**Transcripts of 20 interviews with students from 5 countries**

Denmark: 4 interviews (pp 1-51)

England: 4 interviews (pp 51-191)

France: 4 interviews (pp 191-255) (in French)

Germany: 4 interviews (pp 256-352)

Singapore: 4 interviews (pp 353-417)

**Denmark**

**Interview 1:**

DUi\_14 (WS320023.wma)

I will start out by asking you about your school experiences. All the way back to public school, and if you have been to a boarding school and now at the hair dressing academy.

2: well, if we start with public school. I have been to three different schools. The first one was really good. It was kindergarten and chill out. The second one. In the beginning was it great. But I come from a town called [City in Denmark]. I would not say that the children are all criminals – but a little rough on the edge – and after a while people began bulling., not me, but it was clear the that the overall impression were getting worse through the year. But I still consider the teachers at that school to be the best I have ever had despite that kind of children who went to that school – the teachers were really good… Then I got un to the third school. The children were really nice there and the teachers were kind. But academically they lacked behind. Hm, my performance also began lacking behind there because of the teachers – also I did not keep my performance up.

Why did you change the first time?

2: Because we moved. My mother got a boyfriend. We only moved four kilometres, but there was a school in the new town we moved to – and then there was no point in my driving all the way back to the old one. I had only been to the kindergarten for half a year.

You talked about people being bullied at the second school. Was that only in your class or was it in general?

2: It was general – in all classes.

What did the bullying consist of?

2: well, if you were different to most of the student it was frowned upon. If you were different. Both academically but also in relation to your personality it was disliked. Everyone who were not the average “pop-girl” or “pop-boy” were being excluded from the group. It was very group oriented. The students began smoking and drinking from an ever younger age. I mean, the children who were much younger than I – three or four years below me – when I come back I see these young people driving around on their mopeds with four girls on the backseat, it is the age when they expect they can go out in the night – instead of taking care of their education.

What classes did you attend at the second school?

2: I went from kindergarten until seventh grade.

So you were part of one of those groups?

2: No, because I have always believed that people are equal, and I did not want to take part of that…

I stayed out of it then?

2: Yeah. You might actually say that I hung out with the geeks. Because I did not want to belong to any certain group of people – I consider myself an individual and not part of a group.

But you had friends that…?

2: I was unlucky that all my friends’ parents got divorced and moved away. We had to go to change school when we came to the eight grade. All the students were going to be gathered at the second school. I then changed school to the new one, with the students that were going to come to our school a year before we were going to be gathered – to learn these people to know. But in the end the classes were not being melted into one, anyway. Instead we had another class at the third school I went to.

Did you feel it was difficult to change school and face the fact that you did not belong to any group of friends?

2: I could have been. I could have been. But I prefer to have a little difficult rather than adapt to the mainstream. Hmm, I have no interst in that way – to become like everyone else in that group. I need to evolve into that person I am. To become my own person. I was not interested in being in any group, therefore I prefer to be myself.

Did you then find friends elsewhere, than school?

2: I had a few friends other places. But during sixth and seventh grade I hung out with a few, who were actually a bit younger than myself. Hmmm, exactly they were a bit more liberated. They had still had the attitude that fourth grade was still cool. They did not really care about the right clothes because we did not want to care about it. I have always been cocky and fun. Not that people looked up to me – but it has always been: *Hannah*, she is the one always making fun. Sometimes, I had the reputation that I could be taken seriously. But I also think: Why be serious when there is nothing to be serious about. But I can easily sit down and have a serious conversation, easily. But I do not need to serious all the time – my life is too short to do that.

Do you then think that you being that funny person, made people accept that you preferred your own company?

2: I think so. I think people they came to me if they were feeling bad or needed some fun, then they would go to me. I think it is alright. Because I have turned out, perhaps not as I expected me to be, but I feel fine with the way I am to today. Therefore it has not been anything negative, not at all.

You made the decision to move to the other school – to get new friends?

2: yes, I was simply to meet the people who we all were going to meet, just a little sooner, in order to establish a kind of relationship to them. Since all my friends had moved I thought that I might as well try to get a fresh start. And that turned out really good.

Did you have these groups at the third school?

2: No, not really. I did not think so. People seemed to be on the same page. Girls and boys in between had a good relationship. And also, the classes were not as big. At the first school were up to 27-30 students in a class. At the new school we were only about 17. We had a closer relationship. Obviously there was the or girl with whom you had a problem, but nothing out of the ordinary. We played football together or if we were at the swings – everybody took part. Everyone played together.

You told me that the children at the second school did not come from the best families, were their backgrounds different at the new school –if so, do you think that it played a part?

2: They all came from three different towns. More or less. These towns were situated in close proximity, that meant that everyone knew each other. I do not actually know why it was different. [City in Denmark] is just a rough city. I do not know if it is a kind of survival instinct in recent times – in that town – to be like that. You might say that people at the third school, they came from two small towns – it might have something to say.

In the second school they came from [City in Denmark] and in the third school they came from smaller towns?

2: Yes. There might be a couple from [City in Denmark]. Today it is like – people who live in [City in Denmark] might start at the school in [City in Denmark], but if they feel they are being bullied they move out to the smaller schools in the small towns. The big one in [City in Denmark], my second school, is sort of the main school. And then people move away from that one.

Okay. Did the teachers at the second school do anything to prevent that bullying that went on?

2: I do not really know.

You have never experienced the teachers do anything – you did not sit down with your teachers and discuss what to do about it?

2. no. We never did that. I do not know if it is something they do now – but they did not do that, then.

Did that sort of thing happen at the third school you went to?

2: I did not feel there was. I just think that people at the third school were more down to earth. More calm. I think that people at the second school were rushing into becoming adults, whereas the children at the third school accepted to be children.

Alright. At the second school they were more concerned with the right appearance – the right clothes and stuff?

2: Exactly. “do you have the right piercings, the right hairdo or the right clothes”. There, they started wearing make up already in third or fourth grade. I think that is really early. I have a younger sister who goes in fourth grade. And even if my parents would allow her to wear make up, I would never have allowed it. I am not her mother, but I just think it would be way over the top, I mean.

When you finished public school, you decided right away that you wanted to become a hairdresser?

2: No, I had two years at a boarding school.

How was that?

2: It was mixed. Overall it was a good experience. The first one was in southern [Town in Denmark]. Hmm, and the surroundings and the teachers were really good. But because I am from [Highly populated town in Denmark] and they all come from [Town in Denmark], they could not really accept me. But the friends I made there were really nice and I still talk to them. The teachers were a 100 percent committed on making the year a great one. We really bonded. At the second one – in [Town in East Denmark], the teachers did not care. It was like: “you are not going to school today – then go to your rooms.” If you tried to gather a student council, or tried to do something in the student council, they just told us that we had to do something about – which was what we tried to do. We could not get any funding or nothing. But we bonded even more than at the first one.

Do you think that was because you had to manage on your (you did not have to) – but you were united against the teachers?

2: I think so. We were a really rebellious year. Exactly because we did not get any attention from the teachers. I am convinced that is the reason. It has been that much cooler if the teachers had been more involved. They always told us that we all had to put ourselves in each other’s shoes. But as long as they did not step into our shoes we did not want to step into their shoes. Come on, we were young people. I mean.

But you tried to change your situation?

2: Yes. But nothing was changed. Not beyond when they told us that we were not allowed to do certain things. In those cases we were invited to join the teachers meetings. But we never managed to provide any inputs that were welcomed. It was always received with negativity.

Okay.

2: It was like – if you had skipped class one day, we suggested that you had to get up an hour earlier the next day and prepare breakfast – which we considered to be a punishment. The teachers disagreed. Instead they wanted us to stay another three hours on Fridays. But we did not want them to take away our Fridays. The problem was that, when you put up such a tough punishment, the students get even more rebellious. At the end of the day, they could not prevent us from leaving under any circumstances. They really needed to be able to listen to the students, which is why we were rebellious.

It turned into be something about the students against the teachers?

2: Comepletely. But it was still really cool to be there – because the students really had a good relationship.

Do you remember how many students attended this school?

2: 80 at both schools.

At the last school – did everyone go together? You did not have any groupings?

2: Well, yes. We had groupings. But it was not these small groups as it were at the first one. At that one, you could either be cool or uncool - just like in public school. It was not really like that at the second boarding school. It was groups – but most of the groups went together. We had a living team. That were people who were a little slow. Then we had a diet team, which I went on, and a team who learned to cook. And then we had two tenth grade teams. And all, I mean, there were people from all of the different teams in the social groupings.

And that worked well that it was mixed, you did not encounter any problems?

2. No, not at all. Obviously, you would have the odd one, who was really, really, really strange. Those would never talked, and it was pretty difficult to communicate with those people. They also had groups, for instance with people from tenth grade that talked to them. We did not have any with physical disabilities in the group I was in. We were a large group, I think it was a bout 15 people, and we still get together today. It is really cool.

How do you think, do you think you have evolved as a person that you have been to a boarding school?

2: A lots. I had anything to say, I would suggest that every young child should have to go to a boarding school because you become much more independent. You cannot hide behind your mother all the time. At a boarding school you cannot just run to the teachers and complain, you are on your own. Even if there are still adults who guide you. For sure.

It has been a good thing for you to be at a boarding school?

2: It has. I often feel that, when you talk about young people who have been to a boarding school, they often know what they want, in my opinion. Whereas a person who have only been in public school is often unsure of what he wants, and ends up by taking a year off. And I think why they do that. I do not think you experience that as often with people who have been to boarding school.

It makes you more focused?

2: I think so. For sure.

How is it to start at the hairdressing academy?

2: I really think that is great.

Is it any different or is it the same as being to boarding school?

2: You might say, to be a hairdresser is all about perfect hair and clothes, which I have a hard time relating to that. But I still love doing hair. I feel, in a way, that I am back in public school. It is mostly girls, and you cannot avoid the odd discussion. But I do think it is great, and I think I gain a lot.

You get along with the other students, despite the missing interest in clothing?

2: I really do. I mean, I really have a good time. Obviously, there are a few I do not talk to. But there always is.

But people are generally accepted?

2: I think so. I hang out with six or seven from my class. I have also friends in other salons, that is nice.

Do you belong to the same class throughout the course?

2: No, you do not. We are all together at the basic level. But when you get out into your salon and go back, it is your boss you decides which class you have to attend. Then you get a slip of available courses and your boss then decides which courses you should attend. You will do that for a three months time and then you will go to another class.

Alright. It is actually only at the basic course you go together with the same people. How long is the basic course?

2: The basic course is twenty weeks. The other main courses are about five weeks each.

What does it mean to you to get an education?

2: It means everything. Hmmm, I do not want under any circumstances to end up without any kind of education. I only live once and I want to do something with my life. It means everything. Even if it is sometimes difficult, I believe everyone should have an education. I would manage to be on the dole. People say that money does not make you happy. But it makes you happy the things you can do with money. If you think about it in another way – I do not want to have a life where I have to consider every penny I spend. I just want to live my life because you only live one. Then, that means everything to me.

What are your goals when you finish your education – both in regards to education and personally? What do you expect?

2: I have pretty great dreams. While I am here at the hairdressing academy I want to do a course in nails and one about doing extensions. It is both things that I have to pay for myself. Therefore I try to save for it. After that I want to be a stylist and make up artist. Both things cost money, and you can do it here in [Large city in Denmark]. Hmm, after that, I think about being a trainee at a cruise in the Caribbean. That is while I am a hairdresser. After graduating, I consider moving to America and be a stylist at a model agency. I do not want to be in a salon here I Denmark. Do permanents all day.

You want to go abroad and experience things?

2: I like to.

When you graduate you want to do a bit of post graduation courses?

2: Yes. I want.

Is your course differentiated on basis of your skills?

2: no, it is not.

Everyone is at the same level, then?

2: Yes. All the classes, regardless of your skills, you still end up in the same class. Not any differences there. You might get some more help if you are lacking behind. But that is why we have the teachers. Hmm, yes.

Okay. You told me that you were engaged in the student council at your boarding school. Do you also participate in similar things here?

2: I am not in any student council here. Not at all. I do not even know if the academy has any student council, I think they have. No, I am not. I do not know if I am that engaged. I am concerned about my own performance – that I get as far as possible. I do not think I am engaged in the other students or the teachers. I think it is more about myself.

If you feel you are being discriminated against, is then something you would go and tell your teachers?

2: For sure.

Have you ever experienced to be discriminated against?

2: I do not know if I have been discriminated against. We have a teacher who is called *Ida Jensen* who is pretty tough. But she is still a great teacher. She is my favourite. If she gets nasty you have to be nasty to her – you are only human. As I told you. To me everyone are equal. If she can talk like that to me, I can speak like that to her. It is not meant in any negative way, because I never patronise people who are older than me. You still have to respect older people. Hmm, it is not that she is old, but she is an adult and knows more than I do. But still, we have to respect each other.

Do you then think she has respect for you – and treats you with respect?

2: I was actually surprised. She actually came back and apologised. I think some people just has to be told they are wrong.

The teachers respect you, then?

2: Completely. I think so.

Did you pay for your education?

2: No

Who did?

2: the government does.

What do you think about that?

2: I think that is great because I think it contributes to the high standards we have in Denmark. Because if everyone had to pay for their own education, then less than half of the population would get an education. Hmm, I think it is great.

Do you think that if you had to pay for it yourself, that you would have gotten one – or do you think that you would have taken a job instead?

2: I would still have wanted to become a hairdresser, I think. But I might have had to work, to save money for it. It would be a longer time before I could start because it is very expensive to get an education. Now that I want to be a stylist and make up artists, both courses cost around 60000 DKK, then I have to work for a while to save the 120000 DKK that they cost. But it does not mean that I am not going to take them.

Do you think it is fair that some courses are free while, for instance Make up or stylist, you have to pay for yourself?

2: I do not know whether it is fair or unfair. Because there is a reason why it is not approved by the government. Hmm, It is bitter. It is bitter that you have to work that hard as a young person, when it is *Adrian* wants us to be well-educated. But since that is how it works, it is hard to do something about it. It is not like there is going to happen something tomorrow.

If you could make changes to the current, what would it then be?

2: Then I would probably make approved by the government. But you think that the government have decided the course is not sufficiently demanding. But then again, nobody else offer these courses, and then it would be impossible to become either. And then they would be missing in the media world- and what to do. Therefore it is a kind of double standard, I think.

You do think you should get government funding to those courses?

2: For sure. If they consider the quality to be high enough. Because there are plenty of courses where the standard is poor. But those places where there is a track record of good graduates should be approved.

Hmmmm, we talked about your experiences with school. And now you feel that the teachers treat and look upon you in a different light?

2: I do not know if I think so. You are still a student, and here to learn. You might say, people look upon hairdressing as a fallback option if everything else fail. This means that there might be people, I am not judging anyone, who are not the fastest car on the track. In that way, the teachers are pretty good at making things clear, so that you really understand it. I do not think they treat us differently. It is still like in public school where you have to get things explained four times instead of one time. But I think it is alright because everyone should have a chance to understand – there has to be room for everybody.

You told me that there is a tendency among people to regard hairdressing as something everybody can become – is that something you experience when you tell people that you are becoming a hairdresser?

2: I am not certain. Perhaps not. But they also ask whether I want to give them a haircut. They do not regard it as a trade. A lot of people think that since I got the scissors I might as well give them a haircut. But it still has a price. A lot of people regard it as, less valuable as other things. They do not understand why it takes four year – which is because you have to learn a lot of things. It really takes a long time to learn the different techniques. I think it is alright it takes the time it does. But I do not think it is alright that people have that view on it, as they do. It might not be rocket science, but you still have to think about what you do. You still have to work under pressure. I do not think the trade gets the recognition it deserves in society.

What do you tell people when they speak like that?

2: If they want a haircut?

Yes.

2: I tell them that it cost 100 DKK. If they go into a salon it is going to be several hundred. I have a basic fee at a 100 DKK because I do not have that much experience but I know the basics. I works for me. And the price is going up as I get more skilled. But people often ask why they have to pay. Then I tell them that a similar cut will be 438DKK in a salon.

People think that just because you are a student you will do it for free?

2: Yes. My friends offer to model for me, and they then ask why they still have to pay a 100DKK since they are doing me a favour, but then I tell them that I cut their hair. It is a two way deal. It is not only them doing me a favour – it is not like, just because I can handle scissors, I automatically do it for free. I still spend time doing it, even if I get some training. I pretty… I want my money.

What did your parents say when you told them that you wanted to become a hairdresser?

2: Initially I wanted to become a biologist, which my father was really excited about. I attended high school, but I did not have what it took,. It was simply too demanding because I had been to that boarding school and been to that diet team, and we did not really have classes. You might say that they did not have a problem with me wanting to become a hairdresser. But they had lots of problems with me dropping out of high school. As my father told me, that I could earn a higher salary and get far better opportunities as a biologist. But if you do not want it anymore or do not have the means to do it, then you have to do something else. They said that I had to go through with high school, and then become a hairdresser afterwards. But I could not see the point of going in high school for three years if I knew after half a year that I wanted to become a hairdresser. The told me that I had to stay in high school. I then told them that they could choose to sign the permission themselves – I was not eighteen at the time – or I can simply just skip classes until I get expelled, because I really do not want to do it. Then my mother signed the slip and I got a contract with a salon two weeks after. I was really lucky.

Was it tough telling your parents that you did not want to attend high school anymore?

2: No, it was not tough telling them that I did not want to. It was tough having the discussion, explaining to them that I wanted to drop out of college. It was tough with reaction from my father who got really annoyed with me because I did not want to finish high school because he considered hairdressing less prestigious than biology. I did not care about it. My father has always told me that you had to follow your dreams. I wanted to become a hairdresser and could not see the point with attending high school. Now I will be finished when I am 26. If I had to finish high school I would be 28 before I was done.

How does he feel now?

2: He is fine with it. He thinks it is great and he can see how dedicated I am. Hmmm, he is not at all disappointed that I took that decision.

And you still feel it was the right decision?

2: Completely. I can.

What did your friends say – did you have any friends in high school that found it odd that you would drop out?

2: No, I do not think so. The class I went to, it was math class, and if you were the smartest one, then you were… it was just like public school. I really did not talk to that many people in high school. I talked to a few, but that were only those who accepted that you did not have to be like everyone else. They just thought it was great. Great that I chose to pursue a dream. The rest did ask why I was dropping out, and I told them it was because I did not want to go to high school, and they just said: “OK”.

It was accepted then?

2: Completely.

Do you have any friends outside the academy?

2: yes. Lots.

Where have meet those friends?

2: My primary friends are those from my second year at boarding school since a lot of them lives here in [Large city in Denmark]. I also a few from [City in Denmark] where I grew up. But it is not many, actually. Most of them are from the boarding school.

You also live in [Large city in Denmark]?

2: No, I do not live in [Large city in Denmark]. I live at that house of residents that belongs to the academy.

Is it a kind of house of residents?

2: You might call it that. You are only allowed to live there during the basic course. Then you have… But I have a grand mother who lives here, with whom I have lived with for three months. And I have to find a salon in here [Large city in Denmark]. I do not want to go back and live in the country again. I therefore have to find an apartment, or another house of residents – whatever it is going to be.

What about the friends you have here, do they all share background or is that completely different?

2: It is very different. We are people from all.. I mean someone is affiliated with the youth house, I want to be a hairdresser and someone is trying to become a designer. One is in high school, another is becoming a mechanic. It is very different. We all come from different… Some live in big houses or in suburban houses… some in apartments.

And that works?

2: Completely.

It is not a problem that you come from there and another from there...?

2: Not at all.

What are you expectations for the future. You told me you want to become a stylist. But do you expect to work a few years as a hairdresser or do you want to become stylist right away?

2: It is actually something I spoke to my boyfriend about the other day, because I do not know, yet. I have thought about it. Because I do not want to work in salon, but I still need to earn the money somehow. When you train to become a stylist you only study for three days a week. Therefore I have been thinking about taking a part –time job. Then work half the week and study the other half. Then I can do both things at the same time. In that way I do not spend a lot of time making the money and then spend it all afterwards. If that can be done, I think it is the way to go – if it can be arranged with the salon I find.

The current financial crisis – is that something that makes you worried about finding a traineeship or….

2: hmm, I do not really know. Obviously there are plenty of salons that refuse to take you in because it is too expensive. But there is a new rule that means that you get 50000DKK with you to pay some of your salary. No, No matter the financial crisis, there is no idea not to take us in. We only costs 388 DKK a day. Hmm, and that is only one colouring, and then the money has been earned. We only add surplus. Then, at some level, no. I do not think it is going to be a problem. The only problem is that so many people want to become hairdresser – that means there is pressure everywhere.

Do you think it has helped that there is fond to finance traineeships?

2. Yes. I think so. But has been a problem for me. I got a job and was fired three months after only so that they could get the money. They wanted me to start all over again. But I refused because I had already begun in here.

Because you had already begun?

2: Yes. I had started in October, and they fired me in January. Then I had to spend three additional months as a trainee. And further two months on a starting salary. And I did not want to do that.

Then you decided that you wanted to start in here?

2: Yes. It was actually the union that told me that was an option.

How do you feel that you can develop as a person here at the academy – beyond the academic stuff?

2: Do you mean through the work?

Yes, through the work

2: Well, you could say there are some guidelines to how things are done. But if e.g. the head or the person makes that difficult, you are allowed to use your imagination. Hm, in the that way you are able to develop… as long as it makes sense. And then I would argue that I develop in here because it is a completely different thing. Also, because I have chosen to do this. I did not choose to go in public school. That means you have to fight a bit more because it is something you have chosen. It has been a test to me, I think. To get up in the morning and go to school when I could have taken a job instead. It has been hard to do, I think.

You think it is a good thing… it helps you to develop in a good way?

2: Yes. That I hold myself up to this. It is something I have to do and it is something I really want and it is the right thing when it comes to it.

In relation to… did you vote at the last election?

2. No, I was not old enough to vote.

Are you planning to do it at the next election?

2: yes, if I know what they stand for. I do not care very much about politics. I would never vote… well, perhaps vote blank, but I would never vote for any party unless I knew what they stood for. If I did, I might risk voting for a party that does not want what I want.

Do you think it is desirable that people have the right to vote?

2: Yes. I think it is really great. Everybody has an opinion and it should be allowed to express it.

You do not care much about politics – what about your parents? Is it something you discuss at home?

2: yes. I do not know if they care that much about politics. But they do vote at each election and they have certain parties they vote for. I cannot remember which. But it is something we talk openly about, even if it is different parties they support. Hmm, and if there politics in the television I might be interested. I still ask questions to the things that go on.. It is not that I am completely oblivious about what is going on – but I would never sit down and reach thick book about politics. Hmm, in that way it is very free at home. In many families they do not talk about such stuff. It is not at all like that in our home.

What would influence you would vote for in the next election? Your patents, your friends or just yourself?

2: No, I do not think so. I think I would vote for a party that promotes welfare. In that sense I do not think anyone would be able to persuade me. Obviously, I would seek advice with people I know, know stuff about the different parties. I would try to establish a sense of what was going on and then go out and vote… if I had to.

Do you think the fact that you are at the hairdressing academy changes your view on politics or whether to vote or not?

2: I actually do not know. It is not like we talk that much about politics here at the academy. If anything it should be because we wanted higher salaries.

That could be an argument, then. That you would support parties that advocated higher student funding?

2: Easily. But it is not something we discuss that much here at the academy. I would not rule it out.

What about your values – do you think they have changed while you have been here? How you look upon people?

