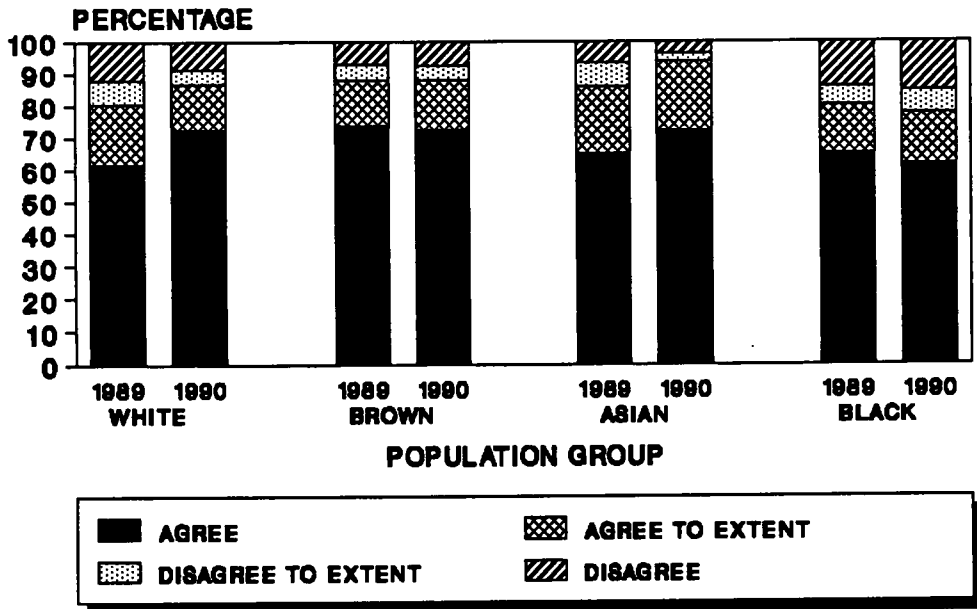
	% White	% Coloured	% Indian	% Black
Agree	53,8	76,4	70,7	73,1
Agree to some extent	21,8	13,7	21,4	18,3
Disagree to some extent	10,0	2,7	4,2	4,0
Disagree	13,1	4,3	3,4	4,5
No response	1,1	0,7	0,4	0,1

In 1989 most respondents were in favour of the history of the various groups receiving more attention. Of the white respondents 53,8% agreed outright while 21,8% agreed to a certain extent. Less than 25% therefore disagreed or were inclined to disagree. The respondents of the other three population groups felt even more strongly about this matter as can be seen from the fact that nearly 75% agreed outright with the statement.

There was also considerable agreement among the respondents in 1990 with regard to the objectives (Statement 24). Among all four population groups the objective "Help to understand world events" was voted the most important. The brown people and Asians rated "Teach

respect for the History of the other groups" second most important while the black people rated "Learn about worldwide political tendencies" second. Whites placed the objective "Teach respect for the history of the own group" second, while the other groups thought that this objective was the least important. The white respondents thought the objective concerning worldwide political tendencies was the least important. The majority of respondents from all the population groups however held the opinion that pupils should be made aware of political trends in South Africa (Statement 2).

**STATEMENT 2**  
**PUPILS SHOULD BE MADE AWARE OF**  
**POLITICAL TRENDS IN SA**

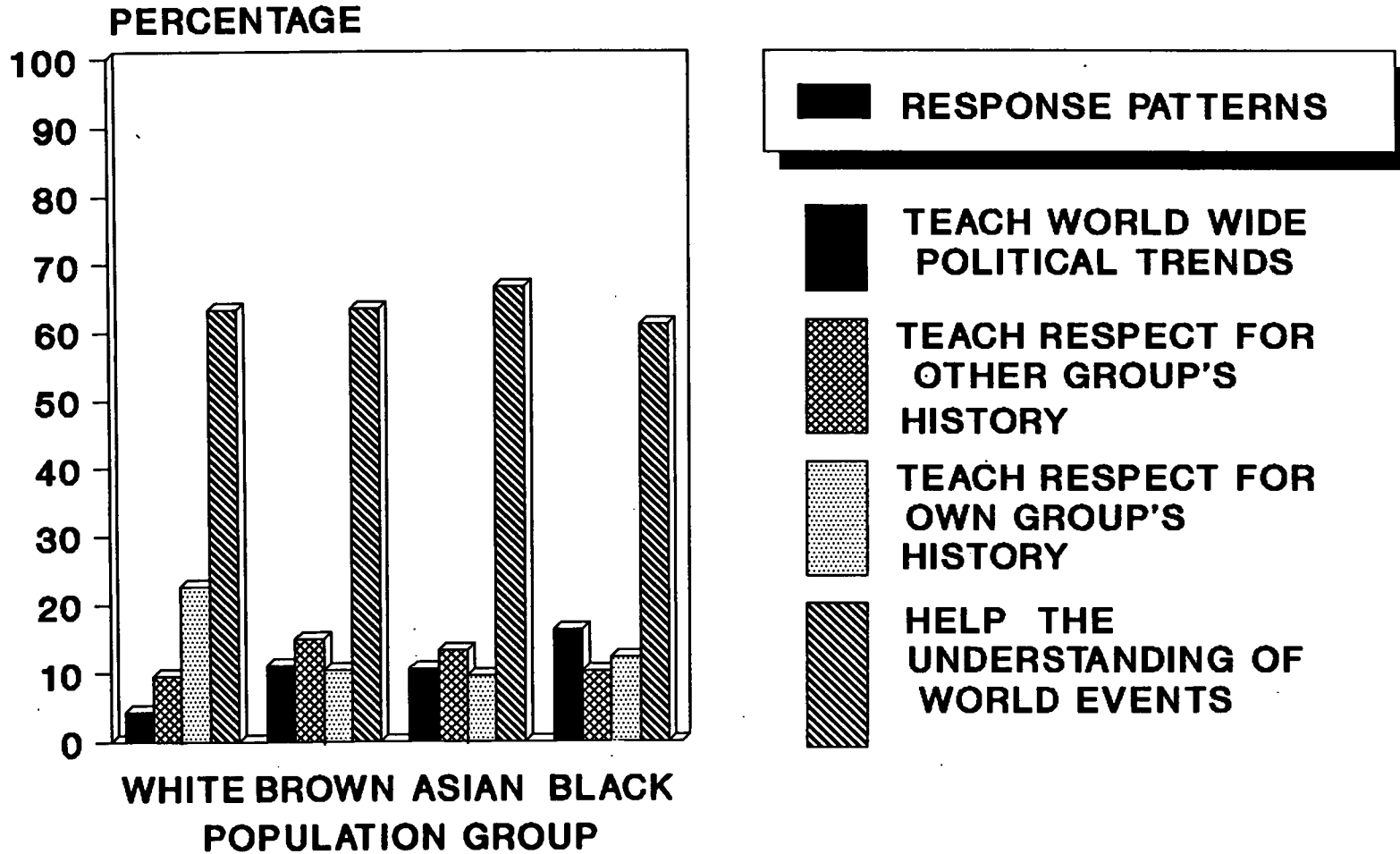


In 1989 it was stated that schools prepared pupils adequately for the world of work. The following table reflects the respondents' views:

	% White	% Coloured	% Indian	% Black
Agree	21,4	33,7	33,4	50,3
Agree to some extent	19,9	15,1	28,6	24,2
Disagree to some extent	25,0	18,0	15,6	10,2
Disagree	32,4	31,8	22,1	15,2
No response	1,3	0,4	0,3	0,1

# STATEMENT 24

## WHAT WOULD YOU SAY IS THE MOST IMPORTANT GOAL WITH THE EDUCATION OF HISTORY IN SCHOOLS

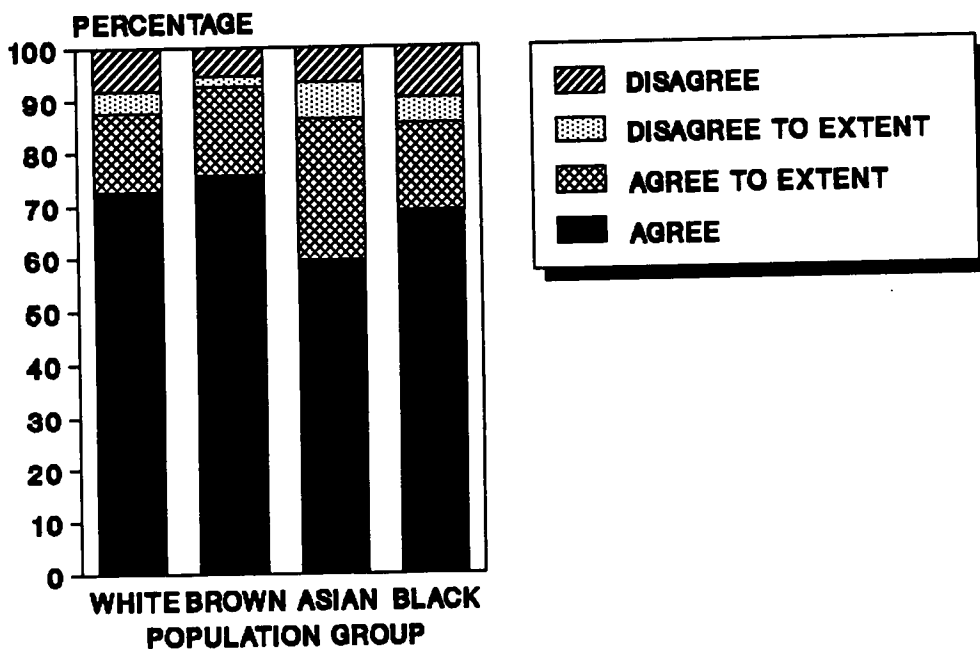




Many brown people and Asians responded positively to this statement while many of the white respondents disagreed with the statement, but the strongest support for this statement came from the blacks of whom 50,3% agreed outright while another 24,2% agreed to a certain extent. The response to this statement therefore varied from a high percentage of agreement among the black respondents to rejection of the statement by the white respondents. If one takes into account the concern about the academically oriented education system in South Africa and the fact that very few black pupils attend technical schools, it is alarming that the black respondents appeared to be satisfied with the way in which the school prepared them for the world of work.

In 1990 the statement was somewhat changed. It was stated that the unemployment rate would decline if more attention were given to technical education (Statement 20).

**STATEMENT 20**  
**THE UNEMPLOYMENT RATE WILL BE LOWERED IF**  
**MORE ATTENTION IS GIVEN TO TECHNICAL**  
**EDUCATION**



The majority of the respondents from all four population groups supported this statement with 72,7% of the white respondents, 75,6% of the brown respondents and 69,0% of the black respondents agreeing. In all three cases about 16% of the respondents agreed to a certain extent. Although only 59,6% of the Asians agreed outright with this statement, 26,8% agreed to a certain extent. From these results it would seem that all respondents realized that there was a need for more technical education. In 1990 there was apparently a better understanding of the disproportion between academically and technically oriented education.

#### 4 CONCLUSION

In studying the reaction of the respondents to the various statements put before them in 1989 and 1990 it becomes clear that where as their views on some of the issues had changed, no radical changes were involved.

Against this background it would be possible to postulate that South Africans, in most instances, supported

- \* contact between pupils from different population groups on the sports fields as well as during cultural activities;
- \* the advancement of a common South Africanship;
- \* bigger parental say in education, and that parents should be able to send their children to the school of their choice;
- \* uniformity in school financing for all four population groups;
- \* the introduction of free and compulsory basic (six years) education;
- \* one department of education responsible for all schools in the country and
- \* the idea that parents should make a bigger financial contribution towards their children's education.

**APPENDIX A**

**1989 SURVEY DATA**

**BIOGRAPHICAL INFORMATION**

<u>Sex</u>	% White	% Black	% Coloured	% Indian
Male	43,0	29,4	39,1	42,3
Female	57,0	70,6	60,9	57,7
Total number of respondents	1006	1481	1218	1429

<u>Home language</u>	% White	% Black	% Coloured	% Indian
Afrikaans	58,5	0,1	79,9	0,7
Engels	38,7	0,1	19,8	92,9
European language	2,1	0,0	0,0	0,2
Eastern language	0,2	0,0	0,0	6,0
Southern Sotho	0,0	17,0	0,0	0,0
Western Sotho (Tswana)	0,1	11,5	0,1	0,0
Polish	0,2	0,0	0,0	0,0
Hungarian	0,1	0,0	0,0	0,0
Northern Sotho/Pedi	0,0	10,9	0,0	0,0
Swazi	0,0	1,3	0,0	0,0
Ndebele	0,0	0,9	0,0	0,0
Xhosa	0,0	22,6	0,2	0,0
Zulu	0,0	31,3	0,0	0,0
Shangana/Tsonga	0,0	3,4	0,0	0,1
Venda/Lemba	0,0	0,9	0,0	0,0
No response	0,1	0,0	0,0	0,0

<u>Average income</u>	% White	% Black	% Coloured	% Indian
No	1,6	30,3	6,3	2,0
Less than R200 p.m.	0,2	13,2	7,0	1,5
R200 - R399 p.m.	2,0	12,9	12,7	4,0
R400 - R599 p.m.	3,4	14,0	15,0	6,9
R600 - R799 p.m.	2,0	9,3	10,9	8,5
R800 - R999 p.m.	3,8	7,5	10,7	10,0
R1 000 - R1 199 p.m.	4,3	3,0	7,7	10,5
R1 200 - R1 399 p.m.	3,4	1,6	5,6	7,2
R1 400 - R1 599 p.m.	3,5	1,2	3,6	5,7
R1 600 - R1 799 p.m.	2,9	0,6	2,1	3,4
R1 800 - R1 999 p.m.	3,7	0,3	2,1	3,4
R2 000 - R2 499 p.m.	10,3	0,7	3,5	7,4
R2 500 - R2 999 p.m.	7,6	0,3	2,3	4,0
R3 000 - R3 499 p.m.	9,2	0,1	2,0	2,7
R3 500 - R3 999 p.m.	5,4	0,0	0,8	1,5
R4 000 - R4 499 p.m.	8,1	0,1	0,7	1,5
R4 500 - R4 999 p.m.	4,6	0,0	0,3	0,6
R5 000+	15,0	0,0	0,7	1,9
Refuses	5,6	1,2	2,6	8,7
Does not know	3,2	3,7	3,5	8,5

<u>Age frequencies</u>	% White	% Black	% Coloured	% Indian
18 to 19 years	3,3	9,1	6,0	6,2
20 to 24 years	10,2	17,1	11,7	14,6
25 to 34 years	23,1	25,5	28,3	27,5
35 to 44 years	23,2	17,2	25,1	25,1
45 to 54 years	15,8	13,3	12,9	16,1
55 to 64 years	12,3	10,2	9,8	8,0
65 to 74 years	9,5	5,7	5,2	2,2
75 year and older	2,6	2,0	0,9	0,3

<u>Marital status</u>	% White	% Black	% Coloured	% Indian
Legally married	68,0	34,4	54,1	68,7
Ceremonially married	1,3	9,3	1,8	4,0
Never married	14,7	39,6	28,4	18,2
Widow/widower	8,1	9,8	9,3	6,3
Divorced	6,1	3,4	4,9	2,4
Live together	1,9	3,4	1,5	0,3

<u>Qualifications</u>	% White	% Black	% Coloured	% Indian
None	0,1	7,6	4,1	3,9
Gr. 1 & 2, Std 1	0,0	4,1	3,5	1,5
Std 2	0,0	3,8	3,1	2,2
Std 3	0,1	4,0	5,4	1,9
Std 4	0,0	5,6	8,0	3,9
Std 5	0,8	11,6	13,4	6,4
Std 6	5,4	14,5	16,1	15,9
Std 7	3,8	10,0	10,6	7,1
Std 8	22,1	15,2	15,5	17,1
Std 9	7,9	9,3	6,1	9,6
Std 10	30,5	10,3	8,1	19,1
Std 10 & diploma	17,4	3,1	4,9	7,4
B. degree/Honours	9,8	0,7	1,1	3,6
Master's degree	1,3	0,1	0,1	0,3
Doctor's degree	0,6	0,1	0,1	0,1
No response	0,1	-	0,1	-

**Statement 1**

\* More emphasis should be placed on teaching the history of all the population groups in the country.