2: Well, hmm. I feel a lot more independent. I care much more about my own opinions and how I perceive the world. It is a kind of funny, actually. Hmm, I am 18 and turn 19 in half a year. And I have begun care about how people are doing – here and in other parts of the world. I never used to do that – not before I began here. Hmm, I have just signed up for [well known charity]. And my boyfriend has just signed up for [well known charity]. I really think that is nice. I really like to become a “parent” to a child in… I do not know why, but I have started thinking about how many people around the world suffer. And if I can pay 130 DKK each month and then get a few drawings back, it would be really nice.

It means something to you to be able to do something for the community?

2: Yes. It does – a 100 percent. But it is not everything I want to support. For instance, the Cancer organisation. For sure, I feel sorry all the people who suffer from cancer. But you hear stories about how it is not all the money that is actually spend on helping those patients. If I knew that all the money went to those who needed it , I would gladly support them. But as long as they do not, I am not going to support it.

I see. Was it Amnesty International you have signed for… Why them?

2: Because I care a lot about people are equal. Hmm, all people should have the same rights.

It is means a lot to you?

2: It really means a lot. I do not thing that, just because you belong to a certain group, that it affects your rights.

Do you try to exercise belief on a day to day basis – to show that people are equal?

2: I mean. As I have told you over and over again. If I know that some of the people in my class get really popular, then I automatically distance myself from them because such people like the attention and I feel they are not more important than all of them who do not get that attention. I would rather give that person who does not get any attention some attention. I have always been inclined to distance myself from people who think they are really important. I cannot handle that. I believe that we are all equal. I think a lot about such things, when I choose the people with whom I interact. I do.

You told me that you might want to “adopt” a child in Africa. Do you volunteer with other causes?

2: Not so far. But I definitely want to do something. I have spoken to a few friends about supporting [well known charity] as well – collect money and stuff. I have not yet decided which cause, but I really like to something.

It means something for you to show that some people suffer?

2: I think so. I mean, if I had the means… there are campaigns where you can help to build a house… I would like to do that if I had the money.

Do you think more people should participate in such projects?

2: I think so. For sure. As long as the organisations can show that things re actually happening with the money they collect, I really think that people should support them. Too many people postpone it: “tomorrow there might be 80000 people who have died, or something like that.” I think everyone who can afford it, should do it. But should be something that is made mandatory by law – or through increased taxes. It has to be free if you want to – because they have it in their hearts to do it.

Do you think Denmark – being rich – do you think we do enough to help other countries?

2. In relation to our size, we are one of the countries that donate the most – in EU. I think that is really cool to think about. On the other hand, I am really disappointed with countries like Norway, which has so money and still is in the bottom when it comes to donate money to third world countries.

Do you think such things should be subject to legislation?

2: No, I do not think so. It just shows that Norway is not interested in helping. You do not supposed to give out “negative” help. You are not supposed to help because other countries think you have to. You should help because you want to. Otherwise it holds no value.

You participate in [charity organisation] and you want to be involved in other organisations to show what you believe in. Have you ever participated in a demonstration to show your opinions?

2: No, I have not. It is a completely new thing that I care about other people. It has been a wake up call. So no. I have not. But if I had the chance I would like to do it. I would.

What do you think has caused this sense of caring?

2: I think. I do not know. I guess it is after I have started to earn money and getting an education. I think: “when I have the means, why not do something.” I mean, I can help to make the world a better help. If you do not help, nobody does. Someone has to be the first to do it. Hmmm, It started when I was approached by one of their facers and I thought that since it was only 50DKK, why not sign up. I can help people if I vote and donate 50KK, so why not do it. Therefore, it is completely new. And I feel really good that I know that I am not being passive when people and animals are suffering.

It gives you something personally, to know that you help other people?

2: It does. I have always wanted to become one of those people who hold a spray can and painted animals around the world. Because I do not think our animals are being treated properly, either. I think that is going to be my next – to sign up for “Animal.”

You want to do more?

2: For sure. I really like to.

**Interview 2:**

DUi\_15 (WS320025.wma)

I want to start by asking you about your experience with school. From public school until now.

2: Hm, Experience – I do not know?

Experience – how has it been? Has it been good or bad?

2: I have always had a good time in public school. Both academically and socially.

Have been to the same school all the years?

2: Yes, I have.

How was it with your friends there?

2: hm, we had a strong community. The entire class always a strong community. And I have always had lots of friends in my class.

Nobody was kept out or bullied?

2: well, yes. From time to time in the younger classes, it sometimes happened that someone was being bullied. But nothing serious.

Did anyone do something about it, then?

2: Yes. We have always had talks in the class or the “class hour” if there were any girl problems … or problems between the boys.

The teachers did an effort to deal with the problems?

2: Sure. They really did an effort.

Was it a regular thing – each week or so, that you discussed how things were going in the class?

2: No, it was more something we did if there had been episodes with someone being bullied. E.g if bullying were going on at the school in general, or if someone in the class were being bullied. Then we would have talks If there were problems between someone in the class.

What would you talk about during these talks?

2: We just be talking about how we were supposed to treat each other. What to do or not to do.

Okay. What about your teachers. How was your relationship to them?

2. We have always. I have had my primary teacher since first grade all until ninth grade. We had a really good relationship with her, then. That is what made our class as good as it was.

But also, we have always had teachers who were really good to us.

Do you think that you would have a different relationship in your class if you did not have that teacher?

2: I guess so. I think the teachers play an important role, shaping how well the class function socially. They have also been active, arranging things we should do together.

You did a lot of stuff together in the school?

2: Yes, a lot. Really. Especially during the younger classes.

What have you done after ninth grade? Did you take tenth grade?

2: Yes. I took tenth grade on a boarding school.

Okay. Why did you chose to go to boarding school?

2: It was just because I wanted to get away from my hometown and home. To try and get new friends. But also, I had heart lots of good things about boarding schools. That It should mature people and stuff.

Was it a special boarding school you to – sports or?

2: No, it was just a normal one – they called it an academic boarding school. But it was just a normal one. We had pathways and good social life. A cosy boarding school.

And you like it?

2: I really liked it. It has probably been the best year in my entire life.

Alright. Why do you think it became the best year?

2: You really matured in a special way. You grew and became more of an adult. Knew what you wanted and that sort of thing. And you also got some really good friends.. so, you.. it was just…

What about the other student there. It also worked really well?

2: yes, it did. We had a really good community. We were known for having a good relationship – that year. We could embrace everyone – and no one were bullied at all.

Did you have any students who were different. Handicapped or less skilled, academically?

2: yes. We had one guy, he was not handicapped – but he was a little slow. But some of the boys took really good care of him. And brought him along. In the end – he was very shy in the beginning. When you talked to him, he would just stare at the floor. But in the end he was just … he was running around across the school and was just really…

It was just great for everyone? You did not have any groups who kept to themselves?

2: oh, there were groups. But if there were these groups it did mean that everybody talked with everybody.

What about the relationship to the teachers, was it any different to what it was in public school?

2: hmm, yes because you were more intimate with your teachers. Especially during the weekends. They would do participate in stuff with the students… much more than they normally would. You also develop a special relationship with your teachers. Because you need an adult and you do not have your parents. Then you would use your teachers. If you had any problems you would go to your teachers to talk to them about it.

Do you think the friendship you developed on the boarding school are different to the friendships you had from public school?

2: yes, it is. You just know them in a certain way. You have lived with them for a whole year. You know each other a 100 percent. It is completely different to the friends from public school… it really is.

You said that you matured a lot when you went to boarding school. How do you think it has matured you? What has it done to you?

2: hm, I was shy and introvert. I have never been “look at me”. But that I became. I have become much more extrovert and dare much more. To speak my mind. I have really opened up and matured a lot.

What is it with boarding school that does that and not the public school?

2: It is because you have start all over. You have to open yourself up. You have to speak to all these new people or otherwise you are not going to get any friends. I just think it is the whole concept. You are away from home and your parents. You just get independent in a way. I think that is what makes the difference.

To you it has been something really good?

2: it really has.

Did you then start at the hair academy afterwards?

2: Yes, I did. I got the traineeship in September. Which meant that I was at home in a month and a half before I started in the traineeship.

Was it difficult to get a traineeship?

2: Hmm, no, because I know a hairdresser. She is a sales representative in the different salons. She then put in my application and recommended me out there. I then got a few interviews.

Do you otherwise think it is difficult to get a traineeship?

2: It really is. I know it is because…. I have been in the salon… (my boss has gone through applications) and the boss want to know you are.. because you can write anything in your application. That you are work hard, are nice and stuff. But often, they want some recommendations from people who might know the applicant. That is why it is easier if you have some contacts.

Do you think that is because they have to pay the trainees, or why do you think that is?

2: I just think it is because.. you spend a lot of hours there, it is almost your second home. It does not work if you cannot function with most of your colleagues. Hm, it creates tensions – both towards the customers, but also the staff.

How do you think it has been to start at the hairdressing academy?

2: I think it has been really great. Also because, in the salon you do not really do any real work. I have mostly done the “easy” things. But here, you learn the trade. You really got to do stuff. But also because you are together with people at the same level – so you do not have to feel all stupid and bad at it. I really think that is a nice thing.

Do you sometimes feel that when you are out in the salon?

2: Yeah, a little. Because you want to show your boss that really have the skills and really wants to do it. But that you do not really learned it yet.

Out in the salon, both in yours, but also in some of the other students salon, is there, then, people who treat you differently because you are a trainee?

2: yes. They have more patience with you. E.g. if you make a mistake and apologise, they are nice to say: “it is alright. You have to learn it.” They seem to be more patient with trainees, than they are with graduates.

You do not think it is hard to be a trainee?

2: No, not at all. I also feel that I have to learn it. I will be making mistakes as I go along. I know that.

How is it socially here at the academy?

2: I think it is alright. I mean, it is a “girls only-class”, and talking in the corners can be expected. But that is how it is. But, I mean, I talk to the rest of the girls, and I think it is a good class.

There are not anyone who gets bullied?

2: No, not at all. No, everybody talks with everybody.. That is nice.

What about the teachers? Is it different to public school? Do they treat you differently?

2: No, but you can feel that they give us more responsibility. Hm, I mean. They do not give out the same criticism. Instead they just correct you and tell you to improve it next time. In the public school they would just tell you exactly what to do. Out here they give you more responsibility. But also your ability to learn. If you just hang around… whereas in public school you would just be told to leave the classroom...

They treat you more as adults?

2: I think they do. Compared to public school

And the relationship is also alright between teachers and students?

2: I think so. I think it is like public school. It is not a close relationship, it is just a bit more professional.

What about the teachers. Do they let you influence the teaching – if you feel it could be different?

2: hm, if they have any?

No, if they give you anything to say to how you think the teaching should be?

2: yes, they have asked us about it. But, I mean, I just think. Everybody just feels that you have to do a certain number of things during a day. Really, it is just a question of how fast you can do it – and do it at your own pace. I just think it is, you know. They have some standards as to what you have to do during a class.

What about differentiation – are you all at the same level – or is anybody ahead?

2: I thought that there was going to be a lot of differentiation. But I do not there is. Because we all had no experience – and then we just started at a really basic level and then we become better and better. In that sense I think we all are at the same level.

Do you have to pay yourself to go out here?

2: No, I do not have to pay myself.

Who pays for the course, then?

2: I guess it is the council, my boss or.. I do not know.

What you do think – that you not have to pay yourself?

2: It is.. I mean.. That is how it works with almost every type of course… I think it is the right thing to do, because everyone should be able to get the education they want – regardless of your financial situation.

You think it is nice that everybody can get an education?

2: yes, I think so.

What does education mean to you?

2: It means a lot. It means a lot that I have an education. Not only to have these small jobs. But that you get an education and learn a trade completely. I do not know, but I have just always felt that I had to have an education… one way or the other.

When did you decide you wanted to be a hairdresser?

2: I have always known that I wanted to be a hairdresser. Since I could walk. I have always wanted to be a hairdresser.

You have never doubted that it was what you wanted to be?

2: Never.

What have the reactions been when you have told people that you wanted to become a hairdresser?

2: I the beginning I was a little ashamed about it because the trade as a reputation of attracting stupid people who know nothing. And I do not want to come off as a stupid person. I have always tried that people have been looking oddly at me when I have told them that I wanted to be a hairdresser. But since I began in here and realised how difficult it can be, and how much theory you have to learn I no longer care what other people think as long as I know how difficult it is. I mean, it is just as hard as anything else

Alright. But who is that say or think these things?

2: No, it is people that I do know that well. It is people who do not know me.

Why do you think that people have that impression of your trade?

2: I think it is because - it just because people have that idea that hairdressers are nothing stupid girls who do nothing but cut other people’s hair without a clue about what is going elsewhere.

What did your parents say when you told that you wanted to become a hairdresser?

2: They have always supported me. also because I have talked about for such a long time. Actually I began to doubt that it was what I wanted when I stopped at the boarding school. But that mostly because of the social aspect. I like to be in an class and have a social life. But my parents told that I should do it because it was something I had wanted my whole life. In that sense they have always supported me. Something that I am really happy about.

What about your friends?

2: They have also, always supported me. I have always been the one cutting their hair or doing their make up. They just think it is cool that I have begun my education.

Yeah. Where have you meet most of your friends?

2: Most of them they go back to public school. But I also have I few from the boarding school.

Are they all different – with different backgrounds?

2: Personalitywise? I mean we have a lot of things in common. Yeah – they are pretty similar.

What about their families – do they come from the same type of family?

2: hmm, not really. Some have divorced parents. But I think it is…

But you go great together despite different backgrounds?

2: Yeah – it works fine. If there are any problems we help – problems with the family.

What do you expect to be doing when you graduate?

2: I want to be a hairdresser as long as possible. And then I guess I have to take courses… be as good as possible.

Do you know if you want to have your own salon or if you want to go abroad?

2: I do not want to go abroad. I want to stay in Denmark. But, I do not really know. I just think I want to be really good at this.

What about the financial crisis – have that had any influence on whether you wanted to become a hairdresser – if it was going to be more difficult to get a job?

2: I did think about that. Hm, because I started applying when the crisis was at its worst. I did not seem to affect me, but I have heard from others that they had a hard time getting a job because of the crisis

But it does not worry you?

2: No, not really.

What about politics – is it something you care about?

2: No, not at all

Were you able to vote at the last election?

2: No. I will be eighteen in June.

Do you expect to vote the next election?

2: Yes. I think it is something you have to do as a citizen. If you do not do it then you loose you right to complain. If you vote you get to keep that right.

You consider it a good thing that you have the right to vote?

2: I do. For sure.

You talked about being a trainee – do you seen any problems there – being a trainee?

2: In my salon. My boss is pretty large with stuff. And also it is important for her that I have independence. I think that is really great, especially when you hear stories about other bosses. But of course there is that hierarchy in the salon. But that happens everywhere. It is pretty obvious that I am at the very bottom – I get all the bad jobs.

But have you heard about others who have been unfairly treated by their boss?

2: I have.

In what ways?

2: there was a girl who went to their school. She did not have any agreement on when she was off work. That meant that she only had any days off whenever her boss thought she should have it. That was one of those stories where you just think: “that is not cool”.

What can you do if something like that happens? Can you complain to the school?

2: We can. And if we join a union they can help us. But we also learn here at the school how to deal with our boss – and how to say no. but at the same time I feel that if I say no I might loose my traineeship.

Alright, it is a bit uneven relationship?

2: It is.

What if you called your school – would they, then, help you contact your boss, or?

2: hm, I actually do not know. I think so. I know there is a girl in where who has received help because her boss was being unfair. The school then talked to the boss in the salon. But I do not know whether you have to talk to your teachers first. But I think that, since you go in here they are willing to help you.

What then, if you loose your traineeship – does the school help you find a new one?

2: hm, If you loose your traineeship you do not have to leave the school. But it is your own problem – you have to find a new traineeship by yourself.

But you can still participate in the course at the academy?

2: You can.

Do you volunteer in any organisations or similar?

2: no, I am not.

Why?

2: I do not know. I just think. I am just to selfish. It does not interest me. I know it is a bit selfish and I feel slightly guilty when I answered the questionnaire. But I have never done anything like that. I think it is because my family have never done it, nor have any of my friends.

It is not something that comes naturally?

2: Not at all. It is probably why.

It is not something you have considered, then?

2: no, it is not.

What about the hairdressing education and educations in general, what do you think their goals should be?

2: hm, to educate people so that they master their trade. And then abolish exams, because I do not really think they serve a purpose. A lot of the times – I just get nervous and perform below what I normally do. Instead I think it should be the teachers – on basis of day to day performance, who should decide whether you pass or not.

You then think the evaluation is unfair sometimes?

2: yes, I do. Also, the student who works at my salon, she failed because of her colouring. But she was in class with one of the best… In that case I think it was a bit unfair.

What if… what influence does your boss have when it is decided whether you pass or not?

2: My boss has not as such anything to say. It is my boss’s job to further the skills we get at the school. To let us practise. The cutting and colouring and stuff.

But you think it would be better if you tests along the way

2: I think so. To be evaluated on the day to day performance instead of a test.

In general, how do you consider the hairdressing ecucation – fair or unfair?

2: I guess it is fair. It is. I do not know. But never think that exams are fair. Not here or in public school.

Alright, you think it would be better if you changed the exam system, then?

2: yes, I think so.

**Interview 3:**

DUii\_71 (WS320032.wma)

1: interviewer:

2: Person being interviewed

Firstly I like to ask you about your academic experience. When you think all the way back.

2: hhm,

How do you it has been?

2: what do you mean?

If you generally. Both regarding the class you was in., your teachers and how it was like?

2: My class was pretty good. It was laid back. I mean, I liked my teachers at that time. But later I realised that it was not as I had imagined it was.

Okay.

2: But, I mean. It was alright. But after ninth grade I was disqualified from entering high school.

No?

2: Instead I took tenth grade. During ninth grade I had the impression that I was lacking behind academically. But in tenth grade I got straight a’s – and it was easy.

Yes?

2: Now I am here (in high school) and I do alright.

Was it the teachers who decided to disqualify you?

2: yes. My teacher in Danish said no. She told me that I needed some more.

Yes?

2: I did not understand that.

Do you understand it now, when you think back?

2: Only in regards to how I feel personally. If I think back, I realise that I was not prepared for high school. But academically – I do not see how I was lacking behind in the ninth grade.

No, alright. Did you do something about it. Did you react to the disqualification?

2: no, because I regarded her as some kind of supreme authority. I sort of accepted that I had to adapt, and then I went on with tenth grade.

Otherwise you had been in the same class since Kindergarten?

2: Yes. I went to the same public school in nine years.

Yes. If you consider the social aspect. How did you get along in your class?

2: Well, I mean. My class was actually quite exclusive towards the other classes. We had three classes in ninth grade. A, b and c. I went in C. And it was a friend and I who were the only ones who talked with some guys from the b-class. The rest of the class kept to themselves. I do not know why. But it was alright. And we did not have any problems with bullying. Oh, then there was the a-class. No one talked to that class. Only my friend and I talked to the b-class.

How was it then. Did you all have the same background?

2: yes. We did, actually. We all came from [town in large city in Denmark]. And a lot of them did not have any siblings. Pretty similar backgrounds. Oh, actually, we had one from [East Africa]. That was the only one - different.

Alright. I was thinking about the relationship to your teachers. How do you consider that?

2: It was alright. I liked my teachers. At least in Danish and Math – we had those teachers all through from first – until ninth grade. I some subject, I mean. In English I did not like my teachers. And in French I did not either. But.. you know.

Why?

2: My French teacher did not like me. And I did not like French – it was that kind of relationship. And the English teacher - we sort of… we had three different teachers through ninth grade. We have had the same teacher for four years – you know – from seventh –until ninth grade, and then we had three teachers in the ninth grade. One who was really good, one who sucked, and we only had the last one for a month – to prepare us for the exams. She was really annoying.

Okay. You said that you French teacher did not like you. How could you feel that?

2: It was like… she gave me really poor grades even if I had done the same work as everyone else. And I failed to understand that. In the beginning I was pretty active – and good at it, I think. But then, because I was discriminated I stopped to care. I began skipping classes and stuff like that. Also - it was only public school.

Did you mention it to your parents?

2: that I skipped classes?

No, not that you skipped classes – but that you thought your teacher did not like you?

2: I see. I complained a lot to my parents. Especially about the English teacher because she was completely off track.

Did it help?

2: No, not really.

Did du feel it was unfair. That the rest got better grades?

2: yeah. In the beginning. We had the same starting point. But later I accepted it since I skipped classes. But in the beginning I did think it was unfair.

Have you experienced other occasions where you felt it was uncomfortable or unfair. Also if you have seen other people being treated unfairly?

2: something, which was out right unpleasant? No, I do not think so.

No?

2: Not that I remember, at least.

Not anyone being bullied in your class?

2: no, not so much in my class. But I have seen it in the older classes.

Yes?

2: and obviously in the other classes – you have seen a thing or two. But as I said – I was in that small and laid back class - so I did not notice it.

Alright. When you began in tenth grade it was not at the same school?

2: No

How was it to start at another school?

2: yeah. It was a 10 grade school. Also at [town in large city in Denmark]. Initially I wanted to go to a boarding school. But I forgot to sign up in time. And when I began, it turned out to be cool. Since it was tenth grade – it was sort of leading up to high school. And you could chose some of your own subjects. I chose a creative line. I think it was 12 hours a week. I think it was Monday, Thursday and Friday. I would then do my creative courses – we would just sit and paint. That was actually were cool. And we had to come in at around 8.30. Also, since it was not a regular public school – we only had older students. It was a pleasant experience.

How was it compared to your old school. Any differences?

2: It was. It was different to start – to talk to new people. But after a month or so it was completely forgotten. You were just in a new social setting.

Alright. Were the people you hang out with different to the friends you had at the old school?

2: They were. Because it is out around [an area in city of Denmark]. It is council estate. That meant we had more immigrants compared to my old school. It was not a problem. But in the class next to me – it was only four students who had a Danish background.

Alright. It was not something you thought…

2: If it was a problem?

Yes

2: no, not at all. They might act all tough in our breaks – but it did not bother me.

Was your relationship with the teachers different there – compared to your old school?

2: yeah. Because I really liked my main teachers at this school. He was a guy and he only had tenth grade. I guess he knew how to treat young people. That was pretty cool – since I have developed substantially during tenth grade. I have also become more mature, socially. A real positive experience.

What do you think the difference was – besides the teacher you mention?

2: from ninth to tenth grade?

Yes – since you have matured that much?

2: I am not entirely sure. Perhaps it is just because I grew older – and then having a year where you can kick back and relax. Because it was almost like doing ninth grade one more time. Also, I was allowed to decide some of my courses myself. In high school you can decide too. In public school – you just do what they decide you need.

Yes.

2: also, in tenth grade I can decide a bit more for myself. E.g. what path I want to do.

Yes.

2: also – that you get a some more options – wider boundaries. It had an effect.

Alright. And then it became high school. How come?

2: Because I am not quite sure what to do afterwards. I just want to spend my time. Not that I feel that I am wasting my time. But instead of hanging around at home and do nothing. Or go to some kind of production school (a training facility for young people without a job or education – or the skills to get an education). I might as well get it over with – that is more or less why I am here.

Okay. Why [Town in large City in Denmark]?

2: well, initially it was not [Town in large city in Denmark].

No?

2: I started in [Town in Denmark].

You had chosen that?

2: yeah. Because I knew a lot of people here. And I thought that I would try something else by choosing [Town in Denmark] where I knew no one. I think I knew four students. I think there are 900 students out there. So I came into anew class where I did not know anyone, and I learned to know a few. But I did not like the school. But also because the school was socially poor. I am very pleased to be here now. I came into second year.

You went to [Town in Denmark] for an entire year?

2: exactly.

Are there any differences between the two?

2: yes, I mean. Socially this is much better. I am not sure what it is, exactly. But this school is a bit more personal. That place – out there (Town in Denmark] is… very distanced. It is very new and… you know! Nothing really goes on in [Town in Denmark]. It is just more laid back in here. And people are just much nicer. I do not know why.

But do you think you gained anything the first year – academically?

2: haha. Actually not. I had some poor teachers. There was a physics teacher – I learned nothing in physics that year. Did I have some good teachers at [Town in Denmark]? I guess. I had a good teacher in Spanish. One I learned a lot from – I really liked him. But I did not like the rest. I had probably something to do with the fact that I generally disliked the place. Also – we had lots of problems within the class – we had a bad atmosphere. And that made the experience worse, right!

Okay. What did you parents say - both in regards to you choosing high school and since changed school?

2: [Town in Denmark]?

Yes

2: They were pleased that I choose to go to [Town in Denmark] – trying something new. Broadening my social horizon – or… you know. It was my choice alone. It was what I wanted, right. They were cool with that. Also, they were fine with me changing school when they realised that I did not work out at [Town in Denmark]. Basically because I am happier now.

Did they force you going to high school?

2: I guess. I had been talking a lot about trying something new. But when you have a week with – I do not know how many assignments – you cannot stop thinking what use it is. Especially since I am not certain that I am going to use it later. When it is like that and I sometime talk about doing something else. But I guess they prefer I stay in high school. That is probably the smarter choice.

Do you think it is difficult to choose subjects when you deciding your path?

2: no. not really. When we had to choose in 1. G (first year) I was pretty satisfied with the combination. But then when I had to move it had been changed. And now it is a bit more difficult. Initially I was only supposed to have math at C-level. And I finished it in my first year. But when I started here I had to have math a b-level. It is pretty difficult. Also – in my first year I had Spanish. Something I had chosen. When I came here it was not available – with my combination. And so I have French again – which I detest from ninth and tenth grade. Now I am an entire year behind in French. That is not optimal.

You have to struggle then?

2: I do.

How do you feel that you could not get the same combination here? How does that make you feel?

2: it is shame. And a bit strange. I never quite understood the whole business with different paths – why it is different from school to school.

No

2: It is alright. I am fine…it is alright to sacrifice some academically – to gain some socially.

Yes

2: I think.

Yes. What do you imagine you want to do when you finish high school?

2: I am probably going to have a year to find a some kind of job. To chill a bit. After that – I do not know. I probably have to take some further education. But as I said – I am not quite sure what I want to do. Time will tell.

Why do you want a year off?

2: As I said – it is already something I am considering. I think it is tough to have so much work all the time. That is why I could use a year where all I do is relax. And do the stuff I like to do.

But do you see yourself in high school?

2: You mean finish high school?

Sorry - do you see yourself in University?

2: At university. Yes. I if I study something I care for. If I can figure out what I want then it is something I really want to do. But it is just… I do not like to be forced to study as long as I do not know what the purpose is – if I need it. In a way it is a little annoying that… I am studying social science right now. And I did not want to do that either – initially that was not part of my chosen path. It does not really interest me. that is a bit annoying.

Do you think it could be done in a better way? You say you get a lot of knowledge that you cannot see the point in having.

2: yes, no. I do not know. As I said, I am not quite sure I know what I want. I guess it is no use talking about it. If I knew what I wanted I would be a bit annoyed of being here, right.

I see

2: For instance, if I knew that I was going to study psychology it would annoy me that I had to study at b-level right now.

But when you have to choose, do you then consider future job possibilities?

2: yeah… for sure.

It would go in to your considerations?

2: Obviously. It might be that I decide to study something and then make the decision afterwards. But so far the plan is to find something I am interested in or something where I can get a job – and then study that.

Alright. If we just return to high school. How do you consider the relationship between teacher and student – compared to public school?

2: hmm. Some teachers are pretty good at treating you well – some are not. It is difficult to say. Because there is a large number of teachers who are really authoritarian. And I think – at this point in life – it is a bit late to be pointing fingers as if you do not have any responsibility. Because we do take responsibility in this age. We do see the consequences of our actions. And have been.. One of my friends has been thrown out because he skipped to many classes. There are some you cannot administer it. But still, I do not think it is alright that they behave as teachers in public schools do. And many teachers are poor at grading our work.

I see.

But that is something else.

I would like to hear about that.

2: hahaha. At least that is my impression. That the teachers evaluate based on their impression (of the students) and not the actual work.

How they behave?

2: exactly.

How you tried that?

2: I believe so, yes. A lot.

Yes

2: Also, some teachers have difficulties separating the performance in different subjects. For instance I have the same teacher in French and Danish.

Okay

2: I got the same mark in both subjects. And I think, I mean – I know I perform poorly in French – I admit that. But I do think I am pretty good at Danish – both verbal and written. In Danish I should have had better grades.

Is it something you have mentioned to her?

2: No, because I continue with Danish. It is only my b-level subjects that I focus on. I am not going to stress over my a-levels – and I am not going to complain – not now.

Do you generally think you can talk to the teachers if you have any problems?

2: yes, I think so. Some are more open than others. But we have the opportunities, I think.

Do you have a lot to say about the teaching – what subjects and what they should contain?

2: hmm, no, not regarding the subject. I guess it is something the teachers decide. But, I mean. Influence in general – I think this school does a good job of dividing benefits equally. It depends. If you want influence you can always sit in on a board or something.

Are you in any?

2: haha. No.

How so?

2: Someone else does it. I mean – then it is alright if I get a little slack.

I see. Do you think the teachers do a good job to differentiate teaching according to your individual needs?

2: no, actually I do not think they are. I mean, but I guess that is fair – that we get an equal treatment. But it is tough on those who are lacking behind. Not that we have many who does, but still. Some are really gifted. And then we have someone who is average – you know. There is not that big a difference, really. But still. It is those you know the answers who get picked. And… it can be a bit difficult for the rest of us to be heard. That is a little annoying.

How do you think it could be done differently?

2: I do not know. I guess the teachers had to take some courses in recognising students with special needs – and give them time instead of asking the ones they know knows the answers. Help them to succeed.

You do not think it would be desirable to differentiate according to skills?

2: what?

To differentiate according to skills – that the strong students go together and the less strong go together?

2: oh. No, I do not think that is a good idea. You do not benefit from that. If I was strong in one subject, then I would prefer to be able to help someone who was not. If I sit with equally strong students I do not feel strong – and maybe I might not get enough from it.

Have you done any travelling in connection with your study?

2: I mean – we are going on a trip this Sunday (with his class). Or are you thinking studying abroad?

For instance taking a semester abroad?

2: No, not really. However, I would like to travel during my year off. To get some experiences. But I have not considered going to another school or anything.

Alright. If you compare the Danish educational system with those abroad – at least as you know them - How do you regard the Danish system?

2: To be hones I am do not really know very about how it works in other countries. But the impression I have is that we have a pretty easy time. Regarding the hours we have to put into it. I do not know how difficult it is compared to other countries. But I do not we do not perform very good. There have been a few comparisons – that show that pupils in public schools is in the bottom of the tables – or something like that. But – that must mean that they do it better elsewhere.

Yeah. But do you think the system is fair?

2: that we are lazy and poor?

No, not that we perform badly – but do you think the system is fair?

2: arh, I see. It is difficult to say. Fair in the sense that people have the same opportunities. But – it is a little annoying that you do have a chance to be more specialised from an earlier age.

You would have liked that in public school?

2: Actually, yes. You could easier get an impression of what is going on. And then make a different transition from public school to high school. Because, if I had gone from ninth grade straight to my first year - I would have been surprised by the increased expectations. And a lot of people from my class have been surprised by that. And it did not make a big difference to go from tenth grade to high school. The only thing we were told was that we should expect to drop to grades. That was about it.

Okay,

2: That is something I wish they would do differently.

I see. Haha.

Are you politically active?

2: No, I must admit. I do keep my self up to date – but I do not have any strong political convictions. I do not support something over something else. Because politics does not interest me.

Have you ever discussed politics at home?

2: No, not really. My parents discuss from to time. But the hold completely different positions, so they do not bother anymore. They just end up fighting. That is why I have not been raised with politics. And now it does not interest me anymore.

Could you imagine that you would vote at the next election?

2: Well, of course. I did also vote at the local elections.

Okay. Have you ever participated in any demonstrations?

2: Well. There have not been any lately. But I have participated in a few. The last one was the big one – against cuts in student funding (SU) – or whatever that was against. I guess it was that – because the entire school went together. It was not even voluntarily. It probably was – and I wanted to participate. I like to contribute in that sort of things.

How is it to participate in stuff like that?

2: How it was?

Yes?

2: We just walked around in the streets.

Did you feel that you contributed with anything?

2; yeah. The more you rally behind – I participated that is that. I know it is not a lot. But you know – I understand that the more people who participate the better a result we will get. I think it is cool if lots of people participate.

Would you do it again?

2: of course!

What about volunteer work?

2: Actually I do not really that sort of thing. I felt bad when I had to tick your little box. It made me feel a little guilty. But no – I do not. I do not think I have time to do it right now. I want to. But it is difficult when you have all this homework.

If we just return to high school. How do your consider the combination of students. Is it mixed – with ethnicity and social background?

2: hmm, we do not have many with (different) ethnical background at this school.

No?

2: When you look around it is obvious to see, and it is not that it really matters. I do not know what to say to it. I have been thinking about how strange it is. But if you do not want to be here – if you have another ethnic background. It is known as bit of a hippie high school, you know.

What about social background, then?

2: What do you mean?

What families they come from?

2: That is very different. It is spread across town. It is really different. At least that is my impression. But quite a few from [3 towns in Denmark]. But none seems to have had a problematic past. They all seem to be well functioning young people.

Do you thin it makes a difference – that you have grown at [town in Denmark]. Do you think it is different here – where you all have different backgrounds?

2: I do not think it makes a difference. Actually, not at all. It is also because I have friends from all around town. Nothing there.

If you consider your friends – where they come from. Is that then mostly from school or is it because of leisure activities?

2: I mean. It is very different. It is mostly to do with where I have been – who I have ran upon. From public school and tenth grade. A few from [Town in Denmark]. Also, I have played football in a few years – some I got from there. And obviously since I go here it makes it easier to socialise with them who also goes here. It tends to be where you are that you find your friends. But I do have good friends that go way back.

Friends who go way back. We have already discussed it. But what does education mean to you?

2: I wished it did not matter. But it does matter because of our society. I mean – you have to be well-educated to get a good job. And it is a little annoying that it is like that. But education does matter to me. I personally feel that I do not want to come off unintelligent or from a lower class. Not that I am snobbish – or more important. But my attitude is that I do not want to be any more stupid than other people – I do not like that.

Do you think you have changed since you began here – politically or as a person?

2: A new set of values? Well, no.

It might be a bit difficult to recognise yet?

2: I think so. I have changed personally. Just how I have developed. I have my stuff together. But personally – I do not think I have changed that much. Not that I know of. I guess you need to talk to my friends.

It might that you can spot the difference afterwards. Yes. Anything else you like to point out as unfair?

2: At my high school?

Yes – or in general. Anything from your public school as we have not discussed?

2: well – a very insignificant incident. But it is sort of stuck. Which I remember. In ninth grade – as I told you – we had an immigrant – that [East African] guy.

Yes?

2: yeah. And then after two months time when all of a certain we got – I think he was [Mediterranean]. And I think his name was *Latif*. He was only there for a couple of months – and I did not understand why he came to our class. But at one point when we were in ninth grade. We were just sitting, you know. In lines. I sat next to him and I yawned. And then I looked down at my paper. Then he yawned. And then the teacher told him to put his hand up to his mouth when he did that. And it surprised me quite a lot. It is a little thing – but it got stuck.

Did you react to it?

2. No, I was just like – I just thought about it.

You did not tell your teacher.

2: No, not really.

Have you had similar experiences? Where you think people have been treated differently because of race or skin colour?

2: No, then it is more based on their actions. Not because of their skin colour or. In public school we did not have any of that. We did not really have any foreigners. In tenth grade – my teacher was really good at not differentiating, at all. Just to treat us as people.

I see.

2: That is why I did have any experiences from there, either. At [Town in Denmark] we had one in our class –and she left after a couple of months. There might something there. But I have never really experienced anything discriminating. Some that has turned to my attention.

If you consider Denmark in general. Do you then think we have a lot of racism?

2: I guess. No, actually, I do not know. I do not encounter racism. And I am not personally a racist. I do not think you need to differentiate between people. I do not really know. You call argue Danish People’s Party is.

I see.

2: You can point your fingers at them. But otherwise, no.

It is nothing you encounter on a day to day basis?

2: No, its not.

**Interview 4:**

DUii\_86 (WS320028.wma @ 55min)

Interview to – at the Gymnasium

2: Person being interviewed

I want to start by asking about your school experience. Both when you went to public school, if you have been elsewhere and finally about here in high school.

2: yes. Well, I actually have good memories about school. I have not really had any problems. There have been thing academically as I struggled with.. But, you..

Has there been anything socially? Things were you thought it had been difficult, or where you experienced conflicts?

2: Well, I basically think I have managed to stay out of it. I mean, you always run into the odd conflict once in a while. But it has really not – not to sound completely innocent – been that big a problem to me, I think.

Have you been to the same school from kindergarten until ninth grade?

2: yes.

And then from ninth grade straight unto?

2: No, after ninth grade I spent nine months in [City in America].

Did you attend school while you were there?

2: yes, well I travelled with a Danish organisation. But I lived in a sort of house of residents. I had classes at a university, actually. It has been really cool. It was a really good trip.

If you compare the two educational system – The Danish and the American. If you consider what you see here and what you saw in [City in America]?

2: I must admit. I did not attend a real university. But it was connected to the real university. I did not experience the real one – the real American educational system. But I did get lots of friend who lived over there, and went to American schools. From what I could tell it is completely different.

Different, how?

2: They just face some entirely different problems. I have never thought about that you have to pay tuition fees if you want an education. I realised how privileged it is to go to school in Denmark. And that you really have to appreciate the government pays for you education. It was definitely not like that over there. A lot of my friends. I meet them the place where I danced. They came from lower classes. And we talked about that when we discussed education – how their parents would be able to pay for their education. It was completely different from what I was telling – that I was going home to attend high school and almost get paid by the government to do it. They really liked to able to go to Denmark and go to school there.

It was tough for them to get an education, then?

2: a lot harder. At least that was my impression.

When you went to public school in Denmark. What about friends and stuff. Did that work out alright, do you think. Was it working well in your class, socially?

2: I got together with some really nice girls that I still see today. They also attend this school. I had a really good time in the class – socially. I think there will always be the odd few who struggle.

Did anyone get bullied?

2: Yeah. There was a girl in my class who did not have a good time. She ended up changing school. I did really get involved – but it was discussed in the class several times. We tried to find a solution together – in the class. There were a few of the girls who did not like her – because of lots of different reasons. You know – girl stuff. We discussed it a lot. But otherwise I cannot seem to remember those kind of episodes.

Did anyone do something so that she would have a better time?

2: Yes. We had a thing called “the class hour” there. During these hours our teacher – she was actually really good at getting this girl integrated into the class – we would sit and discuss how we felt about this girl. Both the good things as well as the bad things. We had a lot of ideas to get her back into the class. But I guess it did not really work.

Did the students do anything besides that to make the girl feel better?

2: The girls I hung with tried. We invited her to the thing we did after school. But I guess it was a little difficult. We were really the girls she wanted to hang with. And then you cannot really do much more. I do not know. I remember it as if we tried to get her involved outside of school. But I do not really know. It did not really work with her.

How come you chose to go to [City in America]?

2: It was because I liked America. And I had been to [City in America] before with those I dance with and meet some people over there, which I had become friends with. And then I really liked to travel. It was actually the plan that I should have attended a boarding school – but then I had to tell my parents that I really wanted to go abroad. They told me that if I could earn the money it would cost then I could go. Then they gave what boarding school would have cost them.

You had to earn money to pay for the rest, then?

2: Yes – it was a little tough – but it was worth all the effort, I think.

What did your parents say when you told them, that you were going to [City in America]?

2: my father was a little sceptical. My parents are divorced and my mother was a bit more: “it sounds great. I might be that I will come and visit you.” My father, of course, was a little worried that his little girl was going to be away for such a long time or something like that. But then again, my parents have always been open and told me to what I want to do.

So you never doubted that your parents would support you?

2: No, not at all. It was not a problem. I would have gone to a boarding school anyway. In that sense I would have been gone anyhow. In that way they have always been supportive of my ideas.

Did the government finance any expense concerning your stay?

2: I tried to apply for some grants. But it was too late that I decided to go. I was mostly the money I had saved. I also got a job over there – for a short period. But in that way I also earned a little. And then I got a job when I came home.

How do you feel that the government did not pay anything – is that okay?

2: I do not know. I could have been more active, I guess – applying for money. But is was okay. Not a lot of people do that sort of thing after leaving ninth grade. So I do not consider it a problem. I was okay with that. They (the government) paid for my public school and high school.

How come you choose high school?

2: It was something I realised while I was over there. Perhaps it was just because I realised how good an offer it was. It would be stupid not to. And then I just wanted that basic learning – I just wanted to become a little smarter.

What did your parent say when you told them that you wanted to attend high school?

2: they were really happy. For a long time I did not want to go at al.. I did not want to attend any more school. I just wanted to work and have fun.. but yeah…

How come you chose XY-Gymnasium. Did you consider other high schools?

2: I had actually enrolled into Z- gymnasium. But, I mean, I did not get into the right path and there were lots of complications. I did not get into the right class, either. I changed class while I was there. I wanted social sciences and more normal stuff. And the classes I got into, they were more about language and the next one I came into was the music class. I just wanted something more neutral. Then I discovered a vacant spot at XY-Gymnasium. Then I started here at my second year.

It was purely of academic reasons you started here?

2: Yes, sort of. But obviously also because… I would not have changed if I did not know that Christianshavn was not a good school. I also have some friends here. And I have heard a lot of good things about it.

Are there any differences to how people behave?

2: Yes. Quite a lot, actually. [Town in Denmark] is a pretty new institution – and it does not have the same foundation as this one have. There are not any traditions - Which I think is… But I also think it can be a little difficult to contribute with anything. It was as if.. Well, I prefer [Town in Denmark]. It has a bit more soul – something you can build upon. It might no be…

How about academically?

2: Actually, I think I preferred my teachers at [Town in Denmark]. Hm, I generally also have good teachers here. It is like – since it was completely new, all the teachers were new as well. They had chosen that place and had a new approach to their teachings. They were really good, actually. Whereas here – I think a lot of the teachers have been working here for many years. They have a pattern, right. I guess, I preferred my teachers in [Town in Denmark].

Did you have more influence in [Town in Denmark] than you have here?

2: hmm.

For instance – to change how the teachers teach if you are dissatisfied with anything?

2: Actually I think so. Because everything is so new, I guess it is easier to make changes and stuff. But I do not think that – I am the sort of student that just goes along. I do not work that hard to make a difference. I just follow a long.

If you see inequality – how you do then – you have been seen how they do it in [City in American] – do you then think we have a lot of inequality in Denmark?

2: Inequality – regarding money?

Both financially, but also in relation to race and stuff?

2: Well, it is not something I have come across. Not at all. Because it seems that we have much equality in Denmark. I have to think about it. Because… no I do not think so. I come from a family – it is not rich as such. I do not have a feeling that I have worse off than anybody else. Not at all – not academically at least.

Do you think we have to much equality in Denmark?

2: In the society? I think so. In the educational system. I have not experienced any inequality or racism

You have not noticed that there are being made any differences, not at all?

2: No, I do not think so. But I think that those I knew in America. It was all about how they had to get into the right universities – and that was only possible if they had some special circumstances. If they attended the right elementary schools. It was just a lot things that made them wore off – because their parents did not have enough money and stuff.

If you then consider the American system – would you then say that they have great inequality in their society?

2: I really think so. It seemed as if they had better chances of ending up with less – in comparison with Denmark – if they came from low income families.

When you were over there, did you then experience any discrimination?

I was blond and had light skin. In that way. When we were out it was noticeable. You could sense that.. I do not know. I have not really noticed anything. But one of the teachers I had, she told me that I could use my looks to get through the system: “ you should just go to America when you like that..” I just think it is completely different. She was not stupid – just honest. They held completely different attitudes to that sort of things. I do not know.

What system do you think holds most possibilities?

2: The Danish one. 100 percent. It does not work.. No, It is going to be the Danish one.

Why?

2: Well, because it is important that everyone has the same chances getting ahead – despite their parents’ income. It is a vicious circle, right. Which is a shame.

You are at the university now. Do you expect… Do you know what you are going to do when you graduate?

2: I am not entirely sure. I think I am going to. All I know is that am not going to do any further education straight after. I pretty sure that I want to work and travel a bit. I hope. I like to creative and I want to work on that. But if I suddenly find out that I want to do some academically – that is want I am going to do. So far I am just going to.. I want to dance and have fun.

What does it mean to be in high school. But also to get an education?

2: Before I was in America I did not mean anything to me. I thought I could do whatever I wanted even without an education. But I have since realised how much you learn, and I have got a lot under my belt – I realise now. It means a lot to me. Even if it is sometimes difficult, I appreciate my decision.

Is it academically or personal you gain the most in high school?

2: Both academically, but also to a large extent personally. I have developed lots of good friendships. And I have learned a lot socially. How you combine the two things, I guess. Whereas I solely focused on the social side in public school – I now combine it with the academic side. I now understand how I can get the most out of both things.

What do you think it is - the students at this school – or the teachers or just yourself, that have made this progress possible?

2: I do not know. I guess I have developed – it is something within my brain that has improved. But I do not know. I could not have happened if I had not had the teachers I have had.. or the friendships. I am pretty certain about that. If I had not had a great time socially – I think it would have been difficult to go to school – and then I think my academic standards would have suffered to.

The social aspect means a lot then?

2: It means a lot. I really does.

What do you expect… What are your expectations to life? When you graduate in high school and in the future?

2: I hope that I can earn enough money to do make a descent living. I do not aim to be rich – not at all. I just want a good life as everyone does.

On the personal level. What do you go and dream about?

2: Oh, I do not know. I really like to dance. And also I make jewellery with a friend of mine. I paint and draw, and then I hope that I can make a production out of it in some way. Otherwise I am fine with it being on amateur level.

But do you think you could find any course where you could combine interests and education?

2: I have not looked into it yet. But I have founded… There are a few different dance courses – which unfortunately are really expensive. But, hmm, I really like to do that. If the government could fund it, it would be really nice. But otherwise I guess I am going to apply to the school for modern dance when I graduate here. If I can get in, that means. But it is what I am considering at the moment.

You were talking about dance academies – which you had to pay for yourself. How does that it make you feel – that you have to pay it yourself, because it is more a creative thing you interest is in. Since the government would pay for it if it was more traditional academic?

2: I think – on a personal level – is a shame. Because if I had been able to get that education funded by the government then I would have done it right away – without thinking about how much I want it.. If you understand.

It obstructs you, then – since you have to pay yourself?

2: It obstructs me a lot. Because, it really does. Even if I really wanted to do it, it stops me because I know I have to work a year or two before I can begin. It is perhaps one of the things that make me consider a more academic education instead. I do not know.

In a way there is actually inequality – by you choosing something different?

2: Perhaps. I would obviously make an effort to pursue my interests. And I will also try to get an education within the field that interests me. But it might slow me down since it is not as accessible. That it is not as common. That there are not many of those courses.

What do you think is the reason why these courses are not eligible in the same way most academic courses are?