	% White	% Coloured	% Indian	% Black
Agree	53,8	76,4	70,7	73,1
Agree to some extent	21,8	13,7	21,4	18,3
Disagree to some extent	10,0	2,7	4,2	4,0
Disagree	13,1	4,3	3,4	4,5
No response	1,1	0,7	0,4	0,1

**Statement 2**

\* Textbooks offensive to some population groups should not be used in South African schools.

	% White	% Coloured	% Indian	% Black
Agree	44,7	68,9	56,7	41,2
Agree to some extent	22,6	12,7	24,1	23,1
Disagree to some extent	13,7	6,2	9,3	17,0
Disagree	17,8	8,7	9,5	18,4
No response	1,0	0,9	0,4	0,3

**Statement 3**

\* Provision should be made in school subjects (e.g. geography, languages and vocational guidance) for pupils to study the cultures of other population groups.

	% White	% Coloured	% Indian	% Black
Agree	68,1	77,4	66,0	68,2
Agree to some extent	20,4	15,9	25,2	23,0
Disagree to some extent	5,4	2,4	5,4	4,8
Disagree	5,4	2,2	3,1	3,9
No response	0,7	0,9	0,3	0,2

**Statement 4**

\* Pupils in high school should be made aware of the political trends in South Africa.

	% White	% Coloured	% Indian	% Black
Agree	61,9	71,7	65,1	65,1
Agree to some extent	18,4	14,1	20,9	15,0
Disagree to some extent	7,8	5,2	7,5	5,7
Disagree	11,2	6,4	6,4	13,9
No response	0,6	0,5	0,2	0,3

### Statement 5

\* People's education should replace the present education system because it caters for the needs and political aspirations of a particular community.

	% White	% Coloured	% Indian	% Black
Agree	25,5	29,3	41,4	52,3
Agree to some extent	19,7	17,6	33,7	25,2
Disagree to some extent	17,7	16,8	15,2	13,7
Disagree	33,2	28,6	9,0	8,5
No response	3,5	2,4	0,6	0,3

### Statement 6

\* Contact between pupils across the colour line at choir festivals, art exhibitions and drama presentations should be encouraged.

	% White	% Coloured	% Indian	% Black
Agree	47,3	77,9	76,0	74,3
Agree to some extent	23,5	13,8	19,1	18,7
Disagree to some extent	10,4	2,5	2,2	3,7
Disagree	18,0	3,6	2,4	3,1
No response	0,6	0,7	0,3	0,1

### Statement 7

\* Sports contact between pupils of different population groups should be encouraged.

	% White	% Coloured	% Indian	% Black
Agree	49,5	83,7	80,8	81,8
Agree to some extent	20,6	10,6	15,7	13,3
Disagree to some extent	10,1	2,3	1,5	2,2
Disagree	19,3	2,1	1,7	2,6
No response	0,4	0,5	0,2	0,1

### Statement 8

\* Youth leaders of the different population groups (e.g. members of student councils) should regularly debate issues such as youth leadership.

	% White	% Coloured	% Indian	% Black
Agree	51,4	76,9	59,4	68,1
Agree to some extent	22,6	15,2	27,5	21,4
Disagree to some extent	8,2	3,0	7,6	6,1
Disagree	16,2	1,7	5,0	4,3
No response	1,4	0,8	0,5	0,2

Statement 9

- \* The parent community (and not the government) should decide which children should be admitted to schools in a particular community.

	% White	% Coloured	% Indian	% Black
Agree	55,6	61,4	58,8	52,8
Agree to some extent	19,1	16,9	26,3	23,7
Disagree to some extent	10,7	7,9	7,6	7,1
Disagree	13,4	11,6	6,9	16,2
No response	1,1	0,6	0,4	0,2

Statement 10

- \* Parents should send their children to a school of their choice.

	% White	% Coloured	% Indian	% Black
Agree	61,0	40,2	71,1	71,9
Agree to some extent	8,4	5,7	19,8	15,4
Disagree to some extent	6,2	6,8	5,1	3,6
Disagree	23,9	46,6	3,8	8,9
No response	0,5	0,2	0,2	0,2

Statement 11

- \* Parents should have a direct say in their children's schooling.

	% White	% Coloured	% Indian	% Black
Agree	48,4	36,1	65,8	78,0
Agree to some extent	20,4	9,6	23,2	15,8
Disagree to some extent	13,4	9,9	7,6	3,4
Disagree	17,0	43,1	3,2	2,6
No response	0,6	0,5	0,2	0,1

Statement 12

- \* Pupils from different population groups should attend the same schools and share the same classrooms.

	% White	% Coloured	% Indian	% Black
Agree	19,9	75,1	62,1	77,3
Agree to some extent	15,3	12,3	18,6	13,5
Disagree to some extent	14,6	5,2	7,4	3,8
Disagree	49,2	5,9	11,6	5,3
No response	1,0	0,3	0,4	0,1



### Statement 13

- \* It is essential for pupils from different population groups to be educated in separate schools.

	% White	% Coloured	% Indian	% Black
Agree	36,1	30,6	22,4	23,5
Agree to some extent	12,6	13,7	12,8	10,5
Disagree to some extent	14,3	13,2	17,9	14,1
Disagree	36,2	40,5	46,7	51,9
No response	0,8	0,6	0,2	0,1

### Statement 14

- \* Schools that admit pupils from different population groups should be financed in the same way as government schools.

	% White	% Coloured	% Indian	% Black
Agree	48,9	42,5	81,3	69,2
Agree to some extent	18,5	6,5	15,1	19,5
Disagree to some extent	12,1	7,3	2,5	6,4
Disagree	19,0	42,4	0,8	4,8
No response	1,3	0,6	0,2	0,1

### Statement 15

- \* Parents should make a greater financial contribution to their children's education.

	% White	% Coloured	% Indian	% Black
Agree	31,4	32,1	29,7	53,4
Agree to some extent	28,5	19,9	30,1	25,7
Disagree to some extent	18,3	16,9	15,3	7,2
Disagree	20,3	30,1	24,5	13,5
No response	1,5	0,2	0,4	0,3

### Statement 16

- \* Schools for different population groups should be financed uniformly.

	% White	% Coloured	% Indian	% Black
Agree	63,0	81,0	67,6	72,1
Agree to some extent	19,1	9,5	19,5	17,6
Disagree to some extent	7,0	2,7	6,0	4,5
Disagree	10,1	5,2	6,6	5,6
No response	0,7	0,6	0,2	0,2

Statement 17

\* The standard of education at white schools should be accepted as desirable for all schools in South Africa.

	% White	% Coloured	% Indian	% Black
Agree	66,4	43,6	72,1	66,5
Agree to some extent	9,4	11,5	6,4	19,0
Disagree to some extent	5,4	7,4	4,8	6,8
Disagree	17,8	35,4	6,4	7,5
No response	0,9	0,8	0,2	0,2

Statement 18

\* There will be a decline in academic standards if pupils from different population groups are accommodated in the same classrooms.

	% White	% Coloured	% Indian	% Black
Agree	38,6	33,9	19,1	30,7
Agree to some extent	18,3	16,1	23,9	22,2
Disagree to some extent	15,0	12,2	19,8	18,1
Disagree	27,1	33,8	36,8	28,6
No response	0,8	1,3	0,4	0,3

Statement 19

\* The school should strive to preserve the group identity of every child (e.g. Zulu or English).

	% White	% Coloured	% Indian	% Black
Agree	51,1	32,7	53,2	52,6
Agree to some extent	16,1	15,6	28,0	20,7
Disagree to some extent	9,2	12,7	10,7	13,3
Disagree	22,8	36,6	7,9	13,0
No response	0,7	0,8	0,2	0,3

Statement 20

\* Every community's culture is being adequately transferred in South African schools.

	% White	% Coloured	% Indian	% Black
Agree	32,8	31,3	25,1	44,8
Agree to some extent	33,5	19,4	28,1	28,2
Disagree to some extent	20,5	19,7	19,0	16,2
Disagree	11,0	25,1	27,6	10,5
No response	1,8	1,3	0,3	0,3

Statement 21

\* Schools should cultivate a common South African identity.

	% White	% Coloured	% Indian	% Black
Agree	60,2	74,0	63,8	64,4
Agree to some extent	22,5	15,9	28,2	22,3
Disagree to some extent	6,8	3,3	5,0	7,9
Disagree	9,6	3,7	2,7	5,2
No response	0,8	0,9	0,2	0,3

Statement 22

\* The establishment of a common South African identity is only possible in schools where pupils from different population groups are accommodated in the same classroom.

	% White	% Coloured	% Indian	% Black
Agree	31,5	37,4	47,8	53,8
Agree to some extent	21,4	12,3	32,1	24,3
Disagree to some extent	17,5	10,7	2,2	11,6
Disagree	28,1	35,2	7,6	10,1
No response	1,3	1,2	0,4	0,3

Statement 23

\* Separate schools for each population group will still be maintained for the next twenty years.

	% White	% Coloured	% Indian	% Black
Agree	25,5	30,5	20,2	26,4
Agree to some extent	22,3	21,1	25,9	22,9
Disagree to some extent	22,7	18,5	23,8	18,5
Disagree	27,1	25,8	29,6	30,8
No response	2,2	1,3	0,6	1,4

Statement 24

\* Schools prepare pupils adequately for the world of work.

	% White	% Coloured	% Indian	% Black
Agree	21,4	33,7	33,4	50,3
Agree to some extent	19,9	15,1	28,6	24,2
Disagree to some extent	25,0	18,0	15,6	10,2
Disagree	32,4	31,8	22,1	15,2
No response	1,3	0,4	0,3	0,1

Statement 25

\* Pupils sharing classrooms in the same school should have something in common.

Which of the following would you regard as the most important common factor?

	% White	% Coloured	% Indian	% Black
Religion	11,1	25,7	4,8	15,4
Language	15,5	22,9	26,5	26,8
Population group	25,7	3,0	5,7	8,0
Academic standards	40,5	32,1	42,4	36,4
No common factor necessary	7,3	16,3	20,6	13,3

**APPENDIX B**

**1990 SURVEY DATA**

STATEMENT 1. PUPILS SHOULD STUDY CULTURES OF OTHER POPULATION GROUPS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	77.3	77.5	77.4	79.5	81.7	80.9	55.4	60.1	58.1	77.0	72.6	74.4
AGREE TO A CERTAIN EXTENT	14.3	12.7	13.3	14.7	13.7	14.1	32.5	33.5	33.1	13.9	14.6	14.4
DISAGREE TO A CERTAIN EXTENT	3.4	5.5	4.6	2.6	3.3	3.0	4.2	3.9	4.0	2.1	4.5	3.5
DISAGREE	5.0	4.4	4.6	3.2	1.2	2.0	7.8	2.6	4.8	7.0	8.3	7.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 1. PUPILS SHOULD STUDY CULTURES OF OTHER POPULATION GROUPS

RESPONSE	POPULATION GROUP																
	WHITES								BROWN PEOPLE								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	56.3	65.3	81.6	78.1	84.0	87.9	69.2	77.4	87.1	80.4	80.6	90.5	77.8	67.4	73.7	80.9	
AGREE TO A CERTAIN EXTENT	36.6	23.4	11.0	12.4	12.2	1.6	16.2	13.3	6.5	14.3	13.3	8.3	19.0	21.7	21.1	14.1	
DISAGREE TO A CERTAIN EXTENT		4.5	6.7	3.2	3.7	1.6	8.1	4.6	3.2	1.8	4.1	1.2	1.6	6.5	5.3	3.0	
DISAGREE	7.1	6.8	0.6	6.3		8.9	6.5	4.6	3.2	3.6	2.0		1.6	4.3		2.0	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS								BLACKS								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	60.0	64.8	55.1	54.6	54.1	62.5	69.2	58.0	79.5	75.5	73.6	74.7	73.3	75.0	65.0	74.4	
AGREE TO A CERTAIN EXTENT	31.4	28.2	33.7	40.2	31.1	28.1	30.8	33.2	12.0	13.8	14.5	13.7	13.3	17.9	20.0	14.4	
DISAGREE TO A CERTAIN EXTENT	2.9	4.2	3.4	2.1	8.2	6.3		4.0	2.4	2.5	4.0	4.8	1.1	3.6	7.5	3.5	
DISAGREE	5.7	2.8	7.9	3.1	6.6	3.1		4.8	6.0	8.2	7.9	6.8	12.2	3.6	7.5	7.7	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 1. PUPILS SHOULD STUDY CULTURES OF OTHER POPULATION GROUPS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	50.0	75.1	82.9	77.3	77.8	82.6	79.3	80.9	56.0	57.7	65.8	58.1	73.0	74.4	85.3	74.4
AGREE TO A CERTAIN EXTENT	50.0	13.2	13.1	13.4	15.1	13.6	13.8	14.1	38.7	32.2	28.9	33.1	15.6	14.0	8.8	14.4
DISAGREE TO A CERTAIN EXTENT		5.7	2.4	4.7	4.0	2.5	3.4	3.0	5.3	4.2		4.0	3.1	4.0		3.5
DISAGREE		6.0	1.6	4.6	3.2	1.2	3.4	2.0		5.9	5.3	4.8	8.3	7.5	5.9	7.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 1. PUPILS SHOULD STUDY CULTURES OF OTHER POPULATION GROUPS

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO	ORIENTAL		ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG-TSONG	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	74.8	81.0	66.7	77.4	80.2	83.0	80.8	58.4	54.8	58.1	60.0	66.7	74.4	74.2	83.8	57.1	74.4
AGREE TO A CERTAIN EXTENT	12.7	13.9	33.3	13.3	14.6	12.5	14.1	32.1	45.2	33.1	20.0	33.3	11.6	16.7	2.7	14.3	14.4
DISAGREE TO A CERTAIN EXTENT	6.5	2.3	.	4.6	3.2	2.3	3.0	4.3	.	4.0	.	.	3.6	3.2	8.1	.	3.5
DISAGREE	6.0	2.8	.	4.6	1.9	2.3	2.0	5.2	.	4.8	20.0	.	10.5	5.9	5.4	28.6	7.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 2. PUPILS SHOULD BE MADE AWARE OF POLITICAL TRENDS IN SA

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	67.0	76.5	72.5	69.7	74.4	72.5	74.7	70.4	72.2	68.2	56.9	61.6
AGREE TO A CERTAIN EXTENT	16.9	12.1	14.1	16.8	14.9	15.6	17.5	24.5	21.6	15.8	16.4	16.1
DISAGREE TO A CERTAIN EXTENT	4.0	4.9	4.6	3.9	4.5	4.3	3.0	2.1	2.5	4.8	8.1	6.8
DISAGREE	12.1	6.5	8.8	9.7	6.2	7.6	4.8	3.0	3.8	11.2	18.6	15.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 2. PUPILS SHOULD BE MADE AWARE OF POLITICAL TRENDS IN SA

RESPONSE	POPULATION GROUP																
	WHITES									BROWN PEOPLE							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	70.8	65.5	73.7	75.5	81.7	75.4	65.3	72.5	83.3	65.5	76.5	71.4	73.0	71.7	61.9	72.5	
AGREE TO A CERTAIN EXTENT	14.8	24.6	13.7	9.5	11.2	12.1	13.8	14.1	16.7	21.8	12.2	15.5	17.5	15.2	9.5	15.6	
DISAGREE TO A CERTAIN EXTENT	.	6.8	4.1	4.7	1.8	4.7	6.3	4.6	.	5.5	2.0	6.0	7.9	2.2	4.8	4.3	
DISAGREE	14.5	5.0	8.5	10.4	5.3	7.8	14.6	8.8	.	7.3	9.2	7.1	1.6	10.9	23.8	7.6	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS									BLACKS							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	85.7	76.1	69.7	72.2	65.6	68.8	69.2	72.1	59.0	71.1	63.6	61.6	55.6	48.2	50.0	61.6	
AGREE TO A CERTAIN EXTENT	8.6	16.9	28.1	22.7	21.3	25.0	23.1	21.6	19.3	11.9	17.3	15.1	13.3	21.4	22.5	16.1	
DISAGREE TO A CERTAIN EXTENT	5.7	1.4	1.1	1.0	4.9	3.1	7.7	2.5	6.0	5.0	4.0	7.5	8.9	19.6	5.0	6.8	
DISAGREE	.	5.6	1.1	4.1	8.2	3.1	.	3.8	15.7	11.9	15.1	15.8	22.2	10.7	22.5	15.5	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 2. PUPILS SHOULD BE MADE AWARE OF POLITICAL TRENDS IN SA