2: I think it can prevent people with the same interests in the same way it has prevented me to take the courses. I would wish you could combine the creative courses with the more academic ones.

Why do you think the government has decided it should be the academic ones that are eligible for funding?

2: I guess it is because they want more students at the academic courses – to increase to economic potential. I know dancing is not that profitable. I do not what else it could be. I guess it is the reason, I am afraid.

How do they differentiate in high school – academically?

2: It is pretty complicated. I have really been strung up in all the pathway complications. I do not think it works optimally – not yet at least. Hm, the pathways are pretty specific. I just want to attend high school to get the basic knowledge – social sciences and English. Then, all of a sudden there are all these different pathways – intended for people who wants to specialise. In specific directions, right.

Has it been difficult for you to decide in what direction to go?

2: I think so. I had applied for a pathway that is similar to this one – in [Town in Denmark], which I did not get into. Instead I got into this language path. And here I had to decide if that was something I wanted to do. Then I had to make another change. And here I realised that this was not something I wanted either. Then I had to make another change, to get what I initially wanted. I do not think it has worked very well for me. It is also a little confusing to go to all these different classes. And have that many different teachers. I do not think that works optimally.

What you have chosen is that something you want or expect will…?

2: Not really. I just do not want to have Spanish, Latin, French and English. I do not want to be in the music class or do the media course at b-level. I want to have that basic knowledge – or something which is more normal.

Do you then think it has been difficult to choose, because you did not have any specific pathway you could choose?

2: I think so. If they had had a pathway with dance or one where I could draw it would have been perfect for me. It is probably also advantageous to those who want music and language. But it has not worked for me. It has not benefitted me.

You think you miss something?

2: I do. It could have contained more of the stuff I wanted, obviously.

How does it make you feel that those who want music can have it – whereas your dance is not possible?

2: I guess it is a good thing for them. It is not something that bothers me everyday. But if I could have the chance – I would really make me happy.

You do not feel discriminated?

2: Not at all. Obviously it is unfortunate it happens to me. But that is how it is. And those who are in my all classes – hopefully they enjoy that they got their wishes granted. I do not feel discriminated at all.

Alright. We have been talking a bit about how the government pays. I do not know how old you are. But do you start getting the SU-grant while you are still in high school?

2: Yeah. I have got it since January.

Sweet. What do you think about the government is funding you?

2: It is really nice. It cannot be described. It is just crazy I think. I do not quite understand why have deserved all this money. Especially when I speak to my American friends. They think it is completely strange. I feel very privileged. It is really nice.

Haha. Yes. I just have to ask about your family. Did you parents have expressed any concerns that you do not know what to do after high school?

2: How they feel about it?

Yes.

2: I really do not think it means very much to then, at all. I have brother who is really clever. And it can be annoying from to time. But, I mean, he has chosen to be a carpenter. And they is like: “if that is what you want to do – then it is what you do.” In that way there is no pressure on me. My father has never done any further education himself. I just think they just feel I should do whatever I like and have the abilities to do. Then that is what I should do.

Do you feel that they support you no matter what?

2: I do. I really do.

We have talked about how you dance and is being creative, so I assume you spend a lot of your free time on those things?

2: You could say so.

Do you think the school helps you fulfilling those needs you have – to be creative. Or do you think everything is about being academic?

2: I think to much is based around the academic stuff. I really liked if my school could be my interest, you might say. I would wish my interests were Danish or history. It would be a dream to go school each morning, then. But that is not how it works for me. But then I have my interests outside of school – I am looking forward to that, then. But it might hamper my enthusiasm that I do not find school more interesting.

If you had more sports or more arts/craft?

2: It was only during the first year we had sports and arts/crafts. But if I took arts at a-level it would be great. And also, if sports contained a bit more dancing it would be nice But then again – I just think that… High school tries to accommodate everybody. And I am just happy that I can do what interests me outside of school, then.

If you then consider high schools at large, they try to accommodate the needs of everybody with the courses they offer?

2: Yes, I think so. What I wanted so say was that I almost applied for high school that offered a dance pathway. The school is called [XY] and a lot of my friends have applied there. IF there was a school like that in Denmark it would have been great. But they do not offer it. But that is how it is.

But do you then think it could be nice if different high school specialised within different fields?

2: I think that would be really great. I mean, it does not have to every high school. It could a few ones which did – just to spread it out around the country. At least it would help me get through the educational system. And perhaps help me focus on what I what to work with later on.

Do you participate in student council or social event – at the school?

2: No, I am not really good at such things.

Have you been that at any of the schools you have been to?

2: No, I think I might have been substitute in the student council in my public school. But I do not think I ever did anything, actually.

It is not something that has your interest?

2: No, I do not think so. I mean, it is nice enough outside class. I would like to do that. But is does not really speak to me that much – to do a difference at the school or stuff like that.

But if you feel you are being discriminated against by other students or teachers – what are you going to do then?

2: I guess I would confront them. Hmm, myself. And hope that that would change anything. Or talk to my friends, or speak to the student council, if that what it takes. But, besides that – I think I would just try to avoid such situations. I do not think I am the sort of person that fight like that. It is just not me. You just have to appreciate other things. I do not know.

How can you be – how is it that you are not the “I want to save the world” kind of type?

2: I do not know. I imagine that if I put an effort into getting more dance lessons into the scheme – I might want to fight more. But as long as it is about getting new books or stuff like that – I do not care enough.

But if it was about dancing – which interests you – could you imagine, then, that you would fight?

2: I could imagine I would. I would just make more sense to do it, then, I think.

But do you believe you could make a difference if e.g you were member of the student council? And you then proposed to have more dance lesson introduced – do you imagine the student council could have any influence over such matters?

2: For sure. The things they fight for… But I do not think I would start to argue that we… should have more dance lessons or arts. Because it is not the purpose with the high school I attend now. Then it would not really make sense, I think. Hmm, but I am certain that those who are active in the student council and put an effort into it get something out of it.

Do the student at this school generally show enthusiasm about such things?

2: It seems like they do. I think they are more involved than they were at [Town in Denmark]. It is like there is better sense of union here. It is important for the students that the school works. That is my impression – of how things work here.

There are decisions made that the teachers take notice of?

2: exactly. But also because there is a need for it. At [Town in Denmark] it seemed as if everything just worked. We had good teachers, which meant that we did not really have anything to protest against. We have a few things here that does not really work.

Is it teachers against students here?

2: Now, I have not really been active in the student council, and I do not really know what they discuss.

I mean – in general – if you are dissatisfied with anything?

2: oh, if it helps that a problem gets taken up by the student council?

Or if it helps to bring a problem up in the class, if you have a teacher you are dissatisfied with?

2: It seems to me that it works pretty good. At least it feels nice that it can be done. We something that is called team-hours. It is almost like “the class hour.” We then sit and tell if we are dissatisfied with anything. If you have anything, you can then talk to the team teachers who will try to do something about it. I think that works pretty good. I have not tried to use them – and I do not imagine that I am going to. I do not what I would want to talk to them about.

But do you think they would listen if you came to them?

2: I think so. I am pretty certain they would

We have talked about you might want to find a dance academy or something like that. Do you ever consider the political situation. Now that we have that financial crisis, do you then consider what job possibilities there are. What education to get to better your chances?

2: I have not really thought about my future yet. But I do hope there is going to be something for me when I graduate. But there is chance that I do not get a job right away within the fields of interests I have. But then I just think that I am going to make my money somewhere else until I get a chance with something that interests me.

Does that mean that it is more important to you to do something that interests you than whether you can get a job afterwards?

2: It does. I mean, I would never take an education just be sure to get a job where I would make lots of money. It would never be in my interest. It would not.

Do you have any interest in politics?

2: hmm, a little. I was able to vote for the first time at the last election. You sort of have to get involved. But otherwise it does not really interest me – politics. Now that I am in this social sciences class I learn a lot – stuff that I never knew before. In that way I have started being a bit more interested in the subject. But I am otherwise pretty inactive.

Could you imagine to sign up for a political party? Or at some point take part in a demonstration?

2: I am always up for participating in a demonstration (as long as it serves a good cause). I do not feel I have sufficient knowledge to be more active than that. I am more the kind of type that trust what I am being told – and then help where I can help.

Have you participated in any rallies?

Yes. There was this demonstration not long ago – concerning the cuts there have been at different school – in which I participated. And all the stuff concerning [Town in Denmark]. Stuff like that. But I have not been involved in that many things.

How did you choose the rallies you have participated in?

2: hmm, it was with my school. It was more a school thing – everybody did it. And because I think the initiative was pretty good. And also because I felt it made sense to support the course. Regarding [Town in Denmark] – it has something to do with myself. I like being out there. And I have been there for years – it would be a bit strange if disappeared. I think that is the reason.

Did you ever experience – during these rallies – that you have been unfairly treated. By the police or other participants?

2: I think it was a shame with the last one we did with the school because only a few participated – in the light of impact the decisions will have on our education. It was a petty then, that the politicians did not have a chance to see all the work we had put into it. Hhm, what was the question again?

Whether you have ever felt discriminated against during rallies – from politicians, the police or fellow demonstrators – someone who might not share your point of view.

2: ohhhhhhh, I guess there is always going to be minor confrontations with the police. It has perhaps more to do with other stuff. I think as long as you behave you should not have a problem. What do I know – from time to time it escalades.

Have you ever experienced a demonstration go wrong?

2:: no, I mean not anything violent. I just feel they police has behaved a bit unfair – breaking up peaceful demonstrations with violence. It is over the top. I have some friends that participated in that demonstration where the police had everyone sitting down in rows – even those who had not done anything. That was completely uncalled for. They were peaceful people all of them.

Why do you think a lot of demonstrations end like that – of those you have been to?

2: I think it has something to do with the police trying to make it look like everything is under control. Which I understand. But they should keep to arresting the guilty ones only. I do not know.

How do like the possibility to demonstrate – as we have in Denmark?

2: It is nice – the right thing.

But do you think it is practised – that the authorities allow people to demonstrate?

2: I think so. It is my strong impression. But I am not that involved in it – as more active people are. But I do feel that if I want to demonstrate I can. But there things like the Bully initiative (lømmelpakken) and stuff like that. Oh, sorry. I participated in the demonstrations during COP15. I had forgotten that. It was a close call then – you had a bit of your freedom of speech reduced during that event. During that you could not just speak freely.

How do you regard the politicians who it (the bully initiative)?

2: I do not think it is a particularly good idea. I mean my father has a new wife and stuff. They were supposed to go to the demonstration together. But they were cut off because my father and his new wife were afraid that something would happen – and they had two small children. They would have wanted to show their engagement – but were afraid of what could happen. In that sense I think it is a little silly.

In that sense it might prevent certain people from participating and stating their opinion when such limits exist?

2: I really think so. Or – in that case it did – which was unfortunate.

Is it something that would prevent you from going to a demonstration – when such limits exist?

2: I would think twice before participating. But in that case the cause was so important that I had to it. It depends on whether the cause is worth fighting for.

Do you then think the demonstrations you have participated in have been good ones?

2: I think so, yes. Nice and easy. Cold, really cold. But otherwise fine I think. But I do not think that… I have tried to behave myself – be peaceful. Whereas I think others have had a more outspoken way of stating their opinion. And become a bit to loud. I do not know.

Have you ever done any volunteer work in connection with these demonstrations?

2: hmm, no. I do not think so. I have participated in painting some banners. I am not sure if that counts?

Yes – stuff like that.

2: hmm, I have done a lot of work at the school. A lot of things had to be arranged. I helped where I could. But otherwise not.

It is often I relation with school work you participate?

2: yeah, I think so. I am not that.. I am not that involved, I think.

If you were to decide who had influenced you to participate in these demonstrations, were it other students, the school or your parents?

2: I do not think it is the school. It really has a lot to do with the friends I have are more politically active than I am. Hmm, and that is why they have this influence over me. They explain points to me - in ways I had not seen them. In that way they make me think. I would say friends and my social network are the reasons why I participate.

**England**

**Interview 1:**

EUiiid4 CH 16 June 2010

Q This is the Christine Han. Today is the XXX June. This is an interview at [a Sixth Form College in London] with *Nicole*. EUiiid4. This is just so we know about which it is. So thank you very much for your time, we really appreciate it. We really want to get a view of your experience of education. You came from [West Africa] did you?

A Yeah.

Q How long ago was that?

A 4 years ago.

Q Oh just 4 years? So you grew up there?

A Yeah. I came here when I was 13.

Q 13, OK. So you’ve been in this school here for 4 years.

A Yeah.

Q What has your experience of education been like?

A It’s OK, I’d say that. I really enjoy it equally as everyone.

Q Did you always live in [district of London]? or did you live.....

A I used to live in [an area of London] and I moved to the [area of London], used to live in [district of London] moved to [a district of London] and I moved back to [a district of London]??

Q And was it....oh different schools?

A Yeah.

Q And was your education journey positive or negative on the whole?

A Positive I would say, because from when I was young I’ve been a bright pupil I’ll say, I used to do well and stuff then I’d say. And it seemed much easier, education here seemed much, much easier than in [West Africa].

Q Oh really? Why? In what way?

A Well the type of stuff we do....in [West Africa] our exams are a lot harder than the exams here I would say and....yeah, the type of way they teach us and stuff. And here, it’s a bit simpler here than....

Q Easier?

A Yeah. And if I was to compare my grades in [West Africa] and here I would say it’s more lower here than in [West Africa].

Q Lower here?

A I would say that. Because it’s the way that exams are and the way....

Q Sorry, do you mean you do less well here or the things are easier here?

A Things are easier here.

Q So you’re doing better are you, than you would in [West Africa]? Your grades are higher do you think?

A They’re both like the same. My grades were higher in [West Africa] than here so.....yeah. Like in [West Africa] the way you used to be compared? like, at the end of every term we used to take an exam and it would be like the person who does best comes 1st, 2nd and 3rd than? here. In [West Africa] there is a certain boundary of mark you need to pass an exam to go to the next level and if you don’t reach that boundary you cannot go further. Like here, you don’t really have that, people just go even if you fail or you don’t fail, you just go until you sit your GCSEs. So I’d say it’s a lot harder. Here it’s a lot simpler, people can just pass even if they’re not clever and stuff.

Q OK. Can I just ask you, are you not a British citizen?

A No I’m not a British citizen yet.

Q Are your parents going to....you know?

A Yeah they are.

Q Do they intend to?

A Yeah.

Q And do you think you will become a British citizen at some future point?

A Yeah I think I would, yeah.

Q Why is that, why do you want to....

A I think it would give me more opportunities and stuff and be more easier for me if I want to do certain stuff. Like in law they tell us about this....when you do Magistrates work and when.....you know, lay? people, juries, I think you have to be a British citizen. And if you want to travel to some countries it would be much easier, you don’t have to get a visa, so yeah.

Q So you will?

A Yeah.

Q OK. So on the whole you are saying that your experience of school education was quite positive?

A Yeah.

Q Do you want to elaborate a bit more on that, in what way was it positive?

A Well my school, the school I went to here, it had a very bad reputation, people used to either end up in prison or being killed.....

Q Oh God, that wasn’t in [area of London] was it?

A No, in [area of London].

Q [District of London]?

A Yeah, and it’s [School in London] now. It’s a lot better now. And most people never used to end up going to college, even if they go to college they wouldn’t do anything better because they go ??? and all of them, and people used to take knife into school, point it at teachers and there used to be fights and everything. But I didn’t do that. I just concentrated on what I was doing. I was getting calls at home saying “oh I’m doing really well” and letters and certificates and all of that. So yeah I’m.....

Time 5:00

Q And how did the school and the teachers treat you?

A How did they treat me? Same as everyone, not different, just same as everyone.

Q Did you ever have any bad experiences in school?

A Yeah I would say so, because I had a fight like the first week I went into it ???

Q What happened?

A I went to sit down in a chair and the boy said it was his chair, and I was like “no it’s not your chair, it’s my chair, I came to sit down” until we were both fighting for the chair.

Q Literally fighting?

A Literally holding the chair and fighting until the teacher came. I had another fight in Year 11, had another one in Year 9, and little arguments and stuff like that but....

Q OK. And when you fought with other students did the teachers treat you fairly or....

A Yeah, the teachers fairly got us into a room, sat us down, told us “this is what is right, this is what is not right, what you’ve done is wrong, you need to apologise....” and da-da-da-da “if you do it again this is the punishment you will get” and everything. Yeah, treated us fairly.

Q It was fair?

A Yeah.

Q So have you ever had any experiences that were not positive in school? Never?

A Yeah, only that my friend was killed, but that’s the only thing.

Q Oh goodness.

A He was stabbed to death.

Q Really? Was it a gang thing or....

A He wasn’t in a gang but my school was a rival school to another school called [School in London] and some boys from my school went to their school and they bottled some of them, they done stuff. So they came the next day and they said they weren’t going to leave until something happened. And they was looking for anyone wearing this school uniform, whether you were involved in the thing or not. And when they came to the school gate the Principal and other pupil were able to drive them away, just tell them to leave, but they didn’t really leave. And in the evening my friend was playing football and they knew he went to our school, so they stabbed him. They chased after him and they stabbed him again and....yeah. He was alive, he was in a coma for two weeks and then later he died in hospital.

Q Right. OK. So it was a pretty rough kind of....

A It was. We were all sent home early the day we found out. I had a feeling because we was all in the library doing our work and the Principal announced we had to go into the hall or something and pointed us up. And I said to my friend “oh it’s *Michael*” and she was like “oh don’t say that”, and I said “I just know it’s *Michael*” and we went and he told us. Everyone was crying and we all went home and it was all over the news and.....it was really, really sad.

Q But despite that, you still feel positive about your education in England?

A Yeah.

Q OK. What do you expect out of your education?

A For now I want to finish my A levels and get good grades to go to university. I expect a degree out of my education after all.

Q What kind of degree?

A A university degree.

Q In what?

A I want to do journalism and media, so I want to be involved in media and politics maybe and stuff like that.

Q What do you think your chances are of getting what you want?

A What I want? It’s.....I don’t think it’s.....that’s why I have a Plan B because I don’t think my chances are that good.

Q What’s Plan A?

A Plan A is to....well after here, after college, if I do well in Media I’ll further on and do university, but if I do well in Law further on I’ll do that. Or if I do well in both I will do Media and mix it with something else in uni if I can so that if I don’t do that well in that subject I will do something else.

Q And what’s your Plan B?

A That is my Plan A, to do Media basically and Journalism and stuff, but if I don’t do well in that, do something else.

Q Like?

A I don’t really know, you know, but....I don’t want to do nursing or anything like that.

Q Why do you have a Plan B? Are you not sure if you’ll get your Plan A?

Time 9:45

A It’s not that I’m not sure. I’m confident that I will get my grades. It’s the chances, that there are so many people out there who want to do the same thing as me, and these days it’s kind of like....the people....it depends like....it’s basically the contacts that you have, the people that you know that will further you into what you want to do. Yeah they do look for your qualifications and that, but say if like I want to work on TV or be on camera and that, if I don’t know this person that will be able to get me into that industry or anything like that it’s hard for me to.....do you get what I’m saying. So yeah.....

Q So you’re saying that people with contacts or something, who know people in the TV industry have an advantage over you?

A Yeah.

Q So in a way it’s harder for somebody like you to get into that kind of thing?

A Yeah.

Q How do you feel about that?

A I don’t feel good about that because I want to do what I want to do and I don’t want to go settle for something else that I wouldn’t be happy about. My dad says “oh if you go and do Law it’s a good thing, you’ll be a lawyer” but I don’t want to do Law because I think it’s a boring job, you’d just be there....and I want to move about, I want to travel, experience different stuff in life, I don’t want to be stuck in a chair always sitting on people’s cases and that. So yeah....

Q So is the family supportive ??? of your education? You said your dad wants you to be a lawyer, that’s quite an ambitious thing.

A Yeah, he goes “law would be more good, you have more advantages” but I said “no I don’t want to”. He said “oh that’s fine, if it’s what you want, you’re the one who is going to ??? and do what you’re doing so I’m fine with that”. And whenever I do well in school and stuff my dad like gives me money or buys me stuff to encourage me to do more well in my education and that.

Q So your dad is very supportive, how about your mother?

A Yeah my mum.....well I haven’t really lived with my mum through my life because my mum and dad separated when I was young.

Q But your father is very supportive of you?

A Yeah my mum also, she don’t mind whatever I want to do I’m allowed to do it.

Q OK. Is there anything you think that will stop you from getting the grades you want to do the Media Studies?

A If I don’t concentrate. If I change with....if I don’t revise and I don’t study for my exams I’ll fail, keep failing, or be doing bad stuff that wouldn’t help me. Yeah I think that would.....

Q So it’s entirely up to you, you’re saying, you think it’s up to you?

A Yeah. Also....well the new government, I’m hearing that they might not give us a student loan, so maybe that might pull my education back. If I’m not given that I’ll have to go and work to get the money to fund me two year to go to university, so yeah I might be pulled back.

Q So it’s partly your own effort and partly the support that the government gives to people like you?

A Yeah.

Q OK. When you were in that school in South London was there setting or streaming?

A What do you mean by that?

Q You know, you’re put in different groups, right?

A Yeah there was.

Q Is there the good and then the not so good ones.

A Yeah. In Year 9 we had X and Y, and in Year 10 we had [name of group] and [name of group] And in Year 11 we had....I think that we had [name of group]? or so, yeah. [name of group] was the bright pupils and [name of group] was the people not so bright.

Q And which one were you in?

A I was in [name of group].

Q The bright pupils, yeah.

A Yeah. I was in [name of group] and.....yeah. I basically moved up from Year 9, because there was X and Y. X was the smarter group and Y was....there was a ??? small group people there, but no, when I got moved into the class I was in Y1 and in Year 10 I moved up to the higher group. Every term when we do an exam and I do well they kept on moving me up like that, yeah.

Q What helped you move up?

A I don’t know. I just think....the way I was doing. I was ??? I was in like after-school, or going to this place, or going to that place, I was reading my books, doing my work and stuff like that....yeah.

Q So it was your efforts, your effort that....

A My effort yeah. Because I know people didn’t put much effort and stuff. At the end of the day they just ended up.....some people in prison right now in my year group, some people have been kicked out of college already. And yeah....because they didn’t put much effort in their GCSEs and now at college they’re just doing stupid stuff.

Q What was it that made you put in the effort?

A There’s thinking in my head that I want to do well in life, I don’t want to end up.....like my mum, she had my brother like when she was in Year 10.

Q How old is that?

A She was about 16. So she had him very young and she dropped out of school and never concentrated. And I didn’t want to end up like that - not that it’s a bad thing but I wanted to be someone in life, I wanted to do well, you know, don’t live a life of regret or being able to depend on people or my husband or my boyfriend, I want to be an independent woman, be able to do stuff for myself, take care of my children and stuff like that.

Time 15:10

Q OK. And who put the idea into your head?

A No-one really put it there, but you know when I see my dad and my dad goes to work, he earns money, he gives me....basically from when I was young he always gave me what I wanted and my brother, and I want to do that for my children and I don’t want to be depending on other people to be supporting me, or benefit or anything like that. I don’t like that, I don’t mind it but I want to be independent on my own, be a better person of myself.

Q OK. Is it the system of having the better student up there and the not so good....is it a fair system do you think?

A I think so it is. It’s good if you mix them together but at the end of the day you can be happy, you can have like a slow pupil in a class and a fast pupil, and say if you write something on the board and the fast pupil would just write fast and the slow one is being left there, it takes longer, and then the faster would be “oh just hurry up” or something like that, it’s a big disadvantage to both. And so I think it’s a bit fair if you put all the bright people in one place and the less bright people in one place. But if they can do better you can leave them and swap them around like that, I think is fair.

Q As long as there is mobility ??? OK. Was there any occasions where you did not agree with the school or teacher?

A I can say I had loads of arguments and that but it’s not really about school work.

Q About what? Are those with teachers in the past?

A Well I did yeah, because like some of my classes, the people I was in....there were some people who wanted to work, some who didn’t, and some who listened to the teacher and some wouldn’t, and sometimes I used to get mad and say “just shut up man, just listen” or “do your work” and stuff like that. And yeah....

Q But the sort of other students, was there anything that you disagreed with the school about or with the teachers about?

A With the school? Yeah well with the teachers, because they wouldn’t listen. And if everyone’s talking she’ll just say “if they are talking and....” maybe the people who wanted to learn and listen are not talking, so you know they’d say “stop talking” or they’ll come to you and you say “no but I wasn’t talking” or something like that and then an argument and stuff like that, yeah.

Q So how did you feel about that, when do you feel teachers didn’t support you?

A I didn’t feel really ??? yeah....and sometimes if I put my hand up to say something, sometimes the teacher would just ignore me or someone else would ignore me I didn’t used to feel good, just felt “oh...” I wouldn’t ask any more even, I didn’t ask, I won’t ask any more.....you just.....

Q OK. Why do you think they were ignoring you?

A I don’t know, you know, it still does happen even in college. Like last week in my Media class, she was just talking to one person in the group and I will need to ask her something, I was putting my hand up, she didn’t even listen. I was going “oh how.... just listen, you’re just concentrating to them and.....” I don’t know. Maybe it’s because there’s too many people in the class and they have to listen to everyone.

Q ??? school, your secondary school and now you’re....are you receiving EMA?

A No.

Q Because you’re not eligible?

A No.

Q Because your father’s working?

A Yeah.

Q OK. Is there any difference to the way you’re being treated now and in the past?

A What like the two different schools? Like now in the secondary school?

Q Yeah, is there a difference?

A Yeah. In ??? school we’re not allowed to go out for break because they didn’t trust some people would come back into school to do their work, so we always used to have the pips? to tell us that all the lessons finish, whereas now if you don’t ??? sit there ??? We always had to wear uniform and I always said “oh I can’t wait to go to college and start wearing my own clothes, I’m tired of wearing this uniform” that’s different. And you always had to listen to your teacher, always had to come into school on time, you always had to wear your blazer if not you’d be in trouble, and all of that stuff. And here they treat us more independent, like adults, not like children any more.

Q So you ???

A Yeah.

Time 20:05

Q So you do see yourself as going to a university to get the degree?

A Yeah.

Q Where have you applied to?

A Well we are just looking now. I was looking at [University in England]?? because I went to my Media teacher and I was asking her, because I want to do Media, so which one is the best option? She said “oh I should go for Journalism” because then I’ll have more option, whether I’ll want to work on TV or radio or papers. So she said [University in England] is the best one and [University in England] and [University in England] and other ones, yeah. And she said not just to look for the good ones but also mix it with one that’s not so good and stuff like that, just in case.

Q Are you confident you will get what you want?

A Yeah, as long as I keep on working hard.

Q OK. How are you experiencing education now? I mean is it a good or bad experience at the moment?

A It’s....I would say it’s a good feel because I don’t have to do like 9 subjects like in school work, I just have to choose on my own. And I get to choose what one I want to do ??? so I think it’s a lot better. And a lot of the stuff that we do is quite different from what we used to do back in school days and stuff.

Q And what about the way you’re treated by the school, or by staff here?

A Oh I’m treated fairly, yes, everyone else in the class and....yeah.

Q How do you spend your free time?

A Oh, I volunteer for [London District] volunteers.

Q You volunteer? To do what?

A They normally have events and stuff like that, so like the last time they had the ??? something had the ??? Centre and stuff like that, yeah. And they had the ??? one and they’re going to have one in [City in England] soon. Yeah they have events where you just volunteer to do stuff, like help all round. Say if they have a fun fair at the park, you volunteer to give out water to people, or look after the children, or children that are running and stuff.

Q Why do you do that?

A I think in my free time I’m basically idle, there’s nothing to do so either I’ll go to a friend’s house, or go ??? go shopping, and it’s a good thing to help around your community. And also it will help me in the future, like my CV showing I go find the work will be a good thing to say that “oh you volunteer in the community”. And also in university as well, you’d not just do school work and college, you also help around that stuff.

Q OK. Do you enjoy it?

A Yeah, I do.

Q And how many hours a week do you usually spend, or is it the hours.....

A It depends how long the event is for, how long the events last for.

Q Tell me about your friends. I mean what brings you and your friends together? Do you have lots of friends?

A Yeah I do, I have a lot of friends. It depends really. It depends what....sometimes go cinema.....it depends what type of stuff we’re into. Because I have some friends not much I talk to them, I have some I talk to a lot.

*Telephone rings*

Q OK, your friends, so some of them you talk to and some of them you go and watch movies with. And are they all different or are they similar to you?

A Or they’re a bit different some people, the way I speak and the way some of them speak is different. The way we act, the way we react to stuff and....yeah it’s different, it’s not all the same. The way we dress it’s kind of the same but a bit different, it depends what tastes and stuff. Some of them are bright, some of them are not. Some of them love to go to college, some of them don’t. Some of them love to party, some don’t.

Q There’s a great mix of people.

A Yeah.

Q And is it the interest in movies that keep you together is it?

A Not just movies but other stuff like....like I have this thing, there’s this website....I’ve forgot, there’s this political website, she’s into that stuff and I’m into that, so it depends really what....

Q What kind of political stuff is it about?

A You get youth opportunities there, they normally e-mail me like if there’s this campaigning going on, or if there is this opportunity in this place, and stuff like that. And they normally have petitions up on their website and you can campaign and do stuff.

Time 25:10

Q So tell me a campaign or a petition that you’ve been involved in?

A The crime rate thingy.

Q So what was it about?

A Basically, like when I said my friend died, we marched from where he was killed to Downing Street, Whitehall, to present a letter to....but that was when Gordon Brown was in power, to Gordon Brown.

Q Oh really, to Gordon Brown?

A Yeah.

Q Wow, so you got to see him?

A Yeah, to tell him what he can do to help children and young people to avoid crime and things like that.

Q And what did he say to you?

A He replied to my friend that died, his mum and stuff, and he said he would listen to us and take in to ideas and stuff and then....

Q And did he?

A I don’t know. The crime rate is still going on, people are still being killed and so.

Q So what do you think of it?

A I think there’s a lot more to be done, it isn’t just police walking around, there’s a lot, a lot to be done to help young people.

Q How does that affect your involvement? I mean if you hand in a petition to Gordon Brown himself and you see not much change, do you think it’s worthwhile or do you think....

A It was a waste of time.

Q Yeah. What do you think? Is it still worth pursuing it or.....

A Yeah. I think if we still try and do more and act more towards what we believe in, what we want to change and stuff, yeah I think it will happen. But most of the time they don’t listen to us even we do something.

Q So what motivates you?

A It’s the fact that....I’m tired of hearing “oh this person was stabbed” or “this person I knew was killed” and I don’t want it to be one day me or my brothers, or anyone really close to me or anything like that. I don’t want it to. I want things to change.

Q What if you become an important media star, you know, on television. And you’re living in [Area in London], it’s nice and safe, would you still do this?

A Yeah.

Q Why?

A Because I want to help other people. I don’t just want to benefit myself or just be leaving of the area. I want to help them, that’s all.

Q Where does the idea come from?

A I don’t know, it’s just in my head I want to help other people, as much as other people want to help me, it’s just something I believe in helping people, it changes people’s lives and communities and stuff.

Q What do you think has been most....I mean ??? is it religion, or parents, or family, or school that has been most influential in contribution to the idea or....anything?

A I wouldn’t say that, no. It’s my choices, what I think or I believe in.

Q So it’s not the school or anything that has influenced you?

A No I don’t think so, no.

Q OK. Has your education made any difference to your values do you think, the way you think about things?

A Well maybe the law, like in law, the stuff that we learn and stuff may change my mind about certain stuff.

Q Like what?

A Like first I used to believe that if you killed someone you should be killed yourself, but they don’t allow ??? but know I think it doesn’t make any difference, if someone has killed someone and you’re killing them, you’re doing the same thing as them, you’re being as bad as them. So yeah.

Q So by doing the Law course you have changed your mind on that one, is that right?

A Yeah.

Q Because you discussed this in class did you?

A Yeah we did.

Q So you changed your mind?

A Yeah.

Q OK. So who changed your mind, was it your friends or your.....

A No, I just changed my mind. I just thought “it’s a bit stupid, if I killed someone they are going to kill me again, the person is killing me”. Even though you are doing the same thing they done to someone else but you’re basically being as bad as them, you’re murdering someone which....OK my religion where it’s not a good thing, and even though they have committed....and I believe if someone murders someone and you kill them again, their sins transfer to you. So basically you’re just as bad as them - even worse.

Q You mentioned religion. You’re Christian - yeah?

A Yeah.

Q OK. Are you involved in school council or union?

A Not here, no. I used to be back in my secondary school, I used to be part of the student union.

Q What in [District of London]?

A Yeah.

Time 30:00

Q Did it change anything?

A Did it change anything? Yeah I think so because we came up with new rules for the school.

Q Oh did you?

A Yeah, and so we had....because my school was rebuilt, it opened a new building in January....

Q It became an academy.....

A Yeah, even though we had left, but we had ideas unto how we wanted the school to be like, and they changed ??? because the school was ??? when it became ??? academy and we had to bring ideas of how we wanted a new uniform and new rules and stuff, so yeah.

Q So it was the school council that....

A Yeah. Basically we did a questionnaire for the whole school, for people to bring their ideas, and then we asked the student union, we took the ideas forward to the Principal and the governing bodies, the bodies involving the building and thing, yeah.

Q And the Principal was open to the idea of school uniform and so on?

A Yeah.

Q And how did you feel about that?

A I felt good representing the school, and everyone was....yeah.

Q And I suppose you felt happy with the results?

A Yeah.

Q At the moment you know the economy is ???

A Yeah I do.

Q Do you think it will affect your chances in future?

A Yeah. Like they’re talking about cuts and where they’re going to cut, and yeah they’re going to increase the tax and all of that. I think it will affect me a bit, but I don’t think I will be bothered.....well I will be bothered. I think it’s for the country and because we don’t want to be in depression or anything like that, so it’s helping us, but at the same time we’re not going to be happy about it so....yeah.

Q Do you think there will be less or more chances of you doing what you want to do in life?

A I think there will be less because....I don’t know but I think they’re talking about job cuts as well. I’m not sure about that. They’ve cut a lot of jobs and about [British Bank] and that place in [Area of London], I don’t remember what they called.....yeah a lot of people losing their jobs and stuff like that, so it’s going to be hard.

Q OK. Do you think that your education will help you or not?

A It will, but also if I get in contact with the right people if I can, yeah. But my education will help me the most because without it I cannot go anywhere. Even though you do need to know people sometimes, well without education you’re nothing.

Q OK. We’ve talked about some of this. Were you reading about the election?

A Yeah, I even watched the election until about 4 in the morning - the results, and I was really late to come to college because of that.

Q How did you find it, was it interesting?

A It was, because I was supporting Labour.....

Q Oh you were, OK why?

A Well because of the stuff that Conservative and Lib Dem proposed forward I didn’t like some of them.

Q Like what?

A Like, as I say, the student loan, the EMA stuff because.....

ANO What’s the EMA stuff?

Q It’s a grant they get.

A Yeah, you get £30 every week if you’re in college on time and to your lessons and stuff like that.

Q Can you spend it on anything or is it just book.....

A You can spend it. They just give you....they put it in your account so you do whatever, but it’s really for like if you want books. But most people take in the library or stuff like that, so people spend it on credit or clothes and stuff like that, yeah.

Q So you didn’t agree with them ??? the EMA - even though it doesn’t affect you because you are not getting it?

A Yeah, even though, yeah I still didn’t like that. And the benefit cut. I don’t mind them cutting it for the....like say people who have like 4 or 5 children and they just stop at home not working, not doing anything to improve their lives but just depending on benefits and stuff like that. I didn’t want that. And also the privatisation of schools and hospitals and that, I didn’t like that.

Q Why?

A I just thought the poor people would have to suffer who work and work hard and they will suffer, and all the rich people would benefit from it. That’s what I thought.

Q Right. So do I understand that if you could have voted you would have voted for Labour?

A Yeah I would have voted for Labour, yeah.

Q OK. I think they will be crying now.

A And the rest of my friends in college that are 18 and over, I didn’t know anyone who had voted for any other party apart from Labour. I was even giving out leaflets and that.

Time 35:05

Q Oh you were? What, to try and persuade your friends to vote Labour?

A Yeah. I was in [Street in London], around [District of London]? giving out Labour leaflets and putting into houses and that.

Q Oh you were doing that were you?

A Yeah.

Q Oh really? How was it, was it hard work or did you enjoy the experience?

A I did enjoy it because it was my first time so I enjoyed it.

Q So you went to the Labour office and volunteered?

A No. Because I know a candidate that was standing.

Q What, a local candidate?

A A local candidate for [London] council, and yeah I just thought I’d help.

Q So you were supporting him?

A Yeah - it was her.

Q Oh, supporting her, OK. And did she win?

A Yeah she did, she’s still in.

Q OK. I don’t think you can answer this, but have you ever had any experience in education that was controversial?

A What does that mean?

Q Controversial means people didn’t agree about it and that kind of thing.

A No not that kind of thing.

Q Nothing of that sort? I’m coming back again to this, but have you ever experienced any difficulty or uncomfortable situation in education here?

A No.

Q You’ve been happy. OK. Have you had opportunities to influence your course?

A What, in school?

Q Yeah, to change things and so on.

A Yeah. There was a trip to {European country] to go to....but I didn’t go because at the time I had ??? for the money and stuff, and then I had other stuff going on, so that was an opportunity to help me in Law, in the course and stuff.

Q But you weren’t able to go?

A No.

Q So how did you feel about that?

A I didn’t feel down because I knew there will be more trips to go to, so I was OK about it.

Q But do you feel that you have opportunities to change things if you’re not happy with things in college?

A Yeah.

Q How?

A We have the student ambassadors and that, and representation people. And if you don’t like stuff in the college you can go and talk to them and they can put the ideas forward to the....don’t know what the person’s called that can talk to the Principal and other people, so yeah.

Q Is it effective?

A Yeah. I haven’t....I don’t know, I’ve never been to the student ambassador to tell them why I don’t like this or anything because there’s not anything that.....

Q Has anybody been to them to....

A I think so but I’m not sure, not sure ???

Q But at least you know there is an avenue you can use.

A Yeah.

Q Have you ever given your point of view of anything?

A Yeah.

Q Like what? I mean in college?

A Oh in college, no not really, no.

Q OK. So what opportunities do you have? You have the student ambassador, you have the student council?

A Yeah. I think there is opportunities in this college, even though some people say this college is rubbish and stuff. But yeah, like my friend here, she failed 2 of her AS exams and she had to pay £17.50 each to retake one, and here we didn’t have to pay. And I think that’s a good thing.

Q Oh why is that. Who is paying the £17.50? Who is paying for you?

A In our college here they didn’t ask us to. Because I didn’t do well in my Law exam in January so I had to retake it in June, but my friend, she failed 2 exams - and that’s not this college, it’s another college, and they asked her to pay £17.50 each.

Q Oh I see, OK.

A And that’s a good thing in this college.

Q There’s a ???

A It really has. The counsellors, and if you’re having problems at home or with yourself, like they help dyslexic people and people who are disabled, everyone. I think it’s a good thing.

Q Have you had need to use any of these avenues before?

A Yeah I’ve used the counsellor ones.

Q Oh really. Was it a personal problem or a school problem?

A It was a personal problem.

Q Did it help?

A Yeah it did.

Q How long did you see the counsellor?

A About 2 or 3 times, yeah.

Q Just to talk about it?

A Yeah.

Q OK. You know you have done quite a bit of voluntary work in the area, what about the country and the world, I mean more globally. Do you feel that you are able to influence things?

Time 40:10

A Yeah. Like the other day, it was on Sunday, I was watching these footballers wives and girlfriends that went to South Africa, and I don’t mind doing things like that, I would love to do stuff like that. And two of them, when they came back, one of them provided money to buy a shack for the 3 girls who had lost their parents through Aids, and another one, Chantelle, she done a fundraising and she has raised about £40,000 to help people, and I would love to do such a thing. I really like doing them stuff, yeah I think it’s good.

Q And do you think it makes any difference to do that kind of thing?

A Yeah it does. Because like them doing that and then showing it on TV encourages me and other people to do good things like that that will help people unfortunate like us.

Q OK. I mean you come from [West Africa], what do you think of education there and education....apart from the level difficulty, opportunities and so on, fairness, is there a.....

A In [West Africa] there was a big difference. In [West Africa], for education you have to pay, if you don’t have money you can’t go to school. You have to buy your uniform - even though here you do but you have to buy your uniform, your books, everything. And if you don’t have the money, basically you can’t do that stuff. And there are some people who finish school and they don’t have money to go to universities, and if you don’t have it then the education stops there. And some people who do have money to pay universities and they go, but then after university there’s no jobs to offer them. And I think that’s....the job thingy....so there’s still some people here who go universities and still don’t have jobs, but I think the percentage from here to there it’s a lot different, there’s a higher lot of people.

Q OK, so this is the better system do you think?

A Yeah. And here, it’s not all jobs that you need to have contacts to get involved in, but in [West Africa] I think most...like 90% of the jobs you need contacts, that’s how you get them and stuff. And there’s a lot of corruption there. There’s a lot of corruption, the government is all mixed up and.....the country’s......oh....

Q So I suppose what you’re saying is, it’s less fair there, the system?

A Yeah.

Q How do you feel about the way you’re taught? I mean you’re in mixed groups at the moment. Do you feel that you all have adequate attention, help, to do your best?

A I think so. Although there’s some people in the class, they hardly speak, they just sit there and talk, don’t answer or anything. And sometimes the teacher takes note of them but sometimes the teacher doesn’t.

Q OK, so you think what, some people are getting more attention than others?

A No it’s not that. It’s just that...I don’t know, maybe some people are shy, or maybe it’s just they don’t know the stuff that the teacher is asking, that’s why they’re not putting their hand up or answering or anything.

Q OK. What do you think your experience will be like from this point on? I mean do you think you’ll get the support and help you need, or do you see the problems getting there?

A I think so but it’s going to be different from....in secondary school you had a lot more support, and I think going further in education, as some people do ???a bit down because you’re being independent, you’re growing a bit, or they’re learning about life and so on, yeah.

Q So do you think that you will get the support you need to get where you want to go?

A Yeah I think I will, yeah.

*Telephone call*

Time 45:15

Q Let me just go through your questionnaire very quickly.

ANO Can I ask a question? You said earlier about your friends and your group of friends, I mean obviously yesterday again and today, today in the class there were like so many different cultures and different backgrounds of people and it’s very interesting. And I was wondering whether kind of like this is good or bad, or whether this has ever caused any problems with making friends or....

A No, I’m happy to make friends with anyone from anywhere from the world. I think it’s a good thing you learn new cultures and new stuff about people from different places. And yeah all of my friends they’re from different places, yeah.

Q It’s ??? television sometimes to talk to them, do you understand each other in a sense?

A Yeah, I think we do, yeah. It’s not challenging, but like when we just started college it was a bit, you know, to start making friends and that. But as we go on we just interact with each other, and yeah.

ANO And other things, like yesterday I was talking to another student and she told me that....??? [Area of London]....

A Yeah.

ANO That the BNP, do you know about the BNP?

A Yeah I do.

ANO They’re organising a demonstration against the Muslims.

A Oh I don’t know about that.

ANO And I was wondering whether you heard it read it in the paper.

A No I’m not really hearing about that. I think it’s a bad thing. If I had the power I’d do anything to stop them from doing it.

Q I’m winding up, ??? but a few other questions. You said that members of certain ethnic groups have fewer chances to get a good job in this country, and women have fewer chances to get a good job. Why is that?

A I don’t know. It’s just that men seem dominating. In politics there are a few women in the parliament and stuff but it’s mostly men. I don’t really know but....it’s just not right, I don’t think it’s a good thing.

Q OK. But why do ethnic groups have fewer chances to get a good job?

A Because there’s some people don’t like certain people, and if you’re not....let’s say if you’re not British or you’re not this or you’re not that, you can’t get this job and you can’t like....One of my friends was saying when I was like “oh I want to work in the Media and TV and that, like be a news reporter or something” and she was like “oh have you seen any black person on TV and reading the news, or even if there is your English has to be perfect”. And my teacher was like “no you don’t, because look at that black man that reads the news” I’ve forget his name, “his English is not perfect or anything like that”. So there’s still that diversity between ethnic groups that some people still don’t encourage other people into this and that and they just want.....it’s just like.... There’s this shop in [District of London], I dropped my CV for a job there, they said “female staff wanted” that was in March. And I went there the end of April....no it was in April and I went there the end of May, and I still saw outside “staff wanted” and I was like “oh but I dropped my CV in”. All I saw there was Asian women and men, and I was like “I dropped my CV in and you didn’t call me or anything”.

Q So do you think they were happy to employ white and Asian but not African?

A Yeah I think maybe it’s because I am - that’s what I thought. Because I dropped it April and I went there the end of May, just before June, and I saw “staff wanted” still outside. And I was thinking but I dropped my CV, if you wanted a female staff you could have contacted me or interviewed me at least, but no they didn’t do that. And I thought....something dodgy.

Q OK, and what kind of shop was it?

A It was a clothing shop in [District of London].

Q A clothing shop in [District of London], OK. ??? talking about but you said there’s a big gap between what you expect out of life and what you will get. Why is that? What will stop you from getting what you want out of life?

A The fact that is my family is not that rich, there’s a lot of rich people there who can pay for stuff they want and things they want to do in life. And I know mostly rich people they have contacts and stuff, so there is a big gap there, what you want you don’t mostly get it, you have to settle for something else.

Q How do you feel about that?

A I don’t feel good because I want to do what I want to do, I don’t want to settle for a job that I’m just going to be doing and I’m not enjoying, I want to do something I like to do and enjoy doing.

Q Anything you want to add?

ANO No.

Q Nicole, thanks so much for your time, we’re very, very grateful. It was very interesting.

A OK. Right, bye.

End of interview

**Interview 2:**

EUia7 Thurrock Makeup - Laura

Strand 1

Q OK, this is Christine Hann, this is interview....the code is EUia7, I am at ??? FE college and this is Group A and the date is the 18th of November. I’ll go to the questionnaire but first, you know, ??? you’re just doing responses in your questionnaire yesterday so I’m wondering whether I can just ask you certain things about this?

A Yes.

Q OK. You feel that generally you’ve got this ??? ethnic group whether you come from whether you’re female or male or whether you are ??? from rural area people have the same chances, is that right?

A Yeah.

Q Why do you believe that?

A I don’t know really, just cos everyone has the right to learn just as much as each other really don’t they.

Q In this country everyone has the right to learn.

A Yeah.

Q But you weren’t sure about poor children, children from poor families.

A What do you mean?

Q Because you disagreed that people from ethnic backgrounds or girls? had less chance but you weren’t sure about poor people.

A No because I’m saying, with poor people I think that sometimes it’s harder for them to get in, like have advantage of the education, like their parents can’t pay for certain things for them to go away on trips and stuff, then they lose out on being able to learn, as like someone who’s got a lot of money, the family, they can afford to do everything they need to do for school and stuff. But I know that my mum and dad when I was younger didn’t have a lot of money sometimes so I couldn’t get to school and stuff because of buses so you end up missing classes and....I think it’s just the way you’re brought up with a poor family, you’re brought up in a different situation.