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	50.0	71.2	75.5	72.4	65.9	74.4	86.2	72.5	56.0	75.2	81.6	72.2	51.2	66.9	73.5	61.5
AGREE TO A CERTAIN EXTENT	50.0	14.4	13.0	14.1	18.3	15.3	6.9	15.6	34.7	19.6	10.5	21.6	17.6	15.2	17.6	16.2
DISAGREE TO A CERTAIN EXTENT		4.9	3.9	4.6	3.2	5.0	3.4	4.3	5.3	2.1		2.5	8.3	5.9	5.9	6.8
DISAGREE		9.5	7.5	8.9	12.7	5.4	3.4	7.6	4.0	3.1	7.9	3.8	22.8	12.0	2.9	15.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 2. PUPILS SHOULD BE MADE AWARE OF POLITICAL TRENDS IN SA

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE			ASIANS			BLACKS						
	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL	
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO		ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG		VENDA LEMBA
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	72.7	73.0	33.3	72.5	68.2	87.5	72.5	72.8	64.5	72.2	80.0	100.0	59.1	63.5	45.9	85.7	61.6
AGREE TO A CERTAIN EXTENT	13.7	13.7	66.7	14.1	17.9	8.0	15.7	21.2	25.8	21.6			14.9	17.0	18.9	14.3	16.1
DISAGREE TO A CERTAIN EXTENT	5.5	3.4		4.6	4.9	2.3	4.3	1.9	9.7	2.5			6.9	6.8	8.1		6.8
DISAGREE	8.2	9.9		8.8	9.1	2.3	7.6	4.1		3.8	20.0		19.2	12.7	27.0		15.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 3. CONTACT BETWEEN PUPILS ACROSS THE COLOURLINE SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	59.4	61.5	60.6	80.1	83.4	82.1	80.1	74.7	76.9	74.2	78.9	77.0
AGREE TO A CERTAIN EXTENT	15.8	14.5	15.0	13.5	11.2	12.1	15.7	18.5	17.3	19.1	14.3	16.2
DISAGREE TO A CERTAIN EXTENT	7.8	9.7	8.9	3.8	4.1	4.0	1.8	3.4	2.8	3.9	3.0	3.4
DISAGREE	17.0	14.3	15.4	2.6	1.2	1.8	2.4	3.4	3.0	2.7	3.8	3.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



STATEMENT 3. CONTACT BETWEEN PUPILS ACROSS THE COLOURLINE SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	41.2	57.0	67.2	59.2	60.8	67.7	52.0	60.6	74.2	83.6	78.6	88.1	82.3	84.8	76.2	82.1
AGREE TO A CERTAIN EXTENT	22.2	15.4	14.7	13.5	13.5	10.8	21.0	15.0	16.1	12.7	13.3	4.8	14.5	13.0	19.0	12.1
DISAGREE TO A CERTAIN EXTENT	7.4	9.9	8.7	14.3	11.4	3.2	6.5	8.9	6.5	1.8	6.1	4.8	3.2	2.2	.	4.0
DISAGREE	29.2	17.7	9.3	13.1	14.3	18.4	20.5	15.4	3.2	1.8	2.0	2.4	.	.	4.8	1.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	88.6	88.7	74.2	78.4	62.3	68.8	76.9	76.9	83.1	77.4	74.4	78.8	78.7	69.6	77.5	77.0
AGREE TO A CERTAIN EXTENT	5.7	9.9	20.2	17.5	24.6	21.9	23.1	17.3	12.0	14.5	18.9	14.4	12.4	25.0	20.0	16.2
DISAGREE TO A CERTAIN EXTENT	.	1.4	2.2	2.1	8.2	3.1	.	2.8	2.4	3.1	3.5	3.4	5.6	1.8	2.5	3.4
DISAGREE	5.7	.	3.4	2.1	4.9	6.3	.	3.0	2.4	5.0	3.1	3.4	3.4	3.6	.	3.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 3. CONTACT BETWEEN PUPILS ACROSS THE COLOURLINE SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	.	54.4	75.3	60.5	71.4	86.4	93.1	82.1	61.3	80.1	84.2	76.9	76.1	77.3	79.4	77.0
AGREE TO A CERTAIN EXTENT	50.0	16.0	12.4	15.1	21.4	8.3	3.4	12.1	29.3	14.3	15.8	17.3	15.9	16.6	14.7	16.3
DISAGREE TO A CERTAIN EXTENT	50.0	10.6	4.4	8.9	4.8	3.7	3.4	4.0	5.3	2.4	.	2.8	3.5	3.4	2.9	3.4
DISAGREE	.	19.0	7.9	15.5	2.4	1.7	.	1.8	4.0	3.1	.	3.0	4.5	2.7	2.9	3.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 3. CONTACT BETWEEN PUPILS ACROSS THE COLOURLINE SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE				LANGUAGE				LANGUAGE				LANGUAGE				
	AFRI-KAANS	ENG/EURO	ORIEN TAL	TOTAL	AFRI-KAANS	ENG/EURO	TOTAL	ENG/EURO	ORIEN TAL	TOTAL	AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	VENDA LEMBA	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	44.8	81.7	66.7	60.6	79.5	90.9	82.1	77.4	71.0	76.9	60.0	66.7	80.1	74.5	89.2	71.4	77.0
AGREE TO A CERTAIN EXTENT	18.0	10.7	33.3	15.0	14.0	5.7	12.1	16.6	25.8	17.3	20.0	33.3	12.3	19.1	8.1	14.3	16.2
DISAGREE TO A CERTAIN EXTENT	14.8	1.1	.	8.9	4.2	3.4	4.0	2.7	3.2	2.8	.	.	2.9	3.8	.	14.3	3.4
DISAGREE	22.3	6.4	.	15.4	2.3	.	1.8	3.3	.	3.0	20.0	.	4.7	2.5	2.7	.	3.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 4. THE PARENT COMMUNITY SHOULD DECIDE WHICH PUPILS SHOULD BE ADMITTED TO SCHOOLS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	86.0	77.2	80.9	59.4	68.8	65.1	57.8	67.4	63.4	63.2	63.5	63.4
AGREE TO A CERTAIN EXTENT	8.5	13.5	11.4	18.1	10.8	13.7	25.3	20.2	22.3	16.7	17.2	17.0
DISAGREE TO A CERTAIN EXTENT	1.1	2.1	1.7	7.7	8.7	8.4	7.2	6.0	6.5	7.0	4.2	5.4
DISAGREE	4.4	7.1	6.0	14.8	11.7	12.9	9.6	6.4	7.8	13.1	15.1	14.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 4. THE PARENT COMMUNITY SHOULD DECIDE WHICH PUPILS SHOULD BE ADMITTED TO SCHOOLS

RESPONSE	POPULATION GROUP																
	WHITES									BROWN PEOPLE							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	58.8	73.3	80.2	80.7	80.1	93.7	82.0	80.9	73.3	50.0	71.4	67.5	62.9	63.0	65.0	65.1	
AGREE TO A CERTAIN EXTENT	7.4	18.4	10.2	10.2	12.4	3.2	16.4	11.4	6.7	16.1	12.2	15.7	12.9	17.4	10.0	13.7	
DISAGREE TO A CERTAIN EXTENT	7.1	3.3	2.0		3.9			1.7	3.3	14.3	6.1	7.2	11.3	10.9		8.4	
DISAGREE	26.7	5.0	7.6	9.2	3.6	3.2	1.7	6.0	16.7	19.6	10.2	9.6	12.9	8.7	25.0	12.9	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS									BLACKS							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	60.0	63.4	60.7	72.2	59.0	59.4	53.8	63.3	68.7	58.5	62.6	66.2	64.4	55.4	75.0	63.4	
AGREE TO A CERTAIN EXTENT	28.6	21.1	23.6	18.6	26.2	15.6	30.8	22.4	13.3	13.8	20.7	15.2	14.4	26.8	15.0	17.0	
DISAGREE TO A CERTAIN EXTENT	2.9	4.2	6.7	3.1	9.8	15.6	15.4	6.5	2.4	5.7	5.3	6.2	7.8	5.4	2.5	5.4	
DISAGREE	8.6	11.3	9.0	6.2	4.9	9.4		7.8	15.7	22.0	11.5	12.4	13.3	12.5	7.5	14.2	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 4. THE PARENT COMMUNITY SHOULD DECIDE WHICH PUPILS SHOULD BE ADMITTED TO SCHOOLS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		81.3	81.1	80.8	66.4	64.3	65.5	65.1	60.0	63.3	71.1	63.4	63.3	63.7	58.8	63.3
AGREE TO A CERTAIN EXTENT	50.0	12.1	9.5	11.4	15.2	13.7	6.9	13.7	21.3	22.7	21.1	22.3	18.3	16.4	14.7	17.0
DISAGREE TO A CERTAIN EXTENT		1.4	2.4	1.7	9.6	7.1	13.8	8.4	9.3	6.6		6.5	4.8	5.0	14.7	5.4
DISAGREE	50.0	5.2	7.1	6.0	8.8	14.9	13.8	12.9	9.3	7.3	7.9	7.8	13.5	14.9	11.8	14.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 4. THE PARENT COMMUNITY SHOULD DECIDE WHICH PUPILS SHOULD BE ADMITTED TO SCHOOLS

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE			ASIANS			BLACKS						
	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE		TOTAL	LANGUAGE						TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO		ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	VENDA LEMBA	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	86.5	73.6	66.7	80.9	62.2	74.7	65.0	64.1	54.8	63.4	80.0	66.7	62.5	63.7	59.5	85.7	63.4
AGREE TO A CERTAIN EXTENT	6.3	18.4		11.4	15.0	9.2	13.7	22.6	19.4	22.3	20.0		15.5	18.0	16.2	14.3	17.0
DISAGREE TO A CERTAIN EXTENT	1.3	1.7	33.3	1.7	10.1	2.3	8.4	5.4	19.4	6.5			6.5	4.9	5.4		5.4
DISAGREE	5.8	6.3		6.0	12.7	13.8	12.9	7.9	6.5	7.8		33.3	15.5	13.4	18.9		14.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 5. SCHOOLS SHOULD CULTIVATE A COMMON SA IDENTITY

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	75.3	72.2	73.5	78.8	80.9	80.1	74.1	72.5	73.2	77.1	78.1	77.7
AGREE TO A CERTAIN EXTENT	13.9	14.4	14.2	17.9	10.0	13.1	17.5	18.9	18.3	14.4	12.3	13.2
DISAGREE TO A CERTAIN EXTENT	3.9	6.5	5.5	1.3	7.1	4.8	4.8	4.7	4.8	3.4	3.2	3.3
DISAGREE	6.9	6.8	6.8	1.9	2.1	2.0	3.6	3.9	3.8	5.2	6.4	5.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 5. SCHOOLS SHOULD CULTIVATE A COMMON SA IDENTITY

RESPONSE	POPULATION GROUP																
	WHITES								BROWN PEOPLE								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	55.6	66.7	73.7	72.4	83.2	80.1	68.8	73.5	80.6	80.4	77.3	89.3	74.2	71.7	90.5	80.1	
AGREE TO A CERTAIN EXTENT	22.2	26.6	12.4	12.4	7.9	9.0	16.5	14.2	9.7	16.1	14.4	8.3	16.1	17.4	4.8	13.1	
DISAGREE TO A CERTAIN EXTENT	7.4	1.7	5.9	4.7	5.2	6.2	8.2	5.5	3.2	3.6	6.2	1.2	6.5	8.7	4.8	4.8	
DISAGREE	14.8	5.0	8.1	10.4	3.6	4.7	6.5	6.8	6.5		2.1	1.2	3.2	2.2		2.0	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS								BLACKS								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	80.0	77.5	70.8	77.3	70.5	50.0	84.6	73.1	80.5	77.4	78.0	78.6	73.3	74.5	82.1	77.7	
AGREE TO A CERTAIN EXTENT	17.1	14.1	24.7	16.5	16.4	25.0	7.7	18.3	7.3	12.6	14.5	13.1	14.4	14.5	15.4	13.2	
DISAGREE TO A CERTAIN EXTENT	2.9	4.2		3.1	8.2	18.8	7.7	4.8	4.9	2.5	2.2	4.8	4.4	3.6		3.3	
DISAGREE		4.2	4.5	3.1	4.9	6.3		3.8	7.3	7.5	5.3	3.4	7.8	7.3	2.6	5.9	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 5. SCHOOLS SHOULD CULTIVATE A COMMON SA IDENTITY

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	50.0	73.1	74.4	73.4	77.0	81.0	86.2	80.1	60.0	74.8	86.8	73.2	75.8	79.1	73.5	77.6
AGREE TO A CERTAIN EXTENT	50.0	14.2	13.9	14.3	15.1	12.8	6.9	13.1	20.0	19.2	7.9	18.3	16.3	11.2	14.7	13.2
DISAGREE TO A CERTAIN EXTENT		5.2	6.1	5.5	5.6	4.1	6.9	4.8	14.7	2.8		4.8	2.4	3.8	2.9	3.3
DISAGREE		7.5	5.6	6.9	2.4	2.1		2.0	5.3	3.1	5.3	3.8	5.5	5.9	8.8	5.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 5. SCHOOLS SHOULD CULTIVATE A COMMON SA IDENTITY

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	ENG/EURO		ORIEN TAL	AFRI-KAANS		ENG/EURO	SOTHO	NGUNI	SHANG TSONG	VENDA LEMBA	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	68.7	80.6	33.3	73.5	77.9	87.5	80.1	73.6	67.7	73.2	100.0	100.0	79.6	76.2	81.1	57.1	77.7
AGREE TO A CERTAIN EXTENT	14.8	12.6	66.7	14.2	15.3	5.7	13.1	18.2	19.4	18.3			10.2	15.3	10.8	14.3	13.2
DISAGREE TO A CERTAIN EXTENT	7.9	2.3		5.5	4.9	4.5	4.8	4.3	9.7	4.8			3.3	3.2	2.7	14.3	3.3
DISAGREE	8.7	4.5		6.8	1.9	2.3	2.0	3.8	3.2	3.8			6.9	5.3	5.4	14.3	5.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 6. PARENTS SHOULD SEND THEIR CHILDREN TO A SCHOOL OF THEIR CHOICE

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	91.4	91.8	91.6	87.1	88.8	88.2	77.1	79.4	78.4	70.3	74.7	72.9
AGREE TO A CERTAIN EXTENT	4.6	4.1	4.3	7.7	4.1	5.5	12.7	14.6	13.8	13.6	8.5	10.6
DISAGREE TO A CERTAIN EXTENT	2.9	1.6	2.1	3.2	3.7	3.5	4.8	3.0	3.8	4.2	4.3	4.2
DISAGREE	1.2	2.5	1.9	1.9	3.3	2.8	5.4	3.0	4.0	11.8	12.6	12.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 6. PARENTS SHOULD SEND THEIR CHILDREN TO A SCHOOL OF THEIR CHOICE

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	70.4	95.0	90.9	95.3	96.2	92.2	85.6	91.6	90.3	78.6	87.8	92.9	91.9	87.0	85.0	88.2
AGREE TO A CERTAIN EXTENT	7.4	1.7	6.1	3.2	1.7	1.5	9.6	4.3	3.2	8.9	4.1	4.8	3.2	10.9	5.0	5.5
DISAGREE TO A CERTAIN EXTENT	14.8	1.7	2.0	1.6	.	3.2	1.6	2.1	.	7.1	4.1	1.2	4.8	.	10.0	3.5
DISAGREE	7.4	1.7	1.0	.	2.1	3.2	3.2	1.9	6.5	5.4	4.1	1.2	.	2.2	.	2.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	77.1	80.3	76.4	79.4	78.7	81.3	76.9	78.6	60.2	70.4	71.7	76.7	82.2	75.0	77.5	72.9
AGREE TO A CERTAIN EXTENT	14.3	14.1	12.4	14.4	11.5	15.6	23.1	13.8	10.8	11.3	10.6	10.3	6.7	16.1	10.0	10.6
DISAGREE TO A CERTAIN EXTENT	2.9	.	6.7	5.2	3.3	3.1	.	3.8	4.8	3.8	5.8	2.7	5.6	3.6	.	4.2
DISAGREE	5.7	5.6	4.5	1.0	6.6	.	.	3.8	24.1	14.5	11.9	10.3	5.6	5.4	12.5	12.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 6. PARENTS SHOULD SEND THEIR CHILDREN TO A SCHOOL OF THEIR CHOICE

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	.	91.0	94.5	91.6	89.0	87.6	89.7	88.2	74.7	79.7	76.3	78.4	74.7	71.0	82.4	72.8
AGREE TO A CERTAIN EXTENT	.	4.5	3.9	4.3	6.3	5.4	3.4	5.5	20.0	11.5	18.4	13.8	8.7	12.2	5.9	10.6
DISAGREE TO A CERTAIN EXTENT	50.0	2.4	0.8	2.1	3.1	3.3	6.9	3.5	2.7	4.2	2.6	3.8	5.2	3.8	2.9	4.3
DISAGREE	50.0	2.1	0.8	2.0	1.6	3.7	.	2.8	2.7	4.5	2.6	4.0	11.4	13.0	8.8	12.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 6. PARENTS SHOULD SEND THEIR CHILDREN TO A SCHOOL OF THEIR CHOICE

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE				LANGUAGE				LANGUAGE				LANGUAGE				
	AFRI-KAANS	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	TOTAL	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG-TSONG	VENDA LEMBA	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	90.3	93.3	100.0	91.6	87.3	90.9	88.1	78.3	80.6	78.4	40.0	100.0	69.3	76.2	62.2	57.1	72.9
AGREE TO A CERTAIN EXTENT	4.6	3.9	.	4.3	6.5	2.3	5.6	13.9	12.9	13.8	20.0	.	11.9	10.2	5.4	14.3	10.6
DISAGREE TO A CERTAIN EXTENT	3.3	0.6	.	2.1	3.2	4.5	3.5	3.8	3.2	3.8	.	.	3.6	4.0	13.5	.	4.2
DISAGREE	1.8	2.2	.	1.9	2.9	2.3	2.8	4.1	3.2	4.0	40.0	.	15.2	9.6	18.9	28.6	12.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 7. PARENTS SHOULD HAVE A DIRECT SAY IN THEIR CHILDREN'S SCHOOLING

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	64.9	65.9	65.5	66.0	72.8	70.2	72.9	79.0	76.4	68.8	72.5	71.0
AGREE TO A CERTAIN EXTENT	19.4	14.7	16.7	13.5	10.7	11.8	18.7	13.7	15.8	17.9	13.4	15.3
DISAGREE TO A CERTAIN EXTENT	10.1	11.3	10.8	7.7	9.1	8.5	3.0	6.0	4.8	6.1	4.9	5.4
DISAGREE	5.5	8.0	7.0	12.8	7.4	9.5	5.4	1.3	3.0	7.3	9.2	8.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 7. PARENTS SHOULD HAVE A DIRECT SAY IN THEIR CHILDREN'S SCHOOLING

RESPONSE	POPULATION GROUP																
	WHITES									BROWN PEOPLE							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	63.4	66.8	63.1	78.7	55.3	61.1	69.2	65.5	61.3	53.6	68.4	83.3	76.2	65.2	76.2	70.2	
AGREE TO A CERTAIN EXTENT		11.7	19.9	12.8	19.7	23.1	14.6	16.7	6.5	16.1	10.2	7.1	15.9	19.6	4.8	11.8	
DISAGREE TO A CERTAIN EXTENT	29.2	11.7	10.3	4.5	17.8	7.9	9.8	10.8	9.7	16.1	13.3	3.6	4.8	4.3	4.8	8.5	
DISAGREE	7.4	9.8	6.7	4.0	7.3	7.8	6.5	7.0	22.6	14.3	8.2	6.0	3.2	10.9	14.3	9.5	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS									BLACKS							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
AGREE	71.4	71.8	75.3	78.4	80.3	84.4	69.2	76.4	71.1	71.7	71.7	71.0	65.6	73.2	72.5	71.0	
AGREE TO A CERTAIN EXTENT	14.3	19.7	18.0	14.4	13.1	9.4	23.1	15.8	12.0	11.9	16.4	16.6	15.6	19.6	17.5	15.3	
DISAGREE TO A CERTAIN EXTENT	5.7	2.8	5.6	5.2	4.9	6.3		4.8	4.8	4.4	4.0	6.9	6.7	7.1	7.5	5.4	
DISAGREE	8.6	5.6	1.1	2.1	1.6		7.7	3.0	12.0	11.9	8.0	5.5	12.2		2.5	8.4	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 7. PARENTS SHOULD HAVE A DIRECT SAY IN THEIR CHILDREN'S SCHOOLING

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	50.0	69.0	57.6	65.4	69.5	69.4	79.3	70.2	81.3	78.0	55.3	76.4	70.2	71.4	70.6	70.9
AGREE TO A CERTAIN EXTENT		12.4	26.7	16.7	14.1	11.2	6.9	11.8	10.7	15.4	28.9	15.8	15.6	15.2	14.7	15.3
DISAGREE TO A CERTAIN EXTENT	50.0	9.9	12.4	10.8	4.7	10.3	10.3	8.5	8.0	3.8	5.3	4.8	6.9	4.6	2.9	5.4
DISAGREE		8.7	3.3	7.0	11.7	9.1	3.4	9.5		2.8	10.5	3.0	7.3	8.8	11.8	8.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 7. PARENTS SHOULD HAVE A DIRECT SAY IN THEIR CHILDREN'S SCHOOLING

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE				TOTAL
	AFRI-KAANS	ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO	ORIENTAL		ENG/EURO	ORIENTAL	TOTAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	64.2	68.4		65.5	67.1	80.7	70.1	76.4	77.4	76.4	80.0	33.3	71.0	72.2	59.5	57.1	71.0
AGREE TO A CERTAIN EXTENT	13.2	21.6		16.7	11.9	11.4	11.8	16.3	9.7	15.8		66.7	12.3	16.3	21.6	14.3	15.3
DISAGREE TO A CERTAIN EXTENT	14.4	5.1	66.7	10.8	9.7	4.5	8.5	4.1	12.9	4.8			7.2	3.8	10.8	14.3	5.4
DISAGREE	8.3	4.9	33.3	7.0	11.3	3.4	9.5	3.3		3.0	20.0		9.4	7.6	8.1	14.3	8.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 8. PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD ATTEND THE SAME SCHOOLS AND SHARE THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	26.7	27.5	27.2	78.2	78.1	78.1	65.7	60.9	62.9	83.0	78.7	80.5
AGREE TO A CERTAIN EXTENT	19.9	19.1	19.5	11.5	10.7	11.1	13.9	16.3	15.3	10.0	8.1	8.9
DISAGREE TO A CERTAIN EXTENT	12.4	14.3	13.5	3.2	5.0	4.3	6.0	10.3	8.5	2.1	4.7	3.6
DISAGREE	40.9	39.1	39.9	7.1	6.2	6.5	14.5	12.4	13.3	4.8	8.5	7.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 8. PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD ATTEND THE SAME SCHOOLS AND SHARE THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE		25.8	34.4	32.6	29.9	25.6	16.3	27.2	80.6	67.9	77.6	86.9	79.4	73.9	75.0	78.1
AGREE TO A CERTAIN EXTENT	36.6	23.4	19.5	11.1	20.6	23.3	15.4	19.5	12.9	14.3	11.2	8.3	9.5	17.4		11.1
DISAGREE TO A CERTAIN EXTENT		12.5	11.5	12.1	16.7	5.5	27.5	13.5	3.2	7.1	4.1	2.4	3.2	4.3	10.0	4.3
DISAGREE	63.4	38.3	34.7	44.2	32.8	45.6	40.8	39.9	3.2	10.7	7.1	2.4	7.9	4.3	15.0	6.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	65.7	76.1	58.4	64.9	55.7	46.9	69.2	62.8	78.3	81.8	81.4	82.2	80.0	73.2	80.0	80.5
AGREE TO A CERTAIN EXTENT	14.3	7.0	16.9	16.5	14.8	31.3	7.7	15.3	12.0	7.5	8.0	8.9	7.8	10.7	12.5	8.9
DISAGREE TO A CERTAIN EXTENT	5.7	4.2	13.5	5.2	11.5	9.4	15.4	8.5		3.1	4.4	4.8	2.2	7.1	2.5	3.6
DISAGREE	14.3	12.7	11.2	13.4	18.0	12.5	7.7	13.3	9.6	7.5	6.2	4.1	10.0	8.9	5.0	7.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 8. PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD ATTEND THE SAME SCHOOLS AND SHARE THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		22.1	38.6	27.0	74.0	79.3	86.2	78.1	54.7	63.6	73.7	62.9	79.2	81.5	79.4	80.6
AGREE TO A CERTAIN EXTENT	50.0	18.3	21.8	19.5	17.3	8.3	6.9	11.1	20.0	14.3	13.2	15.3	9.3	8.8	5.9	8.9
DISAGREE TO A CERTAIN EXTENT		14.9	10.8	13.5	2.4	5.8		4.3	12.0	8.0	5.3	8.5	3.1	3.8	5.9	3.6
DISAGREE	50.0	44.8	28.8	39.9	6.3	6.6	6.9	6.5	13.3	14.0	7.9	13.3	8.3	5.9	8.8	6.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 8. PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD ATTEND THE SAME SCHOOLS AND SHARE THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	AFRI-KAANS		ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	SO THO	NGUNI	SHANG TSONG	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	15.3	43.1	33.3	27.2	76.4	84.1	78.1	64.1	48.4	62.9	80.0	100.0	76.2	82.6	86.5	71.4	80.5
AGREE TO A CERTAIN EXTENT	14.5	25.3	66.7	19.5	12.9	4.5	11.1	13.0	41.9	15.3	20.0		9.4	8.9	2.7	14.3	8.9
DISAGREE TO A CERTAIN EXTENT	15.7	10.8		13.5	4.5	3.4	4.3	9.0	3.2	8.5			5.1	2.5	5.4	14.3	3.6
DISAGREE	54.5	20.8		39.9	6.1	8.0	6.5	13.9	6.5	13.3			9.4	5.9	5.4		7.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 9. SPORTS CONTACT BETWEEN PUPILS OF DIFFERENT POPULATION GROUPS SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	64.6	62.0	63.1	85.9	87.2	86.7	83.7	76.8	79.7	79.7	82.8	81.5
AGREE TO A CERTAIN EXTENT	14.6	16.5	15.7	10.3	10.7	10.6	10.2	16.7	14.0	17.0	11.7	13.9
DISAGREE TO A CERTAIN EXTENT	8.7	8.9	8.8	2.6	0.8	1.5	1.2	3.4	2.5	1.2	2.8	2.1
DISAGREE	12.1	12.6	12.4	1.3	1.2	1.3	4.8	3.0	3.8	2.1	2.8	2.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



STATEMENT 9. SPORTS CONTACT BETWEEN PUPILS OF DIFFERENT POPULATION GROUPS SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	33.8	51.6	70.6	61.8	68.6	70.0	57.6	63.1	90.3	83.9	88.8	91.7	83.9	80.4	81.0	86.7
AGREE TO A CERTAIN EXTENT	22.2	23.8	14.9	15.7	9.0	12.1	17.7	15.7	9.7	7.1	11.2	6.0	12.9	19.6	9.5	10.6
DISAGREE TO A CERTAIN EXTENT		12.8	4.7	10.3	9.8	11.6	8.1	8.8		3.6		1.2	3.2		4.8	1.5
DISAGREE	44.0	11.8	9.8	12.3	12.5	6.3	16.6	12.4		5.4		1.2			4.8	1.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	85.7	88.7	75.3	81.4	72.1	71.9	84.6	79.6	79.5	81.1	81.1	87.0	85.6	69.6	77.5	81.5
AGREE TO A CERTAIN EXTENT	8.6	8.5	19.1	12.4	16.4	18.8	15.4	14.1	13.3	11.9	15.0	11.6	12.2	23.2	15.0	13.9
DISAGREE TO A CERTAIN EXTENT		1.4	3.4	1.0	4.9	6.3		2.5	3.6	3.8	0.4	1.4	1.1	1.8	7.5	2.1
DISAGREE	5.7	1.4	2.2	5.2	6.6	3.1		3.8	3.6	3.1	3.5		1.1	5.4		2.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 9. SPORTS CONTACT BETWEEN PUPILS OF DIFFERENT POPULATION GROUPS SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE				LANGUAGE				LANGUAGE				LANGUAGE				
	AFRI-KAANS	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	TOTAL	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG-TSONG	VENDA LEMBA	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	44.7	87.6	66.7	63.1	84.5	94.3	86.6	80.2	74.2	79.7	60.0	66.7	87.4	77.8	86.5	100.0	81.5
AGREE TO A CERTAIN EXTENT	21.8	7.9		15.7	12.3	4.5	10.6	13.9	16.1	14.0	40.0	33.3	9.0	16.9	8.1		13.9
DISAGREE TO A CERTAIN EXTENT	13.0	2.8	33.3	8.8	1.9		1.5	1.9	9.7	2.5			1.8	2.5			2.1
DISAGREE	20.6	1.7		12.4	1.3	1.1	1.3	4.1		3.8			1.8	2.8	5.4		2.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 9. SPORTS CONTACT BETWEEN PUPILS OF DIFFERENT POPULATION GROUPS SHOULD BE ENCOURAGED

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	50.0	57.1	76.4	63.0	78.7	90.9	86.2	86.7	66.7	81.1	94.7	79.7	81.0	81.6	88.2	81.6
AGREE TO A CERTAIN EXTENT	50.0	16.9	12.6	15.8	17.3	6.6	13.8	10.6	25.3	12.2	5.3	14.0	13.8	14.0	11.8	13.9
DISAGREE TO A CERTAIN EXTENT		10.4	5.6	8.8	2.4	1.2		1.5	5.3	2.1		2.5	2.1	2.3		2.1
DISAGREE		15.6	5.5	12.4	1.6	1.2		1.3	2.7	4.5		3.8	3.1	2.1		2.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 10. PRIVATE SCHOOLS THAT ADMIT PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD BE FINANCED IN THE SAME WAY AS GVT.SCHOOLS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX			SEX			SEX			SEX		
	MALE	FE-MALE	TOTAL	MALE	FE-MALE	TOTAL	MALE	FE-MALE	TOTAL	MALE	FE-MALE	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	33.3	40.7	37.6	60.9	61.1	61.0	40.4	43.3	42.1	67.0	64.5	65.5
AGREE TO A CERTAIN EXTENT	13.5	17.5	15.8	19.9	19.7	19.7	26.5	19.3	22.3	18.8	18.3	18.5
DISAGREE TO A CERTAIN EXTENT	11.9	9.5	10.5	7.7	9.2	8.6	9.6	17.2	14.0	5.8	6.8	6.4
DISAGREE	41.4	32.3	36.1	11.5	10.0	10.6	23.5	20.2	21.6	8.5	10.4	9.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 10. PRIVATE SCHOOLS THAT ADMIT PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD BE FINANCED IN THE SAME WAY AS GVT.SCHOOLS

RESPONSE	POPULATION GROUP																
	WHITES								BROWN PEOPLE								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	48.9	43.6	37.5	34.4	36.4	32.3	39.3	37.6	64.5	55.4	62.2	63.1	58.1	66.7	52.6	61.0	
AGREE TO A CERTAIN EXTENT	22.2	25.6	16.1	12.4	14.1	13.9	11.3	15.8	9.7	26.8	19.4	19.0	24.2	15.6	15.8	19.7	
DISAGREE TO A CERTAIN EXTENT		5.5	10.1	9.2	9.2	14.9	16.2	10.5	9.7	8.9	11.2	7.1	4.8	11.1	5.3	8.6	
DISAGREE	28.9	25.3	36.2	44.0	40.3	38.9	33.2	36.1	16.1	8.9	7.1	10.7	12.9	6.7	26.3	10.6	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS								BLACKS								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	42.9	38.0	38.2	50.5	36.1	43.8	46.2	42.0	62.7	63.5	62.1	73.3	72.2	62.5	60.0	65.5	
AGREE TO A CERTAIN EXTENT	31.4	21.1	24.7	17.5	19.7	31.3	15.4	22.4	9.6	15.7	21.6	15.8	14.4	32.1	30.0	18.5	
DISAGREE TO A CERTAIN EXTENT	5.7	18.3	19.1	9.3	19.7	6.3	7.7	14.1	10.8	6.3	7.5	3.4	5.6	5.4	5.0	6.4	
DISAGREE	20.0	22.5	18.0	22.7	24.6	18.8	30.8	21.6	16.9	14.5	8.8	7.5	7.8		5.0	9.6	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 10. PRIVATE SCHOOLS THAT ADMIT PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD BE FINANCED IN THE SAME WAY AS GVT.SCHOOLS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		35.1	44.2	37.7	56.0	63.9	58.6	61.0	46.7	42.7	28.9	42.1	62.3	67.3	67.6	65.5
AGREE TO A CERTAIN EXTENT	100.0	16.6	12.0	15.6	32.0	13.3	20.7	19.7	24.0	21.3	26.3	22.3	23.2	15.7	17.6	18.5
DISAGREE TO A CERTAIN EXTENT		9.8	12.2	10.5	4.8	10.4	10.3	8.6	8.0	15.0	18.4	14.0	5.9	6.5	8.8	6.4
DISAGREE		38.5	31.6	36.2	7.2	12.4	10.3	10.6	21.3	21.0	26.3	21.6	8.7	10.5	5.9	9.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 10. PRIVATE SCHOOLS THAT ADMIT PUPILS FROM DIFFERENT POPULATION GROUPS SHOULD BE FINANCED IN THE SAME WAY AS GVT. SCHOOLS