Q OK. So you feel the only people who are affected will be the poor, regardless of whether you are....

A Not all poor people, I’m just saying that I think that....

Q Some of them.

A Yeah.

Q OK. Do you think that teachers in school treat people fairly?

A Not always, no.

Q Not always. In what way are they not always fair?

A I think some people, teachers get favouritism over other people.

Q Right, so they kind of like some.

A Yeah.

Q OK.

A I think that, because if you’re in like a louder group and people are a bit more quiet, the teachers always favour them over the loud people ??? all the time.

Q Is that your experience through all your life?

A Yeah, because I’m louder and because I’ve hung around with people that are a bit louder I was always made out to be a worse person, or not favoured as much, not picked for stuff at school and stuff.

Q OK. That’s quite interesting because you do....OK, so people like me don’t get unfairly ??? it’s because you are louder than others. But you are quite confident you’ve had as much of a chance as anybody else at doing well?

A Yeah.

Q OK. And some people ??? your friends, that’s what you mean?

A Yeah.

Q OK. You have participated in....I can’t remember, it was....you had participated in being a class rep or something - have you?

A No. I think I wrote on there that I’ve participated in a youth group.

Q A youth group, OK. Do you feel it makes a difference to anybody that you are now in this group?

A Not really. Mine was more....it depends what sort of youth group it is doesn’t it really, mine was just for young people and they’ve done like dancing and stuff.

Q So why have you ??? in this group then?

A Just because I like dancing. I’ve done it for like 9 years now.

Time 3:44

Q OK, but you feel that you are able to make a difference to yourself, to your own career and everything?

A Yeah. I think that life is what you make it. Because I know a lot of people my age that don’t have a job, I’ve had like 7 jobs since I left school and there’s other girls that haven’t....

Q Oh really? What kind of jobs?

A I’ve worked in about 3 shops in [Large shopping centre in England] worked in 4 bars, worked in a florists and stuff. And I think that a lot of the girls at college now, they don’t have jobs, and they all think it’s because there’s no jobs around there and stuff and that they haven’t got....but I just think it’s just if you want to go and get a job you can go and get a job.

Q Do you have a job now?

A Yeah and I’ve got a new one as well. I’ve got a job that I work at currently and now I’ve found myself a new job and so I’m going to change and go to that one.

Q OK, doing what?

A Working behind a bar in a restaurant.

Q And this is just money? to?

A Help....yeah.

Q Is it hard to study while you’re working?

A Yeah.

Q How many hours are you doing?

A What, work? 30-35.

Q That’s a lot.

A Yeah, I’m doing full time work.

Q Really?

A I have been since I started college.

Q How are you coping with your course?

A So I could only come here like....I think it’s Thursday all day, and then we do like today, this evening, and then only do a half day on Monday. So it’s only like two and a half days.

Q And are your grades OK, are you happy with the grades, it hasn’t affected your work?

A No I think it’s fine. At the moment I can’t really afford to buy some of the kits and stuff so I know I’m going to be a bit behind on that.

Q What kind of kit?

A We have to buy a hair brushing kit that I can’t afford to buy.

Q How much is it?

A £500.

Q So you’ve got to earn the money to pay for this kit?

A Yeah.

Q Oh, it’s a lot of money isn’t it.

A Mmm.

Q ??? But is everyone working to get all the kit ???

A Mmm.

Q So if they don’t have any money how do they buy this then?

A Their parents buy it for them. But then my dad doesn’t ??? I don’t get anything from my dad.

Q But how do you feel that your classmates parents buy them and you ???

A It does wind me up, it does annoy me, but there’s nothing you can do about it is there.

Q It does annoy you does it?

A Yeah.

Q You’d be happy if your parents would.....

A Yeah but I’ve only got my dad, so my dad doesn’t really work that much, I live with my nan so....

Q Do you think it’s unfair or do you think that’s just the way....or do you think it’s OK?

A I do in a way think it’s unfair, but if I think about it it’s....I don’t know. It’s not really unfair because my family, they just don’t have a lot of money, my dad don’t work that much so....that’s not unfair but....I think there should be more help for people that don’t have money - definitely. Because last year I didn’t even get any money? when I was meant to get ??? so I went the whole year without getting ???

Time 6:12

Q Why is that?

A Because every time I sent off the form, because I live with my nan, there wasn’t an option to say if we live with like grandparents or something, and every time I sent the forms off they’d send them back because they didn’t understand, or they wanted to know how much my yearly income was for the family - but I don’t live with my family who have got a yearly income so it was always confusing, in the end I just gave up sending it back. So I missed out on like £120 a month.

Q That’s a lot isn’t it.

A Mmm. And I was working like 45 hours to 50 hours, every time I left college I’d go straight to work after.

Q I should tell a teacher about this ??? fill that form in and get your money. OK. When you look back at your school experience, I mean how do you feel about it?

A What, all my schools that I’ve been to?

Q From the time you started school to now.

A I don’t know ??? because I’ve been to a lot of schools. I went to three different secondary schools.

Q Why is that?

A Because I lived with my dad down here and I went to one school, and then he wanted to move up to [a town East of England] so I moved up to there with him and went to another school, and then he came back again and there was no place in my old school so I had to start another new school, so I went to three.

Q And was it a positive or a negative experience?

A Positive I think.

Q Positive. Why?

A Not through the school itself but just because when I moved away I learnt a lot. Like when I first went to school down here I weren’t very like....I was quite badly ??? and then I moved out of this area and went up there and it was a lot more quiet and people were different up there. And I think I chilled out a bit while I was up there and it taught me a lot, and I made loads of friends up there.

Q That was in [town East of England].

A Yeah. And then when I came back....

Q Were the teachers there....

A They were a lot nicer.

Q Really.

A Well up in [East of England] they’re all a lot more laid back. Down here it’s like a lot or more like rudeness and violence between people, but up there they were so like nice and laid back up there.

Q It’s always a good experience going ???

A Yeah, it weren’t for my school because when I come back I left....I done Year 7 and 8 in one school, Year 8 and 9 in another, and 10, and then I came back and I had to do Year 11 in my school. So I came back for my last year of school. So it was like I had to change all my GCSEs that I’d started doing my coursework for in Year 10, I had to just change it and do different subjects in Year 11.

Q It must have been tough, right?

A I didn’t get very good grades or nothing because I was ??? of changing my subjects.

Q How do you feel about that?

A It doesn’t really bother me.

Q Had you always wanted to do a course like this or was it something you happened upon?

A No, I always wanted to do something like this.

Q Always wanted to do makeup?

A Mmm. I’ve always wanted to travel as well, so I wanted to do Beauty Therapy and Makeup and travel around doing it. And that’s why I weren’t really bothered about my school because I knew that I wanted to travel, I knew I wouldn’t want to just stay here and have like a normal 9 to 5 job where I’d need my GCSEs.

Q So it didn’t matter that much, it wasn’t.....??? But do you value education?

A Not really.

Q You don’t?

A I used to be....I never used to go to school a lot neither. Didn’t really bother me. I don’t know, I was just never really into school.

Q How about now?

A Now? I always come to college, yeah.

Time 9:17

Q Why?

A Because I’m enjoying what I do, and at school I didn’t want to sit there and do History and stuff like that, that’s not what I wanted to do.

Q So you found something you really wanted to do.

A Yeah. If I want to do something I’ll do it, but I’m the sort of person if I don’t like what I do then I find it hard to have the enthusiasm to do it. Because I just thought “I don’t want to do this, I don’t understand why I have to go to school for all these years to learn something I’m not going to use”.

Q OK. But now you’re saying that what you’re doing is relevant.

A Yeah, so now I bother.

Q OK. Was there something that people could have done to support you?

A I think that’s just down to my dad to be honest, just that I’ve had a bad upbringing with my dad, that he’s just been awkward.

Q You mean moving about ???

A Yeah, when I moved up to [East of England], my teacher up there, she was like really understanding of it and she really helped me like a lot. And she used to take me for extra classes and stuff and try and help me out.

Q OK, so that was important.

A Yeah.

Q OK. Did your school practice setting and streaming?

A What do you mean?

Q Was like the best students in one group and the not so good.....

A Yeah.

Q And which set were you in may I ask?

A Normally....depends what lessons. In like English and Maths I was in the middle one.

Q How did you feel about that?

A I didn’t really mind. I was always changing. One week I’d be in the lowest group and then....it’s weird, I don’t know, I think I was in....like when I was in my school in [East of England] I was in like the highest groups but I was one of the weaker ones in the class, do you know what I mean. Like I’d be in the higher.....like all my teachers say to me in college “you’ve got so much potential but you just don’t....” like help yourself, you just can’t be bothered to do anything, but if I did then I would be able to go and get good grades. ??? in the highest classes because I was clever but I just definitely used my cleverness ???

Q But how do you feel about being in that set.

A Don’t really.... I didn’t really think about it.

Q It didn’t ???

A No.

Q OK. Oh we talked about you having to pay for this course, right? How do you feel about that?

A I think it’s silly because last year we had to pay for....every time we brought somebody in to do a treatment - like we had to tick off loads of different treatments to do - and you had to get paying clients to come in and do it. So I had to pay for all....every time I done an assessment I’d have to pay to do it myself. So if a manicure was like £6 or something I’d have to pay that £6 as well as using my own products.

Q Why is that?

A Because you’re meant to get paying clients come from the outside but of course obviously there’s not loads of people that are going to want to come to college and get treatment, I had to ask my mates to come in and let me use them - and so did all the girls.

Q So you were paying....

A So I brought my nan in loads of time. I ended up spending nearly £100....yeah about £100 in paying to do people.

Q But your nan must be very, very ???

A Yes, always do my nan’s.

Q OK, right.

A And it’s annoying as well, because at the beginning of the year we pay like £120 to do the course and I don’t think we got anything out of that. We had a couple of workshops but we still had to pay to do them, I think that you shouldn’t have to pay to start the course on your own and then pay for ??? and then pay to have to bring people in, because it’s my service with my own products and I’m paying to do that.

Q So do you buy your own products as well?

A Yeah, we have our own kits. So I was using my own kit and I was providing the service, and I was still having to pay the college for letting me do it so that I could pass my course, and I thought that was stupid because they’re making money out of me for no reason. If you went to get your nails done somewhere else you’d pay them because they’d use their products and their service, you’d do it the other way round.

Time 12:41

Q We tried this out actually but they said that there wasn’t a class on it for ??? we couldn’t get ??? Compared to your secondary school, is there a difference in the way you’re being treated now by school?

A Yeah, in secondary school it’s a lot more strict I think. It’s a lot more about *Katie*, my tutor, if you don’t want to do something you don’t do it and she’ll just send you off the course. She’ll like tell you if you’re not doing anything, she’ll have a go at you a little bit but it’s more like in college if you don’t anything yourself then you just don’t get to stay on the course. Whereas in school they pressure you that you have to do this, you have to do that.

Q Do you like that or do you not like that?

A No I don’t like being told what to do. So I like having my own space to do things in my time. Like if you’ve got assignments to do then you do it as long as it’s in by a certain date you can do it when you want, but at school they expect you to do it when they say.

Q So you prefer this?

A Yeah, they treat you a lot more adult in college than what they do in school.

Q Do you think they treat you more adult here or in the sixth form college across the road?

A Oh I’ve no idea, never been over there.

Q Do you see yourself in higher education beyond this or ???

A No, go straight to work.

Q Why do you not want to go to higher education?

A Because I don’t think I’d need to. I think everything that I’m doing on the course now is what I need to do what I want to do.

Q So just no interest.

A No, no interest in that.

Q OK. What do you expect to get out of this education?

A Just to get the qualification to go and work.

Q That’s what you want to do, just work and makeup.

A Yeah.

Q OK. Tell me a bit about your friends in and outside of college, what brings you together?

A Don’t know. College, probably the fact that we all do like the same things, because we all like doing our makeup, we all like going out, we’re all quite loud.

Q How about friends outside of college?

A Same thing. All my friends from outside college are people I’ve known since school so I’ve been brought up with them, so I’ve known them for years, like primary school and stuff. Or it’s like my dancing, I’ve got loads of mates from my dancing, so we obviously all share the same interest there.

Q Is it a mixed group or is it a.....

A Mmm, sort of. I’d say we’re all quite the same now. I think me and my mates are all quite the same.

Q How do you spend your free time?

A I’m at work.

Q Oh yes of course you have ??? 30 hours or 40 hours?

A 30. Last year I was doing 40 to 45 hours, this year I’ve been doing about 30 to 35 hours. And I dance at the weekend as well, I dance all day Sunday 9 til 6. So I work....

Q This is practice? Is this at ballet or something?

A It’s contemporary, and I do like British Championships and stuff.

Q Oh really, so you’re....wow. So on Sundays you dance from....

A On Sundays I dance from 9 til 6, and it’s like once a month I do Saturday and Sunday 9 til 6.

Q And then weekdays you work in a bar.

A Yeah, I come to college and then I work....sometimes I work 15 hour shifts. But on Saturday if I’m not dancing I normally work from like 10 in the morning til 2 the next morning in a bar. And I work evenings 5 til 12 at night.

Q Do you earn enough money?

A No.

Q Why not?

Time 16:05

A Just because I get paid like £5 an hour and I have to pay for like my car insurance, tax, MOT, all my food, rent to my nan, phone bill, gym, clothes, everything.

Q So you feel you need to work ???

A I have to work, yeah. I’m still not getting enough money now, I’m still in debt to people, like lending money off everyone. Like this last month I got charged £150 in bank charges for direct debits keep failing because I had no money.

Q So it’s not ??? choice, you ??? obviously have to.

A Yes.

Q There is a student rep system here isn’t there? I mean do you participate in it?

A No.

Q Don’t desire to?

A No.

Q Why?

A Because I hadn’t really thought about it.

Q Never thought about it. Do you think the reps make a difference?

A Not really, no. I don’t think a lot of people would take much notice so....

Q Really? It’s just something people do?

A I don’t think anyone in my course would know about who is a student rep or what.

Q OK. You said earlier on that you’re just waiting to go out into the market and get a job and all that, what’s the ??? why is it eager to go out to work?

A I don’t know, I just want to be able to do what I....I don’t know, I’m really impatient, if I want to do something I want to go and do it straight away, I don’t want to have to wait. I don’t see the need to have to go to....like this course gives me the qualification I need. And I don’t think I’ll go straight into work, I want to travel a bit. So I want to get my qualification, work for like a year, get a bit of experience on my CV, get my mates together, go and travel round and then come back and settle down and get another job then.

Q OK, but the economy’s not great out there at the moment, I mean does that affect your decision as to what you want to do?

A No not really. Because I know that things are hard, like it’s hard to get jobs and stuff now because I’ve been trying to get a good job for a long time and I’ve always ended up like I’ve been made redundant from one of my jobs because they closed down because we went bust and....

Q What kind of company is that?

A It’s a clothing company in [well known UK retail store], and that went bust, so that closed down. And then now my job that I’m working at currently, we’ve just been taken over by a new company because we went bust as well. So I know what it’s like but I just think if I wanted to get a job I could get a job, I don’t think it’s hard to get a job if you try. Like in the last two weeks I’ve had 3 different job offers from different jobs, but I’ve currently got another job. And I know loads of people that are looking for jobs and they’re always going “oh I can’t find a job”, but I think there’s definitely jobs around if you can find them. I think if you’re got what people are looking for and you go out and make an effort then you always find a job. And after this course I think I’ll have qualifications to...I don’t think I’ll think I’m good at what I do, like certainly not ??? but I do think I’m good at what I do and so I’m going to make the effort.

Q Confidence.

A Yeah, and I’ll make the effort to get a good portfolio together and I will actually go out and try and find a job, because I think that’s what a lot of people won’t do, a lot of them just wait for jobs to come to them.

Q So you have got the confidence you can go out and get what you dream about?

A Yeah. I know that if I wanted to go and get the job I wanted I could go and get it, it just means that I have to put effort into it.

Q OK. How are you as a person? Do you think your education has helped you as a person?

A Not really I don’t think. I don’t know. I think coming to college has changed me as a person.

Q In what way?

A Well you have to learn to....like before I would never listen to anything anyone would tell me to do and I’d just think “oh I’ll ???” but when I come to college I think because I know I’ve got to do my work to get a qualification so I can do what I want, I think I’ve grown up a lot because I’ve had to become more....and like it’s made me have to work more. In fact when I first left school I didn’t work for six months after I left school and I took a year out between school and college and didn’t really do much. And then when I come to college I needed the money because I had to start driving to get here, and if it weren’t for coming to college I reckon I would have just ended up sitting around doing nothing. But I started to have to become more independent, because I can’t get here without having money so I’d have to get a job and get a car and....

Q Right, so it forced you to...

A Yeah, it’s put me in a position where now I can’t lose my job and now I can’t not drive and come, so I’ve had to learn to be more independent. I was independent anyway I think, but I think coming to college I’ve had to look after myself a lot more. I don’t think school really changed me as a person though, not really.

Time 21:01

Q I think you said the pushiness? of education influenced your ideas, like your political ideas, but you’re not interested in politics.

A No, not at all.

Q So in that sense education has made no difference whatsoever, ???

A Mmm.

Q Well has it changed in any way, what about your values or the way you work with people and the way you relate to people, friends and community? Has it made no difference to you?

A I think the people that I go to college with....I don’t know how to explain it. I think the people that I go to college with have changed me as a person in that, whereas before I’d always lived in one place and did just enough ??? school, with them sort of people I think moving out and going to college, like a lot of girls here aren’t from this area, and they’ve changed me as in like I’ve changed a lot in my personality because of being around them.

Q In what way?

A I think before I was a bit....my mates were my mates and I weren’t really that talkative to other people, I weren’t really confident neither. But I think being around them I kind of fed off....you know when you’re around someone all the time you feed off their personality, and I think they’ve made me a lot more laidback as a person.

Q So it’s the friends around that have changed you?

A Yeah.

Q Is it for the better or for worse?

A Better.

Q OK. Are you aware of elections coming up next year?

A No.

Q Do you intend to....I think you said ??? that you didn’t intend to, but why is that?

A I don’t know, I’ve never been interested.....

Q But you’re paying taxes and the government is using your money to....

A But I think that there’s no matter what my point of view is, it’s not going to change anything like....

Q So it makes no difference.

A No. I get taxed like loads of money in my time that I’m not meant to and I just can’t be bothered to....I don’t like getting involved in it all, thinking about politics. I think this country’s all over the place anyway, I don’t really want to live in England for the rest of my life, that’s why I want to move out of England in the next couple of years.

Q Where do you want to go?

A Somewhere like Australia.

Q Why.

A Don’t know, I just like the country.

Q Why? What do you see that is there that’s not here?

A I just like the whole....I think they’re a lot more laidback in Australia, it’s a lot easier way of life.

Q Have you ever been there?

A No.

Q OK.

A I know a lot of people....and I know a lot of people that....like all my mates that I work in a bar with, because they’re all bartenders they’ve moved around and travelled for the summer and stuff like that, and a lot of them that’s been to Australia just say it’s such a nice way of living out there, and they talk about the people out there and they just say everyone’s just so laidback. And I think....I don’t know what makes me think it but I just think because I know about....I think England just wants to take like any bit of....whenever I’ve got money it ends up like I never use it on myself, I have to pay for something else. I just think you’ve got like bank charges for something or other, if you’ve parked somewhere you get charged for that, you get taxed ridiculous amounts of money. I just think they’re trying to rob you of your money in England.

Q So you plan to emigrate to Australia at some point.

A Yeah.

Q And go then and pursue a career in makeup as well?

A Yeah. I want to travel all over the place, I don’t even know where I’m going to live, I’m going to go everywhere, different countries. That’s why I don’t really show much interest in it, I just plan what I will do with my life and that’s all I really think about. Because no matter how much people moan - like my dad moans all the time about the way that England is and all the tax and stuff, and I just don’t....because there’s no point moaning about it because that’s what politicians are for, they sort all that out and....

Time 24:35

Q Right OK, so you’re not interested in politics. Do you ever discuss political things with your friends?

A No.

Q They say that maybe the next election it will be a Tory government instead of a Labour government, do you think they’ll make any difference?

A I don’t even know what none of them mean.

Q Are you quite certain you will not vote, or do you think “maybe I might”.

A No I won’t.

Q You won’t. Definitely not?

A No.

Q And if it was a local election or a....how about a local election, would you vote in a local election?

A No. I don’t have any interest in anything like that at all. I’ve never really thought about it to be honest.

Q A few weeks ago Nick Griffin came to [town in East London], do you know who he is?

A No.

Q OK. If you think back about education, has anything controversial ever happened, I mean education, anything that people disagree strongly about or.....

A No.

Q OK. I was going to ask have you had any difficult or uncomfortable situations in education?

A Not really. I don’t know, when I’ve gone to school I’ve never really thought about anything apart from the fact that I go to school. Because I used to go to school to be with my mates and that was it, don’t really think about anything.

Q But were you ever in trouble or had any difficult ???

A Yeah I was in trouble quite a lot.

Q OK, was it behavioural or what?

A Behavioural, attendance, handing in work, uniform.

Q Right, and how did you feel about that? I suppose by trouble you mean the teacher would....

A Mmm, that’s the only thing I was really bad in at school, I just used to get in trouble a lot, that’s the only thing.

Q How did you feel about the teachers coming down on you for uniforms and attendance and that?

A It didn’t really bother me to be honest.

Q It didn’t bother you?

A Sometimes it did, like attendance and stuff, because I was like....there were reasons why....like there’s reason why I was the way I was. Like I was quite angry as well ??? not towards people for no reason, I was always like ??? and I get on with anyone, but I think that I home my dad would never tell me what to do or....I weren’t that.....my dad’s not strict, like if I want to do something then he just lets me go and do it. And I think because at school I was so used to at home being able to do what I want and no-one tells me what to do. If I wanted to go out and stay out til 3 in the morning, I’d go out and stay until 3 in the morning, and I think when you go to school people like always tell you what to do. They don’t understand it. I’m not used to being told what to do by my dad, let alone someone else who is just at school. I don’t know, I’ve always been free to do whatever I want to do, so if I got in trouble for behaviour - like my dad was quite angry towards me as well, so I.....like I had loads of trouble when I was younger and I think I should have been ??? people like....teachers always used to have a go at me and tell me off for my behaviour or my attitude and stuff, but I think it’s not just about...like they have to think beyond that, at why is someone like angry and stuff. But no-one ever bothered to help me. So I think when I was younger I used to be really depressed as well but teachers never bothered to think “can I help you”.

Q You were depressed because of the family circumstances?

A Yeah.

Q So you felt that there wasn’t support from your teachers?

A No, not in that sort of sense. They just think you’re being naughty for being naughty, they don’t understand why.

Q But did you ever talk to anybody, you know, was there any teacher you could have talked to?

A One, when I was up in [East of England], there was a teacher up there.

Q Was that the only one in all these years of....right.

Time 28:07

A And she was my head of year, and that was the only person I really spoke to. And I’d get in trouble and stuff, like I wouldn’t want to go to my PE lesson, and I’d say “I’m not going” and then I’d be stubborn and say “right I’m not going” and I’d get sent to her, and she’d just sit there and talk to me and just....she’d understand. She’d just sit there and talk to me and ask me how things were at home and stuff rather than just having a go at me that I didn’t go to a lesson. But anywhere else that I’ve been they just think that I used to be naughty for being naughty, they don’t think that maybe you’re like....if you’re upset then it’s hard....like you’re going to treat people....if you’ve got emotions inside and someone says something that makes you snap - and I don’t think they understand that people do have problems like. Can’t just go to school and be nice to everyone.