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE			ASIANS			BLACKS						
	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE		TOTAL	LANGUAGE						TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO		ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	VENDA	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	32.4	44.7	33.3	37.6	59.8	64.8	60.9	41.0	54.8	42.1	80.0	33.3	62.8	67.4	67.6	42.9	65.5
AGREE TO A CERTAIN EXTENT	17.2	13.6	33.3	15.8	21.9	12.5	19.8	22.6	19.4	22.3		66.7	18.8	18.4	16.2	14.3	18.5
DISAGREE TO A CERTAIN EXTENT	13.0	7.3		10.5	9.2	6.8	8.6	14.7	6.5	14.0			7.9	5.3	8.1	14.3	6.4
DISAGREE	37.4	34.4	33.3	36.1	9.2	15.9	10.7	21.7	19.4	21.6	20.0		10.5	8.9	8.1	28.6	9.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 11. PARENTS SHOULD MAKE A GREATER FINANCIAL CONTRIBUTION TO THEIR CHILDREN'S EDUCATION

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	34.8	29.0	31.4	39.7	42.5	41.4	30.7	36.1	33.8	37.6	39.7	38.8
AGREE TO A CERTAIN EXTENT	25.7	26.5	26.2	25.0	19.6	21.7	30.1	26.2	27.8	18.8	16.6	17.5
DISAGREE TO A CERTAIN EXTENT	13.7	15.1	14.5	17.9	18.8	18.4	13.9	13.7	13.8	12.7	10.2	11.2
DISAGREE	25.7	29.5	27.9	17.3	19.2	18.4	25.3	24.0	24.6	30.9	33.5	32.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 11. PARENTS SHOULD MAKE A GREATER FINANCIAL CONTRIBUTION TO THEIR CHILDREN'S EDUCATION

RESPONSE	POPULATION GROUP																
	WHITES									BROWN PEOPLE							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	34.1	24.2	36.7	37.3	31.1	23.4	31.7	31.4	45.2	37.0	46.4	39.3	31.7	52.2	38.1	41.4	
AGREE TO A CERTAIN EXTENT	14.8	35.2	24.4	18.9	33.4	25.4	24.3	26.2	12.9	29.6	23.7	20.2	22.2	21.7	9.5	21.7	
DISAGREE TO A CERTAIN EXTENT	14.5	15.5	14.0	10.1	12.4	9.5	25.9	14.5	12.9	18.5	17.5	17.9	20.6	17.4	28.6	18.4	
DISAGREE	36.6	25.0	24.9	33.7	23.0	41.7	18.1	27.9	29.0	14.8	12.4	22.6	25.4	8.7	23.8	18.4	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS									BLACKS							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	40.0	35.2	42.7	28.9	27.9	31.3	15.4	33.7	37.3	35.8	39.2	39.7	45.6	39.3	32.5	38.8	
AGREE TO A CERTAIN EXTENT	31.4	28.2	20.2	30.9	34.4	25.0	23.1	27.9	10.8	16.4	19.4	16.4	18.9	17.9	25.0	17.5	
DISAGREE TO A CERTAIN EXTENT	5.7	11.3	14.6	11.3	14.8	28.1	23.1	13.8	15.7	8.8	11.9	12.3	5.6	12.5	15.0	11.2	
DISAGREE	22.9	25.4	22.5	28.9	23.0	15.6	38.5	24.6	36.1	39.0	29.5	31.5	30.0	30.4	27.5	32.5	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 11. PARENTS SHOULD MAKE A GREATER FINANCIAL CONTRIBUTION TO THEIR CHILDREN'S EDUCATION

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		27.1	41.7	31.5	40.5	43.6	27.6	41.4	28.0	36.7	23.7	33.8	40.5	38.4	29.4	38.7
AGREE TO A CERTAIN EXTENT	100.0	24.1	29.0	26.0	14.3	24.5	31.0	21.7	26.7	28.0	28.9	27.8	18.3	15.9	32.4	17.5
DISAGREE TO A CERTAIN EXTENT		14.6	14.7	14.5	28.6	12.4	24.1	18.4	17.3	12.2	18.4	13.8	8.7	13.2	5.9	11.2
DISAGREE		34.2	14.6	28.0	16.7	19.5	17.2	18.4	28.0	23.1	28.9	24.6	32.5	32.5	32.4	32.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 11. PARENTS SHOULD MAKE A GREATER FINANCIAL CONTRIBUTION TO THEIR CHILDREN'S EDUCATION

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	TOTAL		ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	28.1	35.7	33.3	31.4	39.7	46.6	41.3	35.1	19.4	33.8	40.0	66.7	37.2	39.8	40.5	14.3	38.8
AGREE TO A CERTAIN EXTENT	21.0	33.1	33.3	26.2	21.2	23.9	21.8	27.4	32.3	27.8		33.3	16.2	19.1	10.8		17.5
DISAGREE TO A CERTAIN EXTENT	17.9	10.2		14.5	21.8	6.8	18.5	13.3	19.4	13.8			12.3	11.0	8.1	14.3	11.2
DISAGREE	33.0	21.0	33.3	27.9	17.3	22.7	18.5	24.2	29.0	24.6	60.0		34.3	30.1	40.5	71.4	32.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 12. IT IS ESSENTIAL FOR PUPILS FROM DIFFERENT POPULATION GROUPS TO BE EDUCATED IN SEPARATE SCHOOLS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	39.2	45.3	42.8	15.4	19.4	17.8	15.7	20.6	18.5	17.0	20.0	18.7
AGREE TO A CERTAIN EXTENT	18.5	15.1	16.5	3.8	9.5	7.3	12.0	12.4	12.3	8.2	9.8	9.1
DISAGREE TO A CERTAIN EXTENT	13.6	13.4	13.4	16.7	19.0	18.1	17.5	17.2	17.3	13.3	13.0	13.1
DISAGREE	28.8	26.2	27.3	64.1	52.1	56.8	54.8	49.8	51.9	61.5	57.3	59.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 12. IT IS ESSENTIAL FOR PUPILS FROM DIFFERENT POPULATION GROUPS TO BE EDUCATED IN SEPARATE SCHOOLS

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	51.4	36.4	34.2	49.8	35.6	46.7	56.2	42.8	16.1	14.5	18.6	14.3	14.3	21.7	40.9	17.8
AGREE TO A CERTAIN EXTENT		20.4	14.2	16.6	18.3	18.7	16.1	16.5	6.5	7.3	9.3	6.0	4.8	8.7	9.1	7.3
DISAGREE TO A CERTAIN EXTENT	36.6	13.4	16.8	6.6	16.3	12.7	8.1	13.4	6.5	16.4	21.6	19.0	23.8	13.0	13.6	18.1
DISAGREE	11.9	29.8	34.8	27.1	29.7	22.0	19.5	27.3	71.0	61.8	50.5	60.7	57.1	56.5	36.4	56.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	5.7	18.3	16.9	14.4	27.9	31.3	23.1	18.6	18.1	14.5	18.1	21.2	20.0	19.6	27.5	18.7
AGREE TO A CERTAIN EXTENT	22.9	8.5	12.4	13.4	8.2	12.5	15.4	12.3	6.8	9.4	10.1	7.5	11.1	14.3	5.0	9.1
DISAGREE TO A CERTAIN EXTENT	14.3	14.1	16.9	21.6	13.1	21.9	15.4	17.1	10.8	10.7	15.9	13.0	13.3	8.9	17.5	13.1
DISAGREE	57.1	59.2	53.9	50.5	50.8	34.4	46.2	52.0	66.3	65.4	55.9	58.2	55.6	57.1	50.0	59.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 12. IT IS ESSENTIAL FOR PUPILS FROM DIFFERENT POPULATION GROUPS TO BE EDUCATED IN SEPARATE SCHOOLS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE		50.2	27.0	42.9	23.4	16.2	6.9	17.8	29.3	17.5	5.3	18.5	20.1	18.7	8.8	18.8
AGREE TO A CERTAIN EXTENT		16.1	17.9	16.5	11.7	5.8		7.3	12.0	13.6	2.6	12.3	9.0	9.4	5.9	9.1
DISAGREE TO A CERTAIN EXTENT	100.0	12.4	14.6	13.5	18.8	17.8	17.2	18.1	16.0	17.8	15.8	17.3	13.8	13.2	5.9	13.1
DISAGREE		21.3	40.5	27.1	46.1	60.2	75.9	56.8	42.7	51.0	76.3	51.9	57.1	58.7	79.4	59.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 12. IT IS ESSENTIAL FOR PUPILS FROM DIFFERENT POPULATION GROUPS TO BE EDUCATED IN SEPARATE SCHOOLS

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE				LANGUAGE				LANGUAGE				LANGUAGE				
	AFRI-KAANS	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	TOTAL	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	SOThO	NGUNI	SHANGTSONG	VENDALEMBA	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	59.7	20.8		42.8	18.7	13.8	17.6	18.5	19.4	18.5	20.0		19.9	18.6	13.5	14.3	18.7
AGREE TO A CERTAIN EXTENT	15.4	18.3		16.5	8.1	4.6	7.3	11.7	19.4	12.3			7.6	10.4	8.1		9.1
DISAGREE TO A CERTAIN EXTENT	11.5	15.1	66.7	13.4	20.0	11.5	18.1	17.4	16.1	17.3	20.0	33.3	10.8	14.6	8.1	14.3	13.1
DISAGREE	13.4	45.8	33.3	27.3	53.2	70.1	56.9	52.4	45.2	51.9	60.0	66.7	61.7	56.4	70.3	71.4	59.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 13. THERE WILL BE A DECLINE IN ACADEMIC STANDARDS IF PUPILS FROM DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOM

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	57.2	54.2	55.4	14.2	20.4	18.0	16.3	14.2	15.0	25.2	24.3	24.7
AGREE TO A CERTAIN EXTENT	15.1	20.5	18.3	7.1	10.8	9.4	22.9	22.7	22.8	18.8	15.7	17.0
DISAGREE TO A CERTAIN EXTENT	11.0	8.0	9.3	20.6	20.0	20.3	18.1	22.3	20.6	16.4	15.5	15.9
DISAGREE	16.6	17.3	17.0	58.1	48.7	52.4	42.8	40.8	41.6	39.5	44.5	42.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 13. THERE WILL BE A DECLINE IN ACADEMIC STANDARDS IF PUPILS FROM DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOM

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	48.9	57.1	42.1	65.7	57.0	57.4	62.7	55.4	19.4	19.6	15.5	20.5	12.9	26.1	10.0	18.0
AGREE TO A CERTAIN EXTENT	22.2	26.2	15.6	18.2	17.5	18.4	14.5	18.3	16.1	7.1	9.3	4.8	8.1	15.2	15.0	9.4
DISAGREE TO A CERTAIN EXTENT	7.4	5.0	13.8	7.2	3.6	11.8	11.4	9.3	16.1	17.9	20.6	24.1	19.4	19.6	20.0	20.3
DISAGREE	21.5	11.7	28.6	8.8	21.8	12.4	11.4	17.0	48.4	55.4	54.6	50.6	59.7	39.1	55.0	52.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	17.1	11.3	12.4	13.4	21.3	25.0	14.8	26.8	24.5	17.3	30.1	36.7	19.6	22.5	24.7	
AGREE TO A CERTAIN EXTENT	17.1	15.5	24.7	24.7	29.5	21.9	23.1	22.9	8.5	11.3	21.7	19.9	14.4	25.0	15.0	
DISAGREE TO A CERTAIN EXTENT	31.4	16.9	15.7	27.8	13.1	21.9	23.1	20.6	11.0	11.9	16.8	15.1	17.8	19.6	30.0	
DISAGREE	34.3	56.3	47.2	34.0	36.1	31.3	53.8	41.7	53.7	52.2	44.2	34.9	31.1	35.7	32.5	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 13. THERE WILL BE A DECLINE IN ACADEMIC STANDARDS IF PUPILS FROM DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOM

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE		60.4	45.6	55.6	22.4	17.0	6.9	18.0	20.0	15.0	5.3	15.0	27.8	24.2	5.9	24.7
AGREE TO A CERTAIN EXTENT	50.0	15.5	24.1	18.3	12.0	9.1	9.4	22.7	22.0	28.9	22.8	15.3	18.5	11.8	17.0	
DISAGREE TO A CERTAIN EXTENT		7.4	12.9	9.1	22.4	20.3	10.3	20.3	17.3	22.0	15.8	20.6	19.8	13.4	17.6	
DISAGREE	50.0	16.7	17.3	17.1	43.2	53.5	82.8	52.4	40.0	40.9	50.0	41.6	37.2	43.9	64.7	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 13. THERE WILL BE A DECLINE IN ACADEMIC STANDARDS IF PUPILS FROM DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOM

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	ORIEN TAL		ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	VENDA LEMBA
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	61.3	48.0	33.3	55.4	18.3	15.9	17.8	16.0	3.2	15.0	40.0	26.0	24.5	21.6	24.7		
AGREE TO A CERTAIN EXTENT	17.8	18.6	33.3	18.3	10.8	4.5	9.4	22.0	32.3	22.8	20.0	33.3	11.2	20.6	8.1	42.9	17.0
DISAGREE TO A CERTAIN EXTENT	6.8	12.7		9.3	22.5	12.5	20.3	20.9	16.1	20.6	33.3	14.1	17.2	16.2		15.9	
DISAGREE	14.1	20.6	33.3	17.0	48.4	67.0	52.5	41.0	48.4	41.6	40.0	33.3	48.7	37.7	54.1	57.1	42.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 14. THE SCHOOL SHOULD STRIVE TO PRESERVE THE GROUP IDENTITY OF EVERY CHILD

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	64.8	71.0	68.4	36.5	50.2	44.8	36.7	46.4	42.4	37.0	38.0	37.6
AGREE TO A CERTAIN EXTENT	14.7	15.8	15.3	12.8	13.7	13.4	30.1	25.8	27.6	20.0	15.7	17.5
DISAGREE TO A CERTAIN EXTENT	8.4	5.0	6.4	19.2	13.3	15.6	6.0	8.2	7.3	10.6	9.1	9.7
DISAGREE	12.1	8.2	9.8	31.4	22.8	26.2	27.1	19.7	22.8	32.4	37.2	35.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 14. THE SCHOOL SHOULD STRIVE TO PRESERVE THE GROUP IDENTITY OF EVERY CHILD