Q But it was just one teacher, one that understood in all these years?

A Mmm.

Q Where your makeup course is concerned, did you feel you had influence in terms of what you were doing and so on? Do you feel you have a say in it in terms of what you’re doing and so on in the course, or is everything done to you, you know.

A Yeah. They tell you what you’ve got to do and you just do it. The thing that annoyed me as well is like trips and stuff, they say “we’ve organised this trip for you, do you want to go on it” and it’s like we don’t ever get to say “oh can we go and do this” because we’ve paid the money to do it, we give £120 at the beginning of the month and that’s for trips and materials and stuff but we still have to buy all our own material, like folders and stuff like that and pay to print stuff off, but that’s what your material should be for and then like....don’t get to say like “could we go and see this show”, they’ll just say “right, you’re going to this” like it’s a day, we’ve got to go from 7.30am til 9.30 at night.

Q To where?

A To like [Area of London]? [Area of London]? yeah to watch them apply makeup for the show. That is like 7.30am til 9.30 which is late when you start college at 12. So like late to finish. And I don’t think many of the girls want to go and watch something like that. They don’t think to say like “how many of you girls want to go”, with the money that we’ve paid we have to go where they’ve organised for us to go. We don’t get a say in like....there’s loads of people who are always saying “we’d like to go and watch an actual theatre show”, we want to go like into London and watch a theatre show, all of us, and then we can see the makeup and stuff. We don’t want to go just into [Town in East London] town centre and watch someone applying some makeup. Like we’ve paid the money for it and I just think that....like all the girls say that they don’t think that we pay a lot of money but we don’t get to say where we want to go.

Q Have you tried suggesting to your teacher as to what....

A I think people have made comments and stuff but she just ignores it. Or she’s like “oh I didn’t organise it, someone else did”. I think if we pay £120 to do the course then we should all agree on somewhere to go that’s going to benefit us.

Q Are there opportunities for you to....are there chances to make your opinions known, are you ever asked for instance ??? it’s just “go and do that”?

A Yeah.

Q Are there chances for you to make changes in your local area and so on?

A No.

Q You don’t see any?

A No, not as far as I’m aware.

Q If you look at education, I mean what do you think the main point of education should be?

A I don’t know, I’m a bad one to ask for this because I don’t really think....

Q What is ??? education for you?

A I don’t even know, I never liked education, going to school and stuff, it never really interested me. I think that you should learn....you learn what you want to learn and go and do what you want to do and don’t have to sit there at college for God knows how many years learning something that you’re never going to use.

Q Right, so it’s got to be something practical.

A Yeah.

Q OK, in what way practical?

A I don’t know. I’m not a good one to comment on education, I’m not interested in education really.

Q But you are in education, right?

A Yeah but in college it’s different because I’m doing something I want to do, but when it comes to schools and stuff.....

Q But your old school could be like college, that children should be allowed to do what they want to do?

A I think ??? everyone has to do, obviously everyone should have to do English and Maths and PE and stuff, I think it’s important as well doing PE because you have to like keep yourself fit and stuff, and Maths and English because you need them. But I don’t think Geography, History and all the stuff like that is necessary. Obviously Geography they’ll show you a bit about the world and stuff but I think there should just be....like if you don’t want to do a certain class, you’d rather go and do like....if there’s like classes where people....if someone knows for a fact that they want to go and do Art after they leave school then they should be able to concentrate on Maths and English and getting a good Art GCSE rather than having to come and learn History. Because if you know what you want to do and you’re coming to school and you’re learning all these different subjects, you’ve got to base all your time around doing all these different subjects, fitting loads of stuff in, and ??? in your mind about “I’ve got to learn this, this and this”, if you know you want to go and do Art after school and you should say to the teacher “I don’t want to do that lesson because I know I want to go and do this after school”, she’d say “fair enough”, spend more time doing the stuff you know you’re going to need. But I never had time to do all the stuff I needed. So like Maths and English, you get like an hour lesson and then you have to go and do something else, and I never really had time to do....like I didn’t have time at home to go and....like I never had a computer at home so I couldn’t go home and do coursework. So like you need time in school to be able to go and do it, and if you have to go and do all these different subjects that you know you’re not going to use I think it’s pointless.

Time 33:40

Q So in your case you’d rather spend more time on doing ???

A Doing something that interests me that I know that I’m going to want to use.

Q Right, so it’s got to be practical, it’s got to be useful.

A Yeah. I think to a certain extent, like when you’re in primary school and you’re in Year 7 or something then you should do like a bit of Geography because it’s good to know like places like where you ??? around the country and all stuff like that, but I don’t think there’s no need to learn it for the rest of the five years you’re at school, learning the ins and outs of History and Geography.

Q But having said that, do you think that what you learned before has helped you get where you are now?

A Not really. I think I just learnt my stuff through life experience.

Q And what kind of stuff would that be?

A Like....I don’t really know what you’d learn from History and stuff. I don’t like....I’ve gone to History lessons and done that for the whole of my school and I don’t know nothing about History, you can sit there and ask me anything and I’ll have no clue. I don’t know when the World Wars were, like I’m terrible, I know nothing about History because it doesn’t interest me, so I don’t think going to lessons would have helped me at all because I would have just sat there bored, causing trouble to amuse myself, not interested. But when I was in a class that I enjoyed I’d actually do some work and it would be useful to me.

Q Is it fair to say that you don’t think your education in the past has helped you to get here, where you are?

A Yeah English and Maths has.

Q But not the rest of it.

A No.

Q OK. Would you describe the education system that you experienced, is it fair or unfair?

A I’d say probably fair. I don’t know.

Q Why is it fair?

A I don’t really know what the education system is to be honest. I don’t know what you mean by that.

Q ??? why the experience is fair, I mean the kind of courses you attended, the chances you had.

A What, in the whole like primary school as well?

Q Yeah. Because you said earlier on that you thought that some children get support from their family and so on....

A Yeah they do. But then I think that they can’t expect like just because you’ve got a lot of money....I think, because of me, because of my situation, I think that if your family haven’t got money to pay for you to go on extra trips and stuff and to learn stuff, that there should be support from the school, because I know that I never got to go on like skiing trips, like away and do stuff or go on trips for like a day and that. I never went on nothing like that - never.

Q So your mates did but you didn’t?

A Yeah, because my dad wouldn’t be able to pay for it all. Like my dad never even turned up to like parents evening and stuff like that, my dad didn’t know what was going on in school, I’d just go in school and then that’s it. If I didn’t go to school for 3 months, like I didn’t want to, I just didn’t go to school for 3 months, my dad didn’t even know about it. It’s like...I think they should have more help for people like that within....also it’s unfair that because you’ve got loads of money that you have to pay for everything where other kids can get things for free, because that winds me up. I think that I work and earn stuff for myself and then people that don’t work get Job Seekers Allowance and sit there at home.

Q Right, I see your point.

A Because they’re getting your tax money and they’re not doing anything. So in a way I agree ??? I don’t really....

Q So there’s some unfairness in it you think?

A Yeah, some.

Q But do you think on the whole, the system here in this country is better than the system in other countries?

A I don’t know the system in other countries.

Time 36:48

Q OK. Do you think that people in other countries....I mean we are doing this same thing in Germany, in Denmark and Singapore, and do you think that young people in other countries would have the same views as you or....

A I think so, yeah, probably. People are all the same aren’t they, just from different countries. There’s always the group of kids that want to go to school and want to do really well in their GCSEs, and then the kids that are like the middle and people who just don’t care. And I think you’re going to get that wherever you go, it depends what sort of person you are. I’m just not the sort of person that really cares about going for school education. And a lot of people like me, like I know a lot of my mates in my group have ended up like....my previous mates, they don’t do anything, they’ve got no job, they get money off their mum and dad still because they just didn’t make an effort at school but....

Q So they’re not in college or anything?

A Nothing, they don’t do anything. But me, because I wanted to do something, then I’ve gone and done it. But I don’t know, I think wherever you go in other countries there’ll always be people that don’t want to go to school.

Q So this is your dream. I mean if you do graduate from....and I’m sure you will and become a makeup artist, I mean is that what you absolutely want? Is there anything else that you feel disappointed you didn’t get?

A I want to do so many things, there’s not just one thing that I want to do. I don’t even know exactly what I want to do in the end. I know that I’m really interested in makeup and I would enjoy it, that’s what I know. I don’t know if I’m going to do it for the rest of my life or if it’s like the main dream that I always want to do that. I just enjoy it so I’m just doing what I....When I left school I had no idea, not a clue what I wanted to do, didn’t have an idea. Because I like dancing and that. And when I danced I used to do the makeup for shows and I never really thought about it, and I remember someone said to me “why don’t you do makeup like at college or something, you’re really good at it” and I was just like “I don’t know, I’ve not really thought about it”. And then when I thought about it I was actually like “yeah I’d really enjoy that”. So then I done it, and then the more I’ve got to learn about it I will enjoy it. But I don’t think that....I think that....I enjoy performing and stuff and so I just want....all I want to do is just travel and perform and stuff as well. I think that’s what I’d mainly....if I could do anything I think I’d travel and be a dancer and a singer and stuff, like an entertainer.

Q Do you think you’ll be able to attain your dream or do you think....

A No. That’s why I don’t.....

Q Why?

A Because it’s not practical. Like I’ve got family over here and boyfriends and stuff. I think you could never settle down if you’re constantly travelling and doing stuff like that. I wouldn’t mind doing it but....I don’t know, I don’t think I could anyway. I do my dancing at weekends so I kind of get to do what I want to do still, as long as I can do my dancing at weekends, and I travel around and do championships and stuff - like I’m going to America this year, so I still get to do what I want to do. And then makeup, I enjoy doing that as well. It’s just something that....I think I want to just travel, I think that’s what I want to do. I think that’s what my main thing in life, my dream, is just to be travelling and travelling.

Q So all the time, what, or just for short periods?

A All the time. I’d love to just go abroad.

Q ???

A Oh I love travelling.

Q Oh I hate flying, I just hate it. Anyway.....do you prefer to be taught in a group situation or in an individual way?

A Neither really, I don’t mind.

Q You don’t mind either way?

A I think really individual and then obviously you get the main attention of the thing, but if like for example if we’re doing something in class, *Katie* will teach us all at one go. If I get up and say “*Katie* do you mind showing me again” she’ll come and show me myself so....

Q OK, so you get both group work and some individual like kind of teaching.

A Yeah.

Q OK. This is a question you’ve already addressed so I’m trying to skip them. Has there been a major point at which your life sort of changed a bit? I mean you mentioned [East of England] school.

A Oh yeah that changed, definitely.

Q So can you describe again in what way your life changed?

A Well when I was.... I was living in ??? before where ??? is still living now, but I was like with my dad. Like I’ve only just lived with my dad and that’s it, so I was a bit of a tom-boy, so I lived with my dad and I’ve been brought up with my dad, but I had no women influence at all. And then my dad got a girlfriend and that’s why we moved up to [East of England]. So then I lived with a woman - although I hated it at the time, but she kind of took me out shopping and bought me clothes and showed me....I don’t know, it’s just really a woman’s influence is a big impact on a girl, like if you live with just a bloke - like I get on with boys ten times better than what I do girls because I’ve always been around my dad, I’ve never really got on....I get on with girls but I’d rather have boy mates than girl mates. And I think when I moved up there not only did I go to a school where like everyone was more laidback, like everyone...I mean it’s so weird to say it but like I would feel safe....if I walked round ??? late at night I’d be scared but if I walked round where I lived up there at night I wouldn’t be scared like, it’s not dangerous up there, like people are laidback and everyone was really nice at school and that. And then I think because she showed me....it’s weird to say it and it sounds really stupid, but showed me how to be a girl - do you know what I mean....

Time 41:57

Q This was your father’s girlfriend?

A Yeah. So she used to be a really girly girl so I started wanted to copy the things that she would wear, and she was a hairdresser and so she started doing my hair properly, I’d never had a proper haircut and she used to cut my hair for me and colour it. And then I started wearing makeup and then I got in with all girly girls up there, and then I changed a lot. And then when I come back down here everyone was like “oh my God you’ve changed so much since I last saw you” and everyone couldn’t believe how much I’d changed. But I think that’s because I grew up a lot while I was there, like I had a lot of trouble with my dad when I was up there, like it was hell, I hated living at home. So ??? she changed me and like made me more turn into a girly girl but I got new mates and I chilled out a bit and stopped misbehaving as much, and then I had loads of trouble at home and so I ended up becoming a lot more independent and grown up.

Q But you say that the Head of Year, the way that she treated you also, also helped?

A Yeah, she was really nice, yeah. She always used to talk to me. And all my mates up there were like it as well. She’d just talk to me like....like *Rachel* here, she asks stuff and that’s what she was like, but she’d just always like make sure I was alright or speak to my dad just to say like that I was upset or something, or try and ask him to come into school, she’d actually try and talk to him. But like all the girls up there as well, like if I had something going on at home I’d just ring them and their dads would come and pick me up and take me, or I’d stay at theirs rather than to be at home. Then I ended up becoming a lot more independent, I used to rely on my dad and always be with my dad all the time, didn’t want to leave my dad’s side, but he was horrible to me. And then when I went up there they showed me that like....

Q Who showed you?

A My mates up there, if I had trouble with my dad they’d come and pick me up with their mums and dads and I’d stay round theirs. And I’ve never had like a family life, I just had my dad, but they had like brothers and sisters. And like my dad would never cook a meal for me, I’d have to do it myself, and I’d go round there and their mum and dad’s would like look after me and stuff. And then I’d become like that I didn’t need my dad any more so much because I saw what it was like to be away from him. And I moved back down here and I moved out straight away and....

Q So it was the influence of the teacher and.....

A The people up there.

Q Your school friends as well and their family.

A Mmm.

Q OK. What do you think your experience from now on will be in terms of your support and what is stopping you from getting what you want?

A I don’t know. I don’t think there’s anything stopping me get what I want. I just think I’ll finish this college course next year and I’ll like do my work in college and I’m just going to go out and get a job, and that’s all.

Q How about support? Do you need support from your teachers and friends or....

A No, not really.

Q So ??? doing things on your own you think?

A Yeah. I’ve always done things on my own, it don’t really bother me. Mates, obviously they help you ??? Last year I had like quite a lot of trouble with some of the girls here and it was harder because I didn’t want to come into college and ??? but obviously it’s easier to get along with people and like do like people....like my mates would all do that? and work together so we....

Q But did any of the teachers intervene or....

A No.

Q So there was? support from teachers or friends but did it work out or something eventually, this problem with the other ???

A No, it just ended up.....I finished the college course still but then I come back this year and the girls that were causing the trouble had left, so now I’m back.

Q OK, so it’s OK.

A Yes ???

Q Is there anything that would happen that could change things for you?

A Don’t think so.

Q Do you really believe that if you put your mind to it you can do what is involved to....

A Yeah, I think I’ve been through worser things that could happen to me, so no I just....no, like nothing really affects me like. All I’ve got is my nan, my dad and my family, I’ve got like brothers and sisters and stuff that have all got different dads and they live away and they’re older and they’ve got like....so the only really immediate family I’ve got is my dad and my nan. So it’s just me and my dad and nan. And I don’t really talk to my dad that much, live with my nan but I don’t really get on with her. So I just do everything on my own, I’ve always got my own jobs and built myself my CV and got myself....like if I want to go and get a job I’ve found it easy. Like yesterday, I walked into a place and asked for a job and they gave me it there and then. He said “come in on Friday and we’ll give you a rota”. So....don’t know, I’ve always....I’ve done everything myself all my whole life so I don’t really need.....

Q So as long as you put your mind to it you can get there.

Time 46:08

A Yeah.

Q OK. Can I just sort of go back to your questionnaire and just go through again. You don’t feel you can make a difference to your neighbourhood or to your country?

A No.

Q But you say “yes” to both.

A Yeah but we were saying.....we were saying as in like the fact that if you’re recycling and stuff you’re helping.....that sort of thing.

Q The world - I see, OK.

A Yeah. Not as in like I can help change the world....just like....because I put “disagree” and she was like “no, because if you recycle you’re helping the world” and then I thought “oh true”, so I put ???

Q OK. ??? this is politics. Why ??? most people on this course aren’t, so I’m just wondering why not.

A I don’t know. It’s just that I never, ever thought about it, never. I don’t know anything about politics, it doesn’t interest me, I just like doing what I do. I think that’s the same with all the girls, they’re all really girly girls and like to go out and....with not like a sort of.....I’m trying to think....a lot of people might be on a course here doing something that you need to know Politics for or something like that, but we don’t, I just come here to do makeup. It’s a girly thing to do, I dance, I do makeup, I go out.

Q So it’s not related to your course you’re saying.

A No.

Q It doesn’t ??? because I think....you don’t feel that the student reps would make any difference but yet you think that if students get together they can sort problems.

A I’m saying in the fact of my course, not over the whole college but like if there’s like something on our course that we don’t all agree with or something, or we want to change, if we all got together and talked to *Katie* together then she could just see that we’ve all got a problem and she could sort something out for our course.

Q Right, so it’s on as low a level as possible but on a bigger level, college work level is not possible you think?

A No. I think that in college there’s so many different people and they’re all different in different ways, all interested in different things, that you can’t ever just have a college system that works for everyone because there’s....I would completely disagree if someone else ??? college on their point of view is they might be into politics and stuff but I’m not interested in that. So I don’t you’d ever, how hard you try, are ever going to get a system that completely works for everyone, because everyone’s different.

Q OK, I know what you’re saying. But ??? you say “I’m not interested in talking about school problems but when school problems are being discussed I’ve something to say”.

A Yeah, because I have got a point of view, and if someone says something I don’t agree with then I’d always say what I think. But I wouldn’t go out of my way to....because I’m not really interested in going out of my way to go and talk about it, because school problems don’t bother me. But if I was in class, if someone said something about the college then I’d say my point of view as well. Whereas if someone says something I disagree with I always say what I think.

Q If it comes up?

A Yeah.

Q But otherwise you don’t bother to.....

A No. But if I disagree with something I hate....I’m really stubborn in the fact that if someone says something I disagree over, I hate to have to tell people that ??? like if someone says something and I convince them that I’m right. So if someone says something about it and I go “no, that’s not right”.

Q I’m ??? as to why you’re so certain you see, it’s not “I will probably not vote” but “I will certainly not write for a newspaper, a letter to a newspaper, I’ll certainly not be a candidate for....I’ll certainly not block traffic and go on a protest” you know, or occupy a building in ??? protest.

A No, because I’ve got no reason to protest.

Q No reason to. But if you did you might....

A No, there’s nothing....I don’t know....what’s the point? I’m not interested in anything to do with politics at all so I’d never go and protest against anything.

Q OK, but what if it affects you?

A Everything affects you doesn’t it. But there’s nothing....you cannot change, you cannot make the world what you want it to be. I can’t go and change England and go and vote for something and protest against something.

Q So you really think you’ve no power to change anything?

A No.

Q So there’s no point in any of this?

A People are protesting and protesting all the time but there’s always something else to moan about isn’t there, everyone’s always moaning about something.

Time 50:28

Q OK. You’ve probably not volunteered so.....??? When a person has ??? succeeded in a career it’s because they have worked hard and you didn’t think so.

A No. I think like nowadays, if you....it sounds like a stupid thing to say, but it’s not what you know, it’s who you know. Like a lot of people I know that have got good jobs, they’ve got it because of people in their family. Like my boyfriend for example, he’s good at what he does and he does it well because of himself as well, but his mum works for a company like supplying building stuff so she said “have you got any room for an apprenticeship, it’s my son”. And because they know her they were like “oh yeah let him on”. But then he has worked his...like doesn’t work for himself still but....

Q But the main thing was this contact, the special....

A Yeah, if it weren’t for his mum then he would never have got that job that he has now, or the money that he has. And a lot of people like that I know, they’ve got jobs through people they know. Like the place I work at now, a thing that’s really like been an issue for me like over the last few weeks, because I’ve lost loads of hours, stood down to 10 hours and I cannot afford nothing, I’m as skint as, and there’s people being employed and I’m like “why are you employing people when I’m asking for hours over and over again and you’re not giving them to me”, well it’s because they know the managers. And they’re saying “oh well” and like they make up excuses. But it’s like the manager’s best friend and the manager’s friend’s son and stuff, and they’re all getting these full time jobs and getting all these hours and I’m getting nothing, and I work harder than what they do and I’ve made an effort to go out there and get a good CV for myself and get the job myself, they’ve done nothing, they didn’t even hand in a CV, they just got a job through....

Q But you were quite confident earlier on about your future and that if you wanted to go and get it you could get a good makeup job, whatever it is, or dancing thing. But how does this personal contact thing affect you, I mean if you don’t have the contact with....you know, I don’t know, a theatre company or something?

A Because I think everyone that works hard and wants to do something can do it if they want to. I don’t think anyone could say “oh I can’t do something, I think that’s stupid”. Like if I, after I leave college, get a good portfolio together, put myself out there, try hard, put money into it and like really want to go and get a good job, then I could get a good job. But then so could someone that just knows a contact. I’m not saying that like you have to know contacts to get a job, because I could get a job as well but then so will someone that hasn’t done anything. If you know somebody that’s involved in it, you know, I don’t think everyone that’s got a good job has worked for it. Some people will, like I....if I went and got a good job in the theatre I would have worked for it, but then there could be someone working with me that’s got it because they knew somebody there.

Q Right, so in two ways, you go by either hard work or contacts.

A Yeah.

Time 53:04

Q OK. Right OK, so that’s what you mean when you say ???

A Mmm.

Q I was just thinking as well, is it fair that, you know, like movie stars, like people who have tons of money because they’re talented or beautiful - is that fair?

A I wouldn’t mind if I was them but.....

Q But at the same time you say that for society to be fair there shouldn’t be a big difference in what people earn.

A No I don’t think there should.

Q But then you see your movie star earns.....

A Yeah but I think that’s stupid. Footballers earn God knows how much, I think that’s absolutely ridiculous that they can earn that money. I do think it’s stupid.

Q But they’re talented. You see people’s income, people should be rewarded when they’re ??? talented.

A Yeah, they’re talented so they should get awarded more but I don’t think there should be that much of....

Q That much more.

A Like if I go out and I’m good at what I do and I go and get a good job, then I’d just think I deserve to get paid well for it, as to someone that just isn’t really good at it but they can just about get through it, I think I should get paid more than what they should because I can do a better job than what they could. But I don’t think that there should be the point where famous people are like millionaires and getting paid like grands and grands, like more than what I’d do in my whole lifetime probably, a week. I think that’s unfair. Because there’s a lot of people out there that can do things like....there’ll be girls out there all over the place that can sing just as well as some of the people that get paid loads of money for being famous, they just happen to be one of the lucky ones that got the chance to become.....

Q Yeah, or they’re married to a footballer or something.

A Yeah.

Q Is it Colleen?

A Colleen, yeah.

Q That’s it. Thanks so much for your time, I really appreciate it. And now I realise you’re working 30 hours ??? thank you for your time.

A That’s alright. Thank you.

Q Yeah, so is it ??? or is it lunchtime?

A No, my lesson starts now.

Q OK.

End of interview

**Interview 3:**

EUiz01 Thurrock Sports Academy Level 2 (1) - *James*

Q This is Christine Han and I’m talking to *James* and we’re at the [James’ college], today is the XXX December. And *James* you are a second year?

A A first year.

Q A first year level 2 student at a sports college, is that right?

A Yeah.

Q And you specialise in football. And you’re doing this the second time because you want to get a merit in order to progress further. OK. Can I just run through your thing very quickly so if there’s anything interesting I can ask you about the questionnaire responses. Were you born in [European country]?