RESPONSE	POPULATION GROUP																
	WHITES									BROWN PEOPLE							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	48.6	70.0	60.9	73.4	71.3	70.5	73.3	68.4	58.1	47.3	45.9	46.4	36.5	39.1	45.0	44.8	
AGREE TO A CERTAIN EXTENT	14.8	18.3	17.8	16.8	17.6	7.6	12.9	15.3	6.5	16.4	10.2	11.9	20.6	10.9	20.0	13.4	
DISAGREE TO A CERTAIN EXTENT	21.8	6.7	5.5	2.5	1.7	14.0	4.9	6.4	16.1	12.7	19.4	14.3	12.7	17.4	15.0	15.6	
DISAGREE	14.8	5.0	15.8	7.3	9.4	7.9	8.9	9.8	19.4	23.6	24.5	27.4	30.2	32.6	20.0	26.2	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS									BLACKS							
	AGE								TOTAL	AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	14-17		18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	51.4	40.8	46.1	41.2	36.1	37.5	53.8	42.5	37.3	39.6	31.7	43.8	36.7	41.1	37.5	37.6	
AGREE TO A CERTAIN EXTENT	28.6	22.5	29.2	27.8	27.9	40.6		27.4	18.1	15.7	19.8	11.6	22.2	12.5	27.5	17.5	
DISAGREE TO A CERTAIN EXTENT	5.7	8.5	2.2	11.3	6.6	9.4	7.7	7.3	6.0	6.9	11.5	11.0	12.2	12.5	5.0	9.7	
DISAGREE	14.3	28.2	22.5	19.6	29.5	12.5	38.5	22.9	38.6	37.7	37.0	33.6	28.9	33.9	30.0	35.2	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 14. THE SCHOOL SHOULD STRIVE TO PRESERVE THE GROUP IDENTITY OF EVERY CHILD

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		73.7	58.0	68.6	44.4	47.1	27.6	44.8	41.3	42.7	42.1	42.4	40.8	36.1	32.4	37.6
AGREE TO A CERTAIN EXTENT	50.0	13.3	18.8	15.1	18.3	11.6	6.9	13.4	29.3	28.3	18.4	27.6	19.7	16.1	17.6	17.5
DISAGREE TO A CERTAIN EXTENT		7.3	4.6	6.4	11.9	16.9	20.7	15.6	9.3	6.6	7.9	7.3	8.3	10.7	8.8	9.7
DISAGREE	50.0	5.7	18.5	9.8	25.4	24.4	44.8	26.2	20.0	22.4	31.6	22.8	31.1	37.1	41.2	35.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 14. THE SCHOOL SHOULD STRIVE TO PRESERVE THE GROUP IDENTITY OF EVERY CHILD

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	ORIEN TAL		ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	73.5	62.2	33.3	68.4	43.8	47.7	44.7	42.7	38.7	42.4	60.0	33.3	35.7	38.3	43.2	14.3	37.6
AGREE TO A CERTAIN EXTENT	14.3	16.4	33.3	15.3	15.6	5.7	13.4	27.2	32.3	27.6	20.0	33.3	12.3	20.3	18.9	14.3	17.5
DISAGREE TO A CERTAIN EXTENT	6.1	6.9		6.4	17.5	9.1	15.7	7.6	3.2	7.3			8.7	10.4	8.1	28.6	9.7
DISAGREE	6.1	14.4	33.3	9.8	23.1	37.5	26.3	22.6	25.8	22.8	20.0	33.3	43.3	30.9	29.7	42.9	35.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 15. SCHOOLS FOR DIFFERENT POPULATION GROUPS SHOULD BE FINANCED UNIFORMLY

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	76.1	72.2	73.8	66.0	69.8	68.3	73.5	71.7	72.4	80.6	75.4	77.5
AGREE TO A CERTAIN EXTENT	13.5	11.8	12.5	14.7	14.0	14.3	16.3	18.0	17.3	10.0	13.8	12.2
DISAGREE TO A CERTAIN EXTENT	4.7	8.2	6.7	5.1	5.8	5.5	5.4	3.0	4.0	2.7	3.8	3.4
DISAGREE	5.7	7.8	6.9	14.1	10.3	11.8	4.8	7.3	6.3	6.7	7.0	6.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



STATEMENT 15. SCHOOLS FOR DIFFERENT POPULATION GROUPS SHOULD BE FINANCED UNIFORMLY

RESPONSE	POPULATION GROUP																
	WHITES								BROWN PEOPLE								
	AGE							TOTAL	AGE							TOTAL	
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99		
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	70.4	72.8	80.8	74.7	78.0	72.5	61.1	73.8	80.6	73.2	71.4	64.3	63.5	67.4	55.0	68.3	
AGREE TO A CERTAIN EXTENT	14.8	14.0	6.6	12.4	18.6	6.2	21.0	12.5	16.1	12.5	13.3	11.9	17.5	19.6	10.0	14.3	
DISAGREE TO A CERTAIN EXTENT	7.4	6.6	5.7	9.0	3.5	10.8	4.9	6.7		5.4	6.1	3.6	7.9	8.7	5.0	5.5	
DISAGREE	7.4	6.6	6.9	4.0		10.5	13.0	6.9	3.2	8.9	9.2	20.2	11.1	4.3	30.0	11.8	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS								BLACKS								
	AGE							TOTAL	AGE							TOTAL	
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99		
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	65.7	71.8	73.0	73.2	77.0	71.9	69.2	72.6	83.1	76.7	72.2	82.2	78.9	78.6	77.5	77.5	
AGREE TO A CERTAIN EXTENT	20.0	18.3	15.7	17.5	16.4	18.8	7.7	17.1	10.8	11.9	13.7	9.6	12.2	14.3	15.0	12.2	
DISAGREE TO A CERTAIN EXTENT	5.7	4.2	3.4	3.1	3.3	6.3	7.7	4.0		4.4	4.4	2.7	3.3	3.6	2.5	3.4	
DISAGREE	8.6	5.6	7.9	6.2	3.3	3.1	15.4	6.3	6.0	6.9	9.7	5.5	5.6	3.6	5.0	6.9	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 15. SCHOOLS FOR DIFFERENT POPULATION GROUPS SHOULD BE FINANCED UNIFORMLY

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
AGREE		71.1	80.8	73.8	63.0	70.7	72.4	68.3	69.3	71.7	84.2	72.4	77.2	77.6	79.4	77.5
AGREE TO A CERTAIN EXTENT	50.0	12.9	11.2	12.5	19.7	12.0	10.3	14.3	17.3	18.5	7.9	17.3	12.1	11.9	17.6	12.2
DISAGREE TO A CERTAIN EXTENT	50.0	8.2	2.7	6.8	7.1	5.0	3.4	5.5	4.0	4.2	2.6	4.0	3.8	3.1	2.9	3.4
DISAGREE		7.8	5.2	6.9	10.2	12.4	13.8	11.8	9.3	5.6	5.3	6.3	6.9	7.3		6.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 15. SCHOOLS FOR DIFFERENT POPULATION GROUPS SHOULD BE FINANCED UNIFORMLY

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	AFRI-KAANS		ENG/EURO	SO THO		NGUNI	SHANG TSONG	VENDA LEMBA			
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
AGREE	68.0	82.4	33.3	73.8	69.3	64.8	68.3	72.3	74.2	72.4	60.0	33.3	76.2	79.2	78.4	42.9	77.5
AGREE TO A CERTAIN EXTENT	15.7	7.9	33.3	12.5	14.6	13.6	14.4	17.9	9.7	17.3		66.7	10.5	12.9	13.5	14.3	12.2
DISAGREE TO A CERTAIN EXTENT	7.8	4.9	33.3	6.7	5.8	4.5	5.5	3.8	6.5	4.0			5.1	2.1	5.4	14.3	3.4
DISAGREE	8.6	4.9		6.9	10.4	17.0	11.8	6.0	9.7	6.3	40.0		8.3	5.7	2.7	28.6	6.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 16. EVERY COMMUNITY'S CULTURE IS BEING ADEQUATELY TRANSFERRED IN SA SCHOOLS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX			SEX			SEX			SEX		
	MALE	FE-MALE	TOTAL	MALE	FE-MALE	TOTAL	MALE	FE-MALE	TOTAL	MALE	FE-MALE	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	41.2	45.2	43.5	29.0	37.5	34.1	25.3	20.6	22.6	36.8	42.5	40.1
AGREE TO A CERTAIN EXTENT	16.6	20.3	18.8	19.4	18.5	18.9	22.9	20.6	21.6	25.8	18.3	21.4
DISAGREE TO A CERTAIN EXTENT	17.4	14.9	16.0	21.9	20.3	20.9	16.9	18.9	18.0	14.9	12.1	13.2
DISAGREE	24.8	19.5	21.7	29.7	23.7	26.1	34.9	39.9	37.8	22.5	27.2	25.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 16. EVERY COMMUNITY'S CULTURE IS BEING ADEQUATELY TRANSFERRED IN SA SCHOOLS

RESPONSE	POPULATION GROUP																
	WHITES									BROWN PEOPLE							
	AGE									AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	44.4	41.9	35.2	42.9	48.6	52.1	45.3	43.5	29.0	29.1	35.1	38.7	29.5	41.3	29.4	34.1	
AGREE TO A CERTAIN EXTENT	29.6	21.3	15.4	23.8	14.4	14.1	23.0	18.8	12.9	14.5	20.6	13.7	29.5	17.4	23.5	18.9	
DISAGREE TO A CERTAIN EXTENT	7.1	18.4	16.9	14.2	21.1	12.0	15.2	16.0	25.8	32.7	18.6	20.0	14.8	21.7	11.8	20.9	
DISAGREE	19.0	18.4	32.5	19.1	15.8	21.8	16.5	21.7	32.3	23.6	25.8	27.5	26.2	19.6	35.3	26.1	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS									BLACKS							
	AGE									AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	31.4	22.5	19.1	19.6	24.6	37.5	22.6	26.5	41.8	35.7	46.6	44.4	46.4	45.0	40.1		
AGREE TO A CERTAIN EXTENT	22.9	16.9	22.5	22.7	26.2	21.9	7.7	21.6	22.9	16.5	21.6	18.5	27.8	30.4	20.0		
DISAGREE TO A CERTAIN EXTENT	17.1	19.7	21.3	18.6	11.5	9.4	38.5	18.1	16.9	13.9	14.1	13.0	10.0	8.9	12.5		
DISAGREE	28.6	40.8	37.1	39.2	37.7	31.3	53.8	37.7	33.7	27.8	28.6	21.9	17.8	14.3	22.5		
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		

STATEMENT 16. EVERY COMMUNITY'S CULTURE IS BEING ADEQUATELY TRANSFERRED IN SA SCHOOLS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		51.4	26.7	43.6	37.8	33.9	20.7	34.1	20.0	23.8	18.4	22.6	39.8	40.3	38.2	40.1
AGREE TO A CERTAIN EXTENT	100.0	21.4	11.7	18.8	24.4	18.0	3.4	18.9	22.7	22.4	13.2	21.6	22.8	20.2	26.5	21.4
DISAGREE TO A CERTAIN EXTENT		11.8	25.0	15.8	18.5	22.2	20.7	20.9	17.3	17.8	21.1	18.0	13.8	13.4	5.9	13.3
DISAGREE		15.4	36.6	21.8	19.3	25.9	55.2	26.1	40.0	36.0	47.4	37.8	23.5	26.1	29.4	25.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 16. EVERY COMMUNITY'S CULTURE IS BEING ADEQUATELY TRANSFERRED IN SA SCHOOLS

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	ASIANS		AFRI-KAANS	ENG/EURO		SOTHO	NGUNI	SHANG TSONG	VENDA LEMBA		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	55.8	27.1	33.3	43.5	34.3	33.7	34.2	22.0	29.0	22.6	40.0	33.3	39.5	41.3	32.4	28.6	40.1
AGREE TO A CERTAIN EXTENT	21.5	14.8	33.3	18.8	21.0	11.6	18.9	21.7	19.4	21.6	20.0	66.7	16.7	23.9	21.6	14.3	21.4
DISAGREE TO A CERTAIN EXTENT	13.1	19.5	33.3	16.0	21.0	20.9	21.0	18.8	9.7	18.0	20.0		13.0	12.9	16.2	28.6	13.2
DISAGREE	9.6	38.5		21.7	23.7	33.7	25.9	37.5	41.9	37.8	20.0		30.8	21.8	29.7	28.6	25.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 17. SEPARATE SCHOOLS FOR EACH POPULATION GROUP WILL STILL BE MAINTAINED FOR THE NEXT TWENTY YEARS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	20.9	14.2	17.0	14.7	19.1	17.4	15.1	12.4	13.5	19.5	19.1	19.3
AGREE TO A CERTAIN EXTENT	11.7	9.1	10.1	12.2	11.5	11.8	12.7	14.2	13.5	13.7	15.3	14.6
DISAGREE TO A CERTAIN EXTENT	19.3	23.7	21.9	14.7	19.6	17.6	16.9	20.6	19.0	17.7	17.4	17.5
DISAGREE	48.1	53.0	51.0	58.3	49.8	53.2	55.4	52.8	53.9	49.1	48.2	48.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 17. SEPARATE SCHOOLS FOR EACH POPULATION GROUP WILL STILL BE MAINTAINED FOR THE NEXT TWENTY YEARS

RESPONSE	POPULATION GROUP																
	WHITES								BROWN PEOPLE								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	14.8	18.2	12.8	12.7	10.6	27.7	22.6	17.0	16.1	9.1	15.5	20.5	19.7	24.4	15.8	17.4	
AGREE TO A CERTAIN EXTENT	14.8	10.8	5.6	6.3	12.2	15.4	12.5	10.1	6.5	14.5	13.4	12.0	8.2	11.1	15.8	11.8	
DISAGREE TO A CERTAIN EXTENT	29.6	22.0	24.2	22.4	16.1	18.2	25.2	21.9	19.4	20.0	20.6	13.3	16.4	15.6	21.1	17.6	
DISAGREE	40.8	49.0	57.5	58.6	61.1	38.7	39.8	51.0	58.1	56.4	50.5	54.2	55.7	48.9	47.4	53.2	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS								BLACKS								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	14.3	8.5	13.5	14.4	14.8	25.0	13.6	18.1	21.7	18.1	19.2	18.9	19.6	20.0	19.3		
AGREE TO A CERTAIN EXTENT	11.4	12.7	14.6	16.5	9.8	12.5	15.4	13.6	12.0	14.0	17.2	14.4	13.3	12.5	14.6		
DISAGREE TO A CERTAIN EXTENT	20.0	22.5	12.4	22.7	14.8	21.9	23.1	18.8	10.8	15.9	19.4	15.8	18.9	21.4	17.5		
DISAGREE	54.3	56.3	59.6	46.4	60.7	40.6	61.5	54.0	59.0	48.4	45.4	50.7	48.9	46.4	48.6		
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		

STATEMENT 17. SEPARATE SCHOOLS FOR EACH POPULATION GROUP WILL STILL BE MAINTAINED FOR THE NEXT TWENTY YEARS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		19.5	11.8	17.0	23.0	15.0	13.8	17.4	17.3	12.9	10.5	13.5	20.1	19.5	8.8	19.3
AGREE TO A CERTAIN EXTENT	50.0	12.0	5.4	10.2	12.3	11.7	10.3	11.8	17.3	13.6	5.3	13.5	13.9	15.5	8.8	14.7
DISAGREE TO A CERTAIN EXTENT	50.0	23.6	17.9	21.9	22.1	14.6	24.1	17.6	24.0	17.8	18.4	19.0	20.8	15.3	20.6	17.5
DISAGREE		45.0	64.9	50.9	42.6	58.7	51.7	53.2	41.3	55.6	65.8	53.9	45.1	49.6	61.8	48.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 17. SEPARATE SCHOOLS FOR EACH POPULATION GROUP WILL STILL BE MAINTAINED FOR THE NEXT TWENTY YEARS

RESPONSE	POPULATION GROUP																	
	WHITES				BROWN PEOPLE				ASIANS				BLACKS					
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE				TOTAL	
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	ORIEN TAL		ENG/EURO	ORIEN TAL	ENG/EURO		ORIEN TAL	AFRI-KAANS	ENG/EURO	SOTHO		NGUNI
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	18.0	15.9		17.0	18.2	14.9	17.4	13.9	9.7	13.5	20.0		15.9	21.5	18.9	14.3	19.3	
AGREE TO A CERTAIN EXTENT	10.6	9.1	33.3	10.1	12.5	9.2	11.8	12.8	22.6	13.5	40.0		12.3	16.2	8.1	28.6	14.6	
DISAGREE TO A CERTAIN EXTENT	26.3	16.3		21.9	19.8	10.3	17.7	19.3	16.1	19.0	20.0	33.3	18.4	16.6	24.3		17.5	
DISAGREE	45.1	58.6	66.7	51.0	49.5	65.5	53.1	54.1	51.6	53.9	20.0	66.7	53.4	45.7	48.6	57.1	48.6	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 18. ONE DEPARTMENT OF EDUCATION SHOULD BE RESPONSIBLE FOR ALL THE SCHOOLS IN THE COUNTRY

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	71.4	62.1	66.0	81.4	84.9	83.5	84.3	75.5	79.2	84.8	86.4	85.8
AGREE TO A CERTAIN EXTENT	12.2	8.0	9.8	8.3	7.1	7.6	11.4	15.0	13.5	8.2	6.1	7.0
DISAGREE TO A CERTAIN EXTENT	6.6	12.1	9.8	3.2	4.2	3.8	3.6	6.0	5.0	1.8	1.9	1.9
DISAGREE	9.8	17.8	14.5	7.1	3.8	5.1	0.6	3.4	2.3	5.2	5.5	5.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 18. ONE DEPARTMENT OF EDUCATION SHOULD BE RESPONSIBLE FOR ALL THE SCHOOLS IN THE COUNTRY

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE							TOTAL	AGE							TOTAL
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	40.8	59.1	72.4	65.0	72.2	73.6	54.8	66.0	74.2	81.8	81.6	90.5	87.1	80.0	80.0	83.5
AGREE TO A CERTAIN EXTENT	22.2	15.0	10.5	5.3	5.2	5.5	14.0	9.8	9.7	1.8	9.2	4.8	9.7	13.3	5.0	7.6
DISAGREE TO A CERTAIN EXTENT	7.4	4.3	5.7	14.4	10.3	10.5	16.4	9.8	6.5	5.5	5.1	2.4		4.4	5.0	3.8
DISAGREE	29.6	21.6	11.3	15.4	12.2	10.4	14.8	14.5	9.7	10.9	4.1	2.4	3.2	2.2	10.0	5.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE							TOTAL	AGE							TOTAL
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	80.0	81.7	70.8	86.6	80.3	65.6	100.0	79.4	83.1	85.0	87.7	88.4	84.4	82.1	82.5	85.8
AGREE TO A CERTAIN EXTENT	14.3	14.1	19.1	10.3	9.8	18.8		13.6	7.2	6.9	4.4	4.1	10.0	14.3	15.0	7.0
DISAGREE TO A CERTAIN EXTENT	5.7	2.8	5.6	2.1	8.2	9.4		4.8	1.2	3.1	2.2	2.7				1.9
DISAGREE		1.4	4.5	1.0	1.6	6.3		2.3	8.4	5.0	5.7	4.8	5.6	3.6	2.5	5.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 18. ONE DEPARTMENT OF EDUCATION SHOULD BE RESPONSIBLE FOR ALL THE SCHOOLS IN THE COUNTRY

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
AGREE		61.4	77.1	65.9	79.2	84.2	96.6	83.5	74.7	78.7	92.1	79.2	81.7	87.7	94.1	85.8
AGREE TO A CERTAIN EXTENT	50.0	9.1	10.7	9.8	13.6	5.4		7.6	16.0	14.0	5.3	13.5	11.4	4.8		7.0
DISAGREE TO A CERTAIN EXTENT	50.0	12.2	3.7	9.8	2.4	5.0		3.8	6.7	4.9	2.6	5.0	1.4	2.3		1.9
DISAGREE		17.3	8.6	14.5	4.8	5.4	3.4	5.1	2.7	2.4		2.3	5.5	5.2	5.9	5.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 18. ONE DEPARTMENT OF EDUCATION SHOULD BE RESPONSIBLE FOR ALL THE SCHOOLS IN THE COUNTRY

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE				TOTAL
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	ORIEN TAL		ENG/EURO	ORIEN TAL	AFRI-KAANS		ENG/EURO	SO THO	NGUNI	SHANG TSONG	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%			
AGREE	55.0	80.9	66.7	66.0	81.0	92.0	83.5	79.6	74.2	79.2	100.0	100.0	83.5	87.1	83.8	85.7	85.8
AGREE TO A CERTAIN EXTENT	12.2	6.7		9.8	8.8	3.4	7.6	13.6	12.9	13.5			6.5	7.0	10.8	14.3	7.0
DISAGREE TO A CERTAIN EXTENT	13.3	5.1		9.8	4.2	2.3	3.8	4.3	12.9	5.0			1.4	2.3			1.9
DISAGREE	19.5	7.3	33.3	14.5	5.9	2.3	5.1	2.4		2.3			8.6	3.6	5.4		5.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 19. ESTABLISHMENT OF A COMMON SA IDENTITY IS ONLY POSSIBLE WHERE DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	34.2	30.9	32.3	71.8	69.6	70.5	51.2	46.8	48.6	63.3	60.6	61.7
AGREE TO A CERTAIN EXTENT	13.1	17.4	15.6	17.3	15.0	15.9	36.1	25.8	30.1	19.4	23.7	21.9
DISAGREE TO A CERTAIN EXTENT	12.4	13.2	12.8	5.8	8.7	7.6	7.8	16.3	12.8	7.3	5.7	6.4
DISAGREE	40.3	38.5	39.3	5.1	6.7	6.1	4.8	11.2	8.5	10.0	10.0	10.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 19. ESTABLISHMENT OF A COMMON SA IDENTITY IS ONLY POSSIBLE WHERE DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	19.0	27.8	38.5	27.8	40.0	34.5	24.8	32.3	74.2	74.5	66.0	72.6	73.0	65.2	70.0	70.5
AGREE TO A CERTAIN EXTENT	22.2	23.3	13.9	15.3	14.2	13.6	13.2	15.6	9.7	14.5	17.5	17.9	12.7	17.4	20.0	15.9
DISAGREE TO A CERTAIN EXTENT	7.4	10.5	8.9	23.2	7.4	8.6	21.4	12.8	6.5	3.6	11.3	6.0	7.9	10.9		7.6
DISAGREE	51.4	38.4	38.7	33.8	38.4	43.2	40.6	39.3	9.7	7.3	5.2	3.6	6.3	6.5	10.0	6.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	37.1	60.6	51.7	50.5	42.6	37.5	38.5	48.7	55.4	59.4	63.0	63.7	74.4	51.8	55.0	61.7
AGREE TO A CERTAIN EXTENT	42.9	23.9	23.6	34.0	31.1	25.0	46.2	29.9	22.9	20.6	20.3	22.6	18.9	33.9	22.5	21.9
DISAGREE TO A CERTAIN EXTENT	11.4	9.9	12.4	9.3	16.4	25.0	15.4	12.8	13.3	5.6	4.4	6.2	3.3	7.1	12.5	6.4
DISAGREE	8.6	5.6	12.4	6.2	9.8	12.5		8.5	8.4	14.4	12.3	7.5	3.3	7.1	10.0	10.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 19. ESTABLISHMENT OF A COMMON SA IDENTITY IS ONLY POSSIBLE WHERE DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		28.8	40.0	32.1	66.4	72.3	72.4	70.5	37.3	47.6	78.9	48.6	58.1	63.0	73.5	61.7
AGREE TO A CERTAIN EXTENT	50.0	16.6	13.1	15.7	18.4	14.9	13.8	15.9	32.0	31.8	13.2	30.1	26.3	20.3	8.8	22.0
DISAGREE TO A CERTAIN EXTENT	50.0	10.7	17.2	12.9	7.2	7.0	13.8	7.6	21.3	11.2	7.9	12.8	6.2	6.7	2.9	6.4
DISAGREE		43.9	29.7	39.3	8.0	5.8		6.1	9.3	9.4		8.5	9.3	10.0	14.7	10.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 19. ESTABLISHMENT OF A COMMON SA IDENTITY IS ONLY POSSIBLE WHERE DIFFERENT GROUPS ARE ACCOMMODATED IN THE SAME CLASSROOMS

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE			ASIANS			BLACKS						
	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE		TOTAL	LANGUAGE						TOTAL
	AFRI-KAANS	ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO		ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	VENDA LEMBA	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	17.2	52.6	33.3	32.3	69.1	75.0	70.4	49.2	41.9	48.6	60.0	66.7	63.7	61.2	54.1	57.1	61.7
AGREE TO A CERTAIN EXTENT	11.2	21.3	33.3	15.6	16.6	13.6	15.9	29.6	35.5	30.1	20.0		20.5	22.7	27.0	14.3	21.9
DISAGREE TO A CERTAIN EXTENT	17.5	6.3	33.3	12.8	8.1	5.7	7.6	12.2	19.4	12.8			5.4	6.6	13.5		6.4
DISAGREE	54.1	19.9		39.3	6.2	5.7	6.1	9.0	3.2	8.5	20.0	33.3	10.4	9.5	5.4	28.6	10.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 20. THE UNEMPLOYMENT RATE WILL BE LOWERED IF MORE ATTENTION IS GIVEN TO TECHNICAL EDUCATION

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	72.4	72.9	72.7	78.2	73.9	75.6	65.1	55.8	59.6	70.3	68.0	69.0
AGREE TO A CERTAIN EXTENT	15.1	15.0	15.0	16.0	17.8	17.1	20.5	31.3	26.8	16.7	16.1	16.3
DISAGREE TO A CERTAIN EXTENT	4.7	4.0	4.3	1.3	2.5	2.0	8.4	6.0	7.0	4.8	5.1	5.0
DISAGREE	7.8	8.2	8.0	4.5	5.8	5.3	6.0	6.9	6.5	8.2	10.8	9.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 20. THE UNEMPLOYMENT RATE WILL BE LOWERED IF MORE ATTENTION IS GIVEN TO TECHNICAL EDUCATION

RESPONSE	POPULATION GROUP																
	WHITES								BROWN PEOPLE								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	41.5	62.0	69.2	74.7	84.3	79.8	75.3	72.7	77.4	78.2	75.5	73.8	74.6	73.9	80.0	75.6	
AGREE TO A CERTAIN EXTENT	43.7	23.5	17.9	7.9	10.5	4.7	18.0	15.0	16.1	14.5	16.3	17.9	17.5	21.7	15.0	17.1	
DISAGREE TO A CERTAIN EXTENT	7.4	5.0	3.0	6.3		10.8		4.3	6.5	1.8	1.0	3.6	1.6			2.0	
DISAGREE	7.4	9.5	9.8	11.1	5.2	4.7	6.6	8.0		5.5	7.1	4.8	6.3	4.3	5.0	5.3	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS								BLACKS								
	AGE								AGE								
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	45.7	57.7	66.3	59.8	59.0	65.6	53.8	59.8	71.1	70.6	65.6	72.6	68.9	62.5	72.5	69.0	
AGREE TO A CERTAIN EXTENT	37.1	26.8	19.1	30.9	29.5	18.8	30.8	26.9	15.7	9.4	19.4	17.1	11.1	28.6	20.0	16.3	
DISAGREE TO A CERTAIN EXTENT	8.6	5.6	5.6	6.2	8.2	12.5	7.7	7.0	3.6	6.9	4.4	5.5	5.6	3.6	2.5	5.0	
DISAGREE	8.6	9.9	9.0	3.1	3.3	3.1	7.7	6.3	9.6	13.1	10.6	4.8	14.4	5.4	5.0	9.7	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 20. THE UNEMPLOYMENT RATE WILL BE LOWERED IF MORE ATTENTION IS GIVEN TO TECHNICAL EDUCATION

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE		71.8	75.7	72.6	72.2	76.9	79.3	75.6	53.3	60.5	65.8	59.6	65.4	70.3	79.4	68.9
AGREE TO A CERTAIN EXTENT	50.0	15.1	14.5	15.0	22.2	15.3	10.3	17.1	34.7	25.2	23.7	26.8	18.0	15.9	8.8	16.4
DISAGREE TO A CERTAIN EXTENT	50.0	4.0	4.3	4.3	1.6	2.1	3.4	2.0	6.7	7.3	5.3	7.0	6.9	3.8	5.9	5.0
DISAGREE		9.2	5.5	8.0	4.0	5.8	6.9	5.3	5.3	7.0	5.3	6.5	9.7	10.0	5.9	9.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 20. THE UNEMPLOYMENT RATE WILL BE LOWERED IF MORE ATTENTION IS GIVEN TO TECHNICAL EDUCATION

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE					TOTAL
	AFRI-KAANS	ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO	ORIENTAL		ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG-TSONG	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	68.5	78.5	66.7	72.7	76.0	73.9	75.5	59.5	61.3	59.6	80.0	66.7	71.9	68.0	62.2	42.9	69.0
AGREE TO A CERTAIN EXTENT	15.8	13.6	33.3	15.0	18.2	13.6	17.2	26.9	25.8	26.8	20.0		14.0	17.6	16.2	28.6	16.3
DISAGREE TO A CERTAIN EXTENT	6.2	1.7		4.3	1.6	3.4	2.0	7.1	6.5	7.0			3.2	5.5	13.5		5.0
DISAGREE	9.4	6.2		8.0	4.2	9.1	5.3	6.5	6.5	6.5		33.3	10.8	8.9	8.1	28.6	9.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 21. FREE COMPULSORY EDUCATION SHOULD BE MADE AVAILABLE FOR CHILDREN FROM ALL POPULATION GROUPS FOR A SIX YEAR PERIOD

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	61.3	70.2	66.5	71.6	79.0	76.1	60.2	64.4	62.7	67.0	62.9	64.6
AGREE TO A CERTAIN EXTENT	15.4	13.5	14.3	16.1	13.4	14.5	30.7	24.9	27.3	18.5	16.5	17.3
DISAGREE TO A CERTAIN EXTENT	5.3	3.7	4.4	5.8	2.1	3.6	4.2	3.9	4.0	5.2	6.8	6.1
DISAGREE	18.0	12.6	14.8	6.5	5.5	5.9	4.8	6.9	6.0	9.4	13.8	12.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



STATEMENT 21. FREE COMPULSORY EDUCATION SHOULD BE MADE AVAILABLE FOR CHILDREN FROM ALL POPULATION GROUPS FOR A SIX YEAR PERIOD

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	58.8	56.1	59.2	76.6	75.4	72.9	64.8	66.5	71.0	74.5	68.4	86.6	76.2	77.8	78.9	76.1
AGREE TO A CERTAIN EXTENT		16.7	16.4	11.0	10.5	14.5	18.5	14.3	16.1	14.5	16.3	9.8	15.9	20.0	5.3	14.5
DISAGREE TO A CERTAIN EXTENT	7.4	8.4	4.3	3.2	1.7	1.6	6.6	4.4	3.2	3.6	6.1	2.4	1.6	2.2	5.3	3.6
DISAGREE	33.8	18.8	20.2	9.2	12.4	11.0	10.1	14.8	9.7	7.3	9.2	1.2	6.3		10.5	5.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE								AGE							
	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL	14-17	18-24	25-34	35-44	45-54	55-64	65-99	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	71.4	64.8	64.0	61.9	54.1	68.8	53.8	62.8	65.1	63.7	59.0	71.9	64.4	66.1	70.0	64.6
AGREE TO A CERTAIN EXTENT	25.7	29.6	22.5	26.8	31.1	21.9	46.2	27.1	15.7	15.0	22.5	12.3	16.7	17.9	20.0	17.3
DISAGREE TO A CERTAIN EXTENT			4.5	6.2	8.2	3.1		4.0	6.0	8.7	4.8	7.5	6.7	3.6		6.1
DISAGREE	2.9	5.6	9.0	5.2	6.6	6.3		6.0	13.3	12.5	13.7	8.2	12.2	12.5	10.0	12.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 21. FREE COMPULSORY EDUCATION SHOULD BE MADE AVAILABLE FOR CHILDREN FROM ALL POPULATION GROUPS FOR A SIX YEAR PERIOD

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION				EDUCATION				EDUCATION				EDUCATION			
	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL	NONE-STD5	STD6-STD10	DIPL-DEGR	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	50.0	69.5	59.7	66.4	76.6	77.5	62.1	76.1	61.3	62.9	63.2	62.7	63.3	64.9	70.6	64.5
AGREE TO A CERTAIN EXTENT		12.6	18.4	14.3	16.1	13.7	13.8	14.5	32.0	26.6	23.7	27.3	18.0	17.6	8.8	17.4
DISAGREE TO A CERTAIN EXTENT	50.0	3.4	6.0	4.4	0.8	4.2	10.3	3.6	1.3	4.5	5.3	4.0	5.2	6.5	8.8	6.1
DISAGREE		14.5	15.9	14.9	6.5	4.6	13.8	5.9	5.3	5.9	7.9	6.0	13.5	11.1	11.8	12.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 21. FREE COMPULSORY EDUCATION SHOULD BE MADE AVAILABLE FOR CHILDREN FROM ALL POPULATION GROUPS FOR A SIX YEAR PERIOD

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE				LANGUAGE				LANGUAGE				LANGUAGE				
	AFRI-KAANS	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	TOTAL	ENG/EURO	ORIENTAL	TOTAL	AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG-TSONG	VENDA LEMBA	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	68.8	63.5	66.7	66.5	75.5	77.9	76.0	62.2	67.7	62.7	20.0	66.7	60.4	68.0	62.2	42.9	64.6
AGREE TO A CERTAIN EXTENT	13.4	15.8		14.3	14.7	14.0	14.5	26.9	32.3	27.3	20.0		15.1	18.4	21.6	14.3	17.3
DISAGREE TO A CERTAIN EXTENT	5.6	2.3	33.3	4.4	4.6		3.6	4.3		4.0			9.0	4.0	10.8	14.3	6.1
DISAGREE	12.3	18.5		14.8	5.2	8.1	5.9	6.5		6.0	60.0	33.3	15.5	9.5	5.4	28.6	12.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 22. YOUTH LEADERS OF THE DIFFERENT POPULATION GROUPS SHOULD REGULARLY DEBATE ISSUES OF CURRENT INTEREST

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	67.9	73.5	71.2	77.4	81.7	80.1	65.1	58.4	61.2	75.8	75.4	75.5
AGREE TO A CERTAIN EXTENT	15.9	10.0	12.5	16.1	14.9	15.4	28.3	30.5	29.6	14.8	13.2	13.9
DISAGREE TO A CERTAIN EXTENT	5.4	5.6	5.5	1.9	1.7	1.8	3.6	8.6	6.5	5.5	6.6	6.1
DISAGREE	10.8	10.8	10.8	4.5	1.7	2.8	3.0	2.6	2.8	3.9	4.9	4.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 22. YOUTH LEADERS OF THE DIFFERENT POPULATION GROUPS SHOULD REGULARLY DEBATE ISSUES OF CURRENT INTEREST

RESPONSE	POPULATION GROUP															
	WHITES								BROWN PEOPLE							
	AGE							TOTAL	AGE							TOTAL
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	56.3	69.6	74.5	63.1	78.5	79.3	63.8	71.2	80.6	85.5	78.4	82.1	77.8	76.1	80.0	80.1
AGREE TO A CERTAIN EXTENT	7.1	14.2	11.9	14.8	8.7	7.0	19.7	12.5	16.1	12.7	15.5	10.7	17.5	23.9	15.0	15.4
DISAGREE TO A CERTAIN EXTENT	.	5.2	5.7	12.5	5.9	1.6	3.3	5.5	.	1.8	3.1	.	4.8	.	.	1.8
DISAGREE	36.6	11.1	7.9	9.5	7.0	12.1	13.2	10.8	3.2	.	3.1	7.1	.	.	5.0	2.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RESPONSE	POPULATION GROUP															
	ASIANS								BLACKS							
	AGE							TOTAL	AGE							TOTAL
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	71.4	70.4	65.2	54.6	50.8	59.4	61.5	61.3	79.5	76.9	72.6	80.8	71.1	73.2	72.5	75.5
AGREE TO A CERTAIN EXTENT	22.9	23.9	24.7	37.1	34.4	25.0	38.5	29.4	9.6	11.2	15.0	12.3	17.8	17.9	17.5	13.9
DISAGREE TO A CERTAIN EXTENT	.	5.6	7.9	6.2	9.8	9.4	.	6.5	6.0	5.6	6.2	4.1	10.0	5.4	7.5	6.1
DISAGREE	5.7	.	2.2	2.1	4.9	6.3	.	2.8	4.8	6.3	6.2	2.7	1.1	3.6	2.5	4.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 22. YOUTH LEADERS OF THE DIFFERENT POPULATION GROUPS SHOULD REGULARLY DEBATE ISSUES OF CURRENT INTEREST

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
AGREE	100.0	66.7	80.4	71.1	73.0	82.2	93.1	80.1	52.0	61.9	73.7	61.2	71.2	78.2	73.5	75.5
AGREE TO A CERTAIN EXTENT	.	13.3	11.0	12.5	23.0	12.9	3.4	15.4	36.0	28.7	23.7	29.6	18.1	11.5	11.8	13.9
DISAGREE TO A CERTAIN EXTENT	.	5.9	4.8	5.5	1.6	2.1	.	1.8	8.0	6.6	2.6	6.5	7.6	5.2	5.9	6.1
DISAGREE	.	14.1	3.8	10.9	2.4	2.9	3.4	2.8	4.0	2.8	.	2.8	3.1	5.0	8.8	4.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 22. YOUTH LEADERS OF THE DIFFERENT POPULATION GROUPS SHOULD REGULARLY DEBATE ISSUES OF CURRENT INTEREST

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE			ASIANS			BLACKS						
	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE		TOTAL	LANGUAGE						TOTAL
	AFRI-KAANS	ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO		ENG/EURO	ORIENTAL		AFRI-KAANS	ENG/EURO	SOTHO	NGUNI	SHANG TSONG	VENDA	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
AGREE	62.6	82.2	100.0	71.2	77.5	88.6	80.0	61.4	58.1	61.2	80.0	66.7	76.6	75.6	70.3	57.1	75.5
AGREE TO A CERTAIN EXTENT	13.7	11.0		12.5	17.6	8.0	15.4	28.5	41.9	29.6		33.3	11.2	15.5	10.8	28.6	13.9
DISAGREE TO A CERTAIN EXTENT	8.4	1.7		5.5	2.0	1.1	1.8	7.1		6.5	20.0		7.2	4.9	13.5		6.1
DISAGREE	15.2	5.1		10.8	2.9	2.3	2.8	3.0		2.8			5.0	4.0	5.4	14.3	4.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 23. PUPILS SHARING CLASSROOMS IN THE SAME SCHOOL SHOULD HAVE SOMETHING IN COMMON. WHICH IS THE MOST IMPORTANT FACTOR ?

RESPONSE	POPULATION GROUP												
	WHITES			BROWN PEOPLE			ASIANS			BLACKS			
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		
	%	%	%	%	%	%	%	%	%	%	%	%	
RELIGION	11.8	18.5	15.7	25.0	29.2	27.6	3.0	5.6	4.5	7.9	8.5	8.2	
LANGUAGE	19.7	18.1	18.7	23.1	21.0	21.8	16.9	24.8	21.5	37.0	39.8	38.7	
POPULATION GROUP	13.3	7.9	10.2	1.9	6.6	4.8	10.2	10.3	10.2	4.8	6.1	5.6	
ACADEMIC STANDARDS	50.9	52.8	52.0	30.1	28.0	28.8	49.4	45.3	47.0	34.2	28.8	31.0	
NO COMMON FACTOR NECESSARY	4.3	2.8	3.4	19.9	15.2	17.0	20.5	14.1	16.7	16.1	16.7	16.5	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 23. PUPILS SHARING CLASSROOMS IN THE SAME SCHOOL SHOULD HAVE SOMETHING IN COMMON. WHICH IS THE MOST IMPORTANT FACTOR ?

RESPONSE	POPULATION GROUP																
	WHITES								BROWN PEOPLE								
	AGE							TOTAL	AGE							TOTAL	
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
RELIGION	37.0	16.4	11.1	5.9	18.1	16.8	24.4	15.7	18.8	18.2	34.7	28.6	22.6	32.6	31.8	27.6	
LANGUAGE	14.8	19.8	19.0	18.0	18.2	15.4	22.7	18.7	40.6	27.3	15.3	22.6	21.0	21.7	9.1	21.8	
POPULATION GROUP	29.2	13.8	8.6	11.5	3.5	13.4	6.3	10.2		5.5	7.1	2.4	6.5	2.2	9.1	4.8	
ACADEMIC STANDARDS	19.0	45.0	58.2	56.9	58.5	52.0	44.9	52.0	28.1	30.9	29.6	32.1	29.0	23.9	18.2	28.8	
NO COMMON FACTOR NECESSARY		5.0	3.0	7.6	1.7	2.3	1.6	3.4	12.5	18.2	13.3	14.3	21.0	19.6	31.8	17.0	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

RESPONSE	POPULATION GROUP																
	ASIANS								BLACKS								
	AGE							TOTAL	AGE							TOTAL	
	14-17	18-24	25-34	35-44	45-54	55-64	65-99		14-17	18-24	25-34	35-44	45-54	55-64	65-99		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
RELIGION	5.7	2.8	5.6	3.1	6.6	3.1	7.1	4.5	8.4	7.5	8.4	7.5	8.9	7.1	12.5	8.2	
LANGUAGE	22.9	22.5	21.3	23.7	18.0	25.0	7.1	21.6	36.1	38.1	39.6	39.7	36.7	39.3	40.0	38.7	
POPULATION GROUP	8.6	11.3	6.7	8.2	14.8	21.9		10.3	4.8	6.9	5.3	4.1	5.6	8.9	5.0	5.6	
ACADEMIC STANDARDS	28.6	47.9	53.9	50.5	46.3	31.3	64.3	46.9	33.7	29.4	32.2	30.1	34.4	25.0	30.0	31.0	
NO COMMON FACTOR NECESSARY	34.3	15.5	12.4	14.4	16.4	18.8	21.4	16.8	16.9	18.1	14.5	18.5	14.4	19.6	12.5	16.5	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

STATEMENT 23. PUPILS SHARING CLASSROOMS IN THE SAME SCHOOL SHOULD HAVE SOMETHING IN COMMON. WHICH IS THE MOST IMPORTANT FACTOR ?

RESPONSE	POPULATION GROUP															
	WHITES				BROWN PEOPLE				ASIANS				BLACKS			
	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL	EDUCATION			TOTAL
	NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR		NONE-STD5	STD6-STD10	DIPL-DEGR	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
RELIGION	50.0	20.4	4.8	15.7	39.1	24.4	3.4	27.6	7.9	3.8	2.6	4.5	11.1	6.9	2.9	8.2
LANGUAGE	50.0	17.6	20.1	18.5	24.2	21.1	17.2	21.8	22.4	22.4	13.2	21.5	41.9	37.4	29.4	38.7
POPULATION GROUP		11.3	7.7	10.2	7.8	3.3	3.4	4.8	13.2	10.5	2.6	10.2	6.6	4.6	8.8	5.5
ACADEMIC STANDARDS		46.9	64.6	52.1	16.4	32.6	51.7	28.8	39.5	45.8	71.1	47.0	24.6	34.5	38.2	31.1
NO COMMON FACTOR NECESSARY		3.8	2.7	3.4	12.5	18.6	24.1	17.0	17.1	17.5	10.5	16.7	15.9	16.5	20.6	16.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 23. PUPILS SHARING CLASSROOMS IN THE SAME SCHOOL SHOULD HAVE SOMETHING IN COMMON. WHICH IS THE MOST IMPORTANT FACTOR ?

RESPONSE	POPULATION GROUP																
	WHITES				BROWN PEOPLE				ASIANS				BLACKS				
	LANGUAGE			TOTAL	LANGUAGE			TOTAL	LANGUAGE		TOTAL	LANGUAGE				TOTAL	
	AFRI-KAANS	ENG/EURO	ORIEN TAL		AFRI-KAANS	ENG/EURO	AFRI-KAANS		ENG/EURO	SO THO		NGUNI	SHANG TSONG	VENDA LEMBA			
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
RELIGION	24.6	4.0		15.7	32.6	10.2	27.6	4.1	9.7	4.5			8.6	7.4	18.9		8.2
LANGUAGE	15.6	22.7	33.3	18.7	22.6	18.2	21.6	21.7	19.4	21.5	20.0	33.3	33.8	41.5	45.9	14.3	38.7
POPULATION GROUP	14.7	4.3		10.2	5.5	2.3	4.8	10.3	9.7	10.2	20.0		3.2	6.8	2.7	28.6	5.6
ACADEMIC STANDARDS	42.4	65.1	33.3	52.0	23.9	46.6	28.9	46.9	48.4	47.0	60.0	66.7	33.1	30.1	18.9	42.9	31.0
NO COMMON FACTOR NECESSARY	2.7	3.9	33.3	3.4	15.5	22.7	17.1	17.1	12.9	16.7			21.2	14.2	13.5	14.3	16.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

STATEMENT 24. WHAT WOULD YOU SAY IS THE MOST IMPORTANT GOAL WITH THE EDUCATION OF HISTORY IN SCHOOLS ?

RESPONSE	POPULATION GROUP											
	WHITES			BROWN PEOPLE			ASIANS			BLACKS		
	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL	SEX		TOTAL
	MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE		MALE	FE-MALE	
	%	%	%	%	%	%	%	%	%	%	%	%
TEACH WORLDWIDE POLITICAL TRENDS	7.6	2.0	4.4	11.6	10.8	11.1	12.7	9.0	10.5	16.7	16.0	16.3
TEACH RESPECT FOR OTHER GROUP'S HISTORY	10.6	8.8	9.6	12.3	16.6	14.9	12.7	13.7	13.2	12.5	8.8	10.3
TEACH RESPECT FOR OWN GROUP'S HISTORY	22.7	22.7	22.7	7.1	12.4	10.4	5.4	12.4	9.5	14.3	10.7	12.2
HELP THE UNDERSTANDING OF WORLD EVENTS	59.1	66.4	63.4	69.0	60.2	63.6	69.3	65.0	66.7	56.5	64.5	61.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



**APPENDIX C**

**1990 SAMPLE ALLOCATION**

SAMPLE ALLOCATION : WHITE PEOPLE

TRANSVAAL

Pretoria  
Verwoerdburg  
Wonderboom  
Randburg  
Roodepoort  
Vaal Triangle  
Klerksdorp  
Krugersdorp  
Johannesburg  
Alberton  
Germiston  
Boksburg  
Benoni  
Kempton Park  
Middelburg  
Pietersburg  
Rustenburg

CAPE PROVINCE

Kuilsrivier  
Simonstown  
Wynberg  
Uitenhage  
Port Elizabeth  
Bellville  
Goodwood  
Cape Town  
Worcester  
Kimberley  
Grahamstown

ORANGE FREE STATE

Bloemfontein  
Odendaalsrust  
Virginia  
Welkom

NATAL

Durban  
Pinetown  
Pietermaritzburg  
Vryheid

SAMPLE ALLOCATION : BROWN PEOPLE

TRANSVAAL

Middelburg  
Newclare  
Eldorado Park  
Randfontein  
Port Elizabeth (Bethelsdorp)  
Boksburg

ORANGE FREE STATE

Bloemfontein

NATAL

Durban

CAPE PROVINCE

Cape Town  
Simonstown  
Bellville  
Goodwood  
Kuilsrivier  
Wynberg  
Paarl  
Strand  
Stellenbosch  
Clanwilliam  
Piketberg  
Malmesbury  
Worcester  
Robertson  
George  
Oudtshoorn  
Cradock

Gordonia  
Kimberley  
Port Elizabeth (Korsten)  
Port Elizabeth (Bethelsdorp)  
Uitenhage  
De Aar  
East London  
Beaufort West



SAMPLE ALLOCATION : ASIANS

TRANSVAAL

Rustenburg  
Standerton  
Johannesburg  
Pretoria  
Krugersdorp  
Benoni

NATAL

Newcastle  
Estcourt  
Port Shepstone  
Umzinto  
Durban  
Pinetown  
Inanda  
Tugela  
Pietermaritzburg

CAPE PROVINCE

Wynberg  
Port Elizabeth

SAMPLE ALLOCATION : BLACK PEOPLE

TRANSVAAL

Atteridgeville  
Mamelodi  
Soshanguve  
Diepmeadow  
Soweto  
Dobsonville  
Alexandra  
Tembisa  
Katlehong  
Daveyton  
KwaThema  
Kagiso  
Bekkersdal  
Sharpeville  
Sebokeng  
Evaton

ORANGE FREE STATE

Mangaung

NATAL

Lamontville  
Imbali  
Edenvale  
Umlazi  
KwaMashu

CAPE PROVINCE

KwaNobuhle  
Guguletu  
Langa  
Nyanga  
Old Cross Roads  
Khayelitsha & Site C  
New Brighton  
KwaZakele  
Zwide

dpc no 294155  
csp no 294156



RAAD VIR GEESTESWETENSKAPLIKE NAVORSING  
HUMAN SCIENCES RESEARCH COUNCIL

R20,00.