A No I was born here, mum was born in [European country].

Q Your mum was born in [European country], yeah OK. So you aspire to get a degree with ??? and what will you do after that?

A I don’t know yet.

Q But you told me in terms of coaching, will you ???

A Yeah coaching, something to do with football.

Q Right, because that’s what you’re interested in. OK. What can you do at university after this?

A Well you can study any class coaching which will....like it’s quite high in the charts? Premier League football.

Q Right, so that’s ideally what your ambition is?

A Yeah.

Q OK. Oh of course you are the class representative are you?

A Well yeah.

Q And was this voluntary or were you.....

A Not really no, he sort of said “pick someone” and everyone picked me so....

Q And how do you feel about it?

A Proud.

Q Really?

A Yeah.

Q Do you feel it makes a difference to the experience here would you say?

A Not really.

Q Can you do anything as a class rep? Have you done anything for your class before?

A Not yet, no.

Q Do you think you can do something?

A Possibly.

Q Like what?

A To inspire people to hand in work on time, just things like that really.

Q Right, so you’re in charge of like collecting assignments and things?

A Mmm.

Q What about things they want to change. Is there anything your course mates are not happy about on the course?

A Getting too many assignments at the same time.

Q Right, and do you think you can help them with it? Do you have the power to go and talk to people and change things?

A No.

Q Have you tried?

A Nope.

Q Are you going to try?

A Possibly.

Q OK. Is this the first time you were in any position or have you done this before?

A It’s the first time.

Q Right. So of all the people who have a chance of getting a good job and all, do you feel that people in ethnic groups have less chance, is that right?

A Yeah.

Q Why is that?

A Because some people are racist and they sort of.....they’d rather not work with foreign people.

Q Why do you say that?

A I don’t know. Because I know a lot of people that are racist and don’t like other ethnic people, so they don’t really get on and so they’d rather not take anyone.

Q You say your mum is [Mediterranean], right, are you [Mediterranean]on both sides?

A Well my dad’s from [Country located in Southeastern Europe] and my mum’s from [Mediterranean Island].

Q OK, so do people look at you as if you are different?

A Not really, no.

Q Have you experienced racism?

A No.

Q But when you talk about you see racism, that people don’t.....can you give an example of what this is.

A It’s just different colours really. Like I’m white so people wouldn’t really see me that way. But if you’re Asian or something like that, that’s when they see you.

Q OK. Have you seen examples of people don’t want to give jobs to people who are different from them? Have you heard of anything?

A Yeah I’ve heard about it.

Q Can you give an example of what was said?

A Well two people went for the same job and one was mixed race and one was white.

Q What kind of job was this?

A It was just working on a till at one of these shops in [large London shopping centre]. And I think he got the job because he had better English than the other one.

Q Right, but is that fair or not fair?

A No not really.

Q Not fair.

A No.

Time 5:38

Q Why?

A Because you can’t just drop someone because they’ve got less English than the other.

Q Right, so you feel that the job should have gone to the other guy you think?

A Hmm, I don’t know.

Q But are you saying....you think that if you have colour you are likely to get a good job, is that right?

A Yeah.

Q But you don’t feel personally affected by this because you look white.

A Yeah.

Q So you don’t think it will affect you?

A Not really, no.

Q OK. So you’re quite positive, you think that everybody has the same chance of success in school and the teachers treat you fairly and everything.

A Mmm.

Q Ah, but then you say some pupils are punished more than the others, why is that?

A Some people are biased and have favouritism, like some more than the other one.

Q OK, so what kind of people tend to be favoured?

A Well and well-behaved student and a slightly naughtier student, and if it’s always the same student and the same things, and then like a one-off the good student does it he don’t get as bad a punishment as the naughtier one.

Q Right, so you think the naughtier one gets a reputation and he gets it worse?

A Yeah.

Q And do you see this happening a lot or just sometimes?

A Yeah it happened a lot in secondary school.

Q OK, but you weren’t that student?

A I was a few times.

Q You were, you were naughty were you?

A Yeah.

Q So what happened?

A Decided to change, decided to put my head down and get my work done, sort of make something of myself.

Q What made you decide that? Because you were naughty, right, you were saying, so why did you change, at which point did you change?

A Well I started getting into a lot of trouble and then my cousin, she sort of stayed and she’s like a sports development officer in [Large city in England] and so she’s quite high in the ??? as well, and she spoke to me about it and I sort of decided to change it.

Q OK. And what sort of trouble were you in?

A Just at school, getting work done. And even when I was out I was getting in a lot of fights and just things like this.

Q Why?

A I don’t know, just.....no reason.

Q OK. Were people around you doing the same thing, was that why, or was it just you? Were your friends in trouble as well or was it just you?

A Yeah friends were in trouble as well, but I don’t like people sort of mouthing me off, so I get really aggressive, so I sort of....that’s where it starts.

Q So your cousin spoke to you about what, doing this course like this?

A Yeah.

Q And what did you think when she spoke to you?

A She said she’d help me out and all this, and if I needed any help with anything she could get it because she knows a lot of people that does these kind of things.

Q And did she help?

A Yeah she did.

Q How?

A Well she took me up to [Town in London] and I helped her sort of organise a little festival thing for like a futsul company, and I just sort of learned a lot of things from there.

Q A what?

A Futsul.

Q What’s that?

A It’s basically....it’s like football, it’s played indoors but the ball’s a bit heavier. So the ball’s always on the ground basically. And it’s just that.

Q OK, and after that you decided to.....

A Nothing, I just carried on in college, decided to take my coaching. So I took my coaching level 1 last week, passed that, and now I’m doing level 2.

Q OK. And did school do anything for you?

A I started a refereeing course.

Q What here or in your school?

A In the secondary.

Q So the teacher did give you opportunities. But the one that changed you around it was what your cousin did?

A Yeah.

Q OK. So you are quite positive, you feel that if you.....oh OK this is interesting. There’s a big gap between what people like me expect to get out of life and what we actually get, and you agree with that, why do you say that?

A Don’t know, just people are different.

Q But what do you think you’ll get less out of life than other people?

A I don’t know.

Q Why do you think you’ll be the one who’ll get less?

A Because some people are more intelligent and clever than others, and people get better chances than other people.

Q OK, who gets better chances, what kind of people get better chances?

A Anyone really, just people decide to do their research and things like that, they come up with things so they get them chances. Like some people don’t really care so they just leave it and don’t do their research, don’t find nothing.

Q So if you do the research and then you can.....

A Maybe you find a good chance, a better chance.

Time 11:36

Q Would you be one of those people?

A Well now yes.

Q Now yes, well why now?

A Because I’ve decided to make something of myself.

Q OK. But you are saying that the old you would not have that chance?

A No.

Q Right OK. Did unpaid work. Are you working to pay your way through this?

A Well....yeah I’m trying to save up for this coaching which is going to cost.

Q Right, is the coaching a course here or is it outside?

A It’s....well they do the level 1, the college bring them in to do our level 1. But then if you want to learn level 2, if you want to progress you have to pay.

Q How much is it?

A It’s £400.

Q That’s quite a lot isn’t it?

A Yeah.

Q And how are you saving for it?

A Well I’m working, I do like a part-time one day job.

Q Doing what?

A Just work in a catering place.

Q And one day a week you said?

A Yeah.

Q Is it affecting your course here, your result?

A Not really, no.

Q ??? these things. OK, so you are quite positive that “if I learn and do something then I can make a difference to my career” is that right? You feel positive?

A Yeah.

Q Why do you feel so positive?

A Because that’s how it is. If you put your mind to something you can get it done.

Q OK. Who gave you this idea of this, was it something somebody told you?

A Not really.

Q Are you interested in politics?

A Not really.

Q You said you want to understand political issues. But you’re not interested in politics?

A No.

Q Why is that?

A Don’t really know, don’t really interest me.

Q Doesn’t interest you. But you will certainly not vote to anything, why is that. You are quite definite about people not voting.

A Well I can’t really vote now, but it might change in the future, I don’t know.

Q But if you can vote.....oh so you said you’re not political because you can’t. But if you can, would you do it?

A Possibly.

Q What would change your mind and make you do it?

A If the world was changing a big huge amount then....

Q So if you feel.....

A If there’s a better offer of....like if someone can change it and make it better then I’ll go with that.

Q So it depends who you are voting for. If it’s a good person you think you’ll vote?

A Yeah.

Q OK. And you ??? voluntary work.

A Yeah.

Time 14:40

Q Why is that?

A Don’t know.

Q Have you done it before, you haven’t right?

A Well with my cousin I have.

Q OK.

A Like coaching.

Q What, schools?

A Well she has a little....I don’t know, she coaches for a school ???

Q OK, so you’ve tried coaching.

A Yeah.

Q And how did you find it?

A It was good, enjoyable.

Q So would you be doing that if you were doing voluntary work, that kind of thing?

A Yeah, coaching.

Q Because you like football for enjoyment.

A Yeah.

Q OK. So have you also collected ??? and that kind of thing?

A I would if I had to.

Q If you had to?

A If I had to.

Q You wouldn’t have to?

A What?

Q Collect money.

A If it was?

Q Voluntary, yeah.

A Yeah.

Q Would you do it?

A Not really.

Q Not really. Why?

A Just not that kind of person.

Q OK. Right so you think that a person is successful because he’s worked hard and because he’s talented.

A Yeah.

Q OK. Do you think that if a person’s really good he should have lots of money, right?

A Yeah.

Q But then you’re also saying that you don’t want big gaps in income. So David Beckham, I don’t know, had thousands.....

A Yeah, it’s not fair.

Q But you’re saying that it’s OK - oh I see. So it’s not fair that David Beckham earns as much as he does?

A No it’s not.

Q But then you said that it’s OK because he’s very clever and he’s very talented.

A True.

Q What do you think? If you were David Beckham should you be paid £100,000 a week?

A No.

Q Why?

A Because it’s too much for just running about on a football pitch for 90 minutes.

Q OK, so basically you think you should be rewarded but not ridiculous amounts.

A Yeah.

Q OK, I’ll have a quick look through this one. OK, let me get round to this.....OK. You talked a bit about your school experience. Was it a good or bad experience being at school?

A Hmm, I would say it was good.

Q Why was it good?

A Because they gave you the opportunities that you really wanted. I don’t know, the courses that you would want to do they only started doing when you come to our year, so I’ve got a chance from there. They showed me a good way.

Q Even though you were in trouble a lot?

A Yeah. In the end, towards the last sort of year sort of.....

Q You worked hard ???

A Yeah.

Q OK. So it seems to me that you do value education.

A Yeah.

Q Were there things that were unfair that you experienced in school?

A Not really, no.

Q You were happy all the way through?

A Yeah.

Q Did your school practice setting, like the good ones were placed in one group and....

A Not really, no. They tried mixing as much as they could.

Q Right, and was that a good or bad thing?

A That’s a good thing.

Q Why?

A Because then other people....people with less ability can learn off people who are cleverer, so if they needed help they can help them out. And I think it’s better learning off someone you know, like a friend, than a teacher, if you know what I mean, they understand more.

Q And did that affect you in any way, that kind of system?

A Not really, no.

Q Do you have to pay for this course?

Time 19:17

A Yeah.

Q Are you getting any support from anybody?

A EMA.

Q EMA support. So you’re from a lower income and getting support.

A Mmm.

Q Right. How do you feel about having to pay for this course, so you’ve paid £100? for the coaching.

A It’s quite fair.

Q Why is it fair?

A Because in the amount you pay it covers your level 1, your trips, to use the facilities in the college, for other educational books, it covers it all.

Q So it’s quite fair is it?

A Yeah.

Q Is it hard on you?

A Not really, no.

Q OK. Compared to your previous school, are there any differences in the way you’re being treated here?

A Get treated like adults here.

Q Really? Is that a good or bad thing?

A Good.

Q Why?

A Because I don’t like people thinking I’m still a little kid when I’m not, I’m a grown up teenager, I can understand things.

Q So how old are you now?

A I’m 17 now.

Q So you prefer being here than say in school?

A Yeah.

Q OK. So you do see yourself as moving up through level 3 and university?

A Yeah.

Q And imagine when you do a coaching course at university.

A Yeah.

Q Do you think you’ll get there?

A Hopefully.

Q Likely maybe?

A Likely.

Q Which university do you think you’ll apply for?

A I’m not really sure at the moment but I’m looking.

Q And who will give advice on where ???

A My cousin.

Q Your cousin is doing it, OK. And is your family very supportive of you being here?

A Yeah, they want me to do well.

Q So they’re pleased that you’re here?

A Yeah.

Q OK. And obviously your cousin’s very supportive.

A Yeah.

Q Tell me about your friends in college, what brings you together?

A I don’t know, just being alike really.

Q Alike in what way?

A I don’t know, just sort of we’re all into college, we’re all into football, so sort of get to it through there really.

Q Do you have friends who are boys, girls, different colours?

A Yeah.

Q Or is it mainly.....

A It’s a sort of mixture.

Q A mixture, are they girls?

A Girls, boys, mixed race, everything. It’s a mixture.

Q Right. And you play football with them for fun outside or is it just ???

A Just the college really.

Q Do you go out with them after school?

A Er....yeah, now and again.

Q To do what?

A Just go out for a meal, go to [Large shopping centre in London] or something. So it’s OK.

Q How do you spend your free time usually?

A I either get a bit of coursework done or out.

Q Out doing?

A Out with friends, because friends that you ain’t seen for a while from school.

Q And what do you do with them?

A Nothing, just sit around the house, talk. Or we go out.

Q What do you talk about?

A Anything. How everyone’s been, we can plan to go out another time, do something better, get everyone around that we ain’t seen for a long time and get them with us, things like that really.

Q And what are your friends doing, are they doing a similar course to you, are they working?

A Well a few of them are working and going to college part-time so.....

Q So mainly in education.

A Yeah.

Time 23:30

Q When you think about getting a job as a coach, what do you think are your chances?

A Higher.

Q Higher now that you’re doing this?

A Yeah, now that I’ve got my level 1 it’s much higher.

Q But then you feel that you need to get a Merit so you will be repeating your level 2?

A Yeah.

Q But a whole year.

A Right.

Q Do you mind that?

A Pardon?

Q Another year of doing the same level?

A Well I really don’t mind.

Q You don’t mind?

A No, as long as I’m getting somewhere.

Q You’re happy with that.

A Yeah.

Q So you are still getting EMA for this year?

A Yeah.

Q OK. How are your grades? Are you quite confident you’re going to level 3?

A Yeah.

Q Are your grades better this than last year?

A Much better.

Q Really? Why is that?

A Because I didn’t really care last year, didn’t care what I got in my GCSEs just.....coursework was late every time. And now everything is getting done to a higher standard, trying to get it done to a Merit instead of a Pass, just adding them extra little bits in so....

Q So you are quite confident that if you do all those things you’ll get there.

A Yeah.

Q OK. You know at the moment the economy isn’t that great out there and all that.

A Yeah.

Q Does it affect you?

A Not really, no.

Q OK, because you are ???

A Yeah.

Q OK. You talk about education in terms of training to do a job, right? Does it help you in any other way?

A Communication and things like that, teamwork.

Q Teamwork, so that’s a good thing is it?

A Yeah a very good thing.

Q OK. Do you think the education has influenced your ideas or your values? Where do your ideas and values come from?

A Family.

Q OK, so what kind of ideas come from your family?

A Well they just sort of put pictures in my head of what I could be and if I put my mind to it I could actually do that, and something that I enjoy.

Q But it wasn’t school that put the idea in your head?

A No not really.

Q Why not?

A School didn’t really tell me anything really, it just said “get your BTEC and you’ll have to do your level 3 in college” that’s all they said.

Q So they didn’t put the idea of what you can achieve if you....

A No not really.

Q How about your values, where do your values come from?

A Don’t know.

Q Are you a good person?

A Yeah.

Q Who taught you to be a good person?

A Family, parents, brought me up to be who I am now, respect my elders.

Q Is that a ??? thing with the elders?

A Well yeah but then a lot of people are like that so....

Q So you feel that it was more your family than the school that taught you those things?

A Yeah.

Q But do you think education has changed your life?

A Yeah.

Q In what way?

A In the way of it’s made me decide what I want to do in future.

Q OK. Are you aware that there will be elections in a year or two?

A No.

Q Can you vote in another year or two. You still can’t vote but you’ve got to be 18 to vote, right?

A Yeah, I’ll be 18 next year.

Q So maybe you can vote in the next election?

A Maybe.

Q Oh and you said you might do it, right, if ??? change. OK. So we have the Labour Party now with Gordon Brown and we have the ??? with David Cameron, and you said you would vote if you thought somebody could change things. So with those two, do you think either of them can change things for you?

A I don’t know because I don’t really know anything about them.

Q Right. Will you go and find out or....

A Not really.

Q Not really. OK. Do you discuss politics with your friends?

Time 28:00

A Never.

Q Not at all. Why is that?

A Just ain’t a conversation our ??? will have.

Q Have you had any experience in your education that was controversial?

A What do you mean?

Q Controversial means people disagreed about what was happening ???

A Not really.

Q So, I mean apart from the discipline problem you had, was it quite smooth sailing was it, there were no serious problems then?

A Yeah, it was alright.

Q At the college have you ever been in a difficult situation here?

A Not really, no.

Q It has been smooth as well?

A Yeah.

Q OK. I mean you’re talking of being class rep and not sure if you could influence or change anything, what about the area you live in and so on, your neighbourhood, can you change things there?

A I very much doubt it.

Q Why is that?

A Because I’m only a student rep in college so I ain’t really going to change the environment around me.

Q But you’re quite happy to volunteer to teach football, right, to those kiddies. I mean how old are they?

A Well up to the age of 6, probably older, 12. 12 is the highest I think.

Q Can you change them though, I mean if ??? by teaching them football?

A Yeah, if they really wanted to do football I’d give up my time to teach them, train them.

Q Would you change them by teaching them football do you think?

A Possibly.

Q Would it make a difference in how.....

A Possibly. Well they learn new things off people they know, so they can make something of themselves when they’re older as well, influence them.

Q OK, so maybe the children you can influence.

A Yeah.

Q So the whole.....would you describe the education that you have experienced.....

*Another person enters room*

*“So Nicola is joining us and we are coming towards the end of our interview”*

Q Would you describe the education that you have experienced as being fair or unfair?

A Fair.

Q Why is that?

A Because everyone’s got the same opportunity so....

Q But do you really.....because you said earlier on that some people have more opportunities than others?

A In some cases. Only if they research and do their own little thing. So in school everyone gets the same opportunity but then if someone steps forward and sort of looks for something for themselves then they’ve got a better opportunity than the rest, because the rest haven’t.

Q Right OK. And do you think the education in other countries are the same, like equally fair?

A I wouldn’t know that.

Q You wouldn’t know. How about if you grew up in Turkey or Cyprus?

A I don’t know.

Time 32:00

Q We’ve been talking about some of the things in the initial questionnaire, it’s our last page now. So if you could just summarise for us, OK, how would you describe your educational experience, your overall experience?

A It’s been really good. I’ve got my good chances out of it. I’ve decided to put my life on track and I’ve decided what I want to do in the future. So I’ve took my chances, took my coaching and I’m making something from there. Put my head down, doing my work. Everything’s all good now.

Q OK. And are you happy to be where you are now?

A Yeah very happy, very proud.

Q OK. And you’re quite confident you said earlier on that you will get to achieve your dream.

A Yeah.

*Nicola interrupts*

B You’ve probably maybe already said, sorry I’m just curious, what is your dream?

A To either play football or be a high level football coach.

Q Do you think you’ll get the support you need or do you think there will be things in your way to get there?

A No I think I’ll get the support I need.

Q From who?

A From people around me, family, people in college, teachers.

Q Who in college have been very supportive to you?

A Well *Tim*, ??? has been supportive.

Q In what way is he ???

A Just if we really needed anything, like if I need anything for coursework or assignments I’d go to him and he’d sort me out, just things like that really.

Q OK. And is there anything that will stop you?

A No not really.

Q Nothing you can think of. Thank you so much for your time, I’m very grateful. Which team do you want to play for?

A Arsenal.

Q That’s a very good side, Arsenal. Thanks a lot. Goodbye.

Q So this is B? No.1.

End of interview

**Interview 4:**

EUiiib6 BH 14 June 2010

ANO We are talking to *Sarah* and she is EUiiib6.

Q Can we begin by asking you about your previous school experience all the way from primary school up. How has it been?

A Primary school was really good, especially in Year 6 ??? teacher, and like she inspired me to be proactive and actually bother with my work. Secondary was a bit more chaotic because like for the first year I had to go back to my own country, [European Country], and the education system’s quite different to public schools here in England, it’s much more complex and I found that in Year 7 in my own country I was learning things that were like a lot more complex. It was more or less like the level that I was learning in Year 10 or something, like Mathematics for example. So I didn’t do well back home. But I came back in Year 8 and....well I didn’t have any trouble adjusting, but like I took on board the whole work ethic and from there I just worked hard and made sure that I continued to do well. And the teachers were very supportive but there were times that it was hard.

Q And you were born in England or born in [European Country]?

A I was born here.

Q You were born here, so English is your mother tongue as well?

A Well it’s the language I’m best at out of the two, but yeah [European language] would be my mother tongue.

Q OK. And you’ve mentioned about your primary school teacher being inspiring. In what way was she inspiring? Explain a bit about this.

A Well for example, she pushed us hard and she didn’t just limit what we learnt to basically what was on the syllabus. She’d help us, she’s apply her own knowledge and experience of life and stuff, and she’d be like “oh this will be useful for you to know” and she’d actually teach us....because there was like words like surreptitious that no-one like a 10 year old knows or whatever, but she went out on a limb let’s just say and she actually pushed us to that kind of high standard.

Q And was she in a particular topic or was it....

A Well in primary school, like in public schools anyway, we normally just get one teacher that teaches us everything. But I can remember particularly in like writing, creative writing and all kinds of English and literature and everything, she really did push us quite a bit. And to tell you the truth, it kind of felt like she was a secondary teacher instead of a primary teacher because she really did like push us that hard. And after that initial kind of push in the right direction, like I carried that on in secondary school and I got like an A\* and an A, so she did a good job let’s just say.

Q And explain again what happened in the secondary school, you had to go back to [European Country] for a year, is that right?

A Yeah because my grandparents weren’t well, so I just had to go there and kind of just like try to integrate to the education system, but it was a lot more complex so I had a bit of difficulty there.

Q By complex what do you mean?

A It’s kind of because I think children back there they start education earlier and their actual education ??? Not more advanced but it’s more challenging and there’s a lot more practical work involved as well. It’s a lot more difficult really....and yeah.

Q OK, so you say you were happy to come back?

A Yeah I was happy to come back but I do think that if England kind of like adopted an education system similar to what other European countries have that it would be better off, and it would be a lot easier to kind of like cope with the transition from secondary to college and from college to university, it would be a lot easier if it was more like that.

Q And what’s the difference between the secondary school and college?

A Well secondary it’s like....normally we get a lot more support from our teachers, and like we’re not really encouraged to be proactive so much. It’s kind of like there’s a lot of teachers that I’ve had in my own past experience that they used to spoon feed a lot, which isn’t great, and in other classes there’s teachers that focus just mainly on the star pupils, which I personally think is really unfair.

Q So you had an experience where someone, one of the teachers, just focused on the stars?

A Yeah.

Q Can you say a bit more about that class? This was in secondary school?

Time 4:57

A Yeah this was in my secondary school. Well it didn’t so much happen to me in English Literature because I was OK with it, I could hold my own, but I’ve got friends of mine that were in other classes and like they weren’t as strong, but the thing is they were put into groups. Like because we didn’t have any kind of higher group, middle group, lower group for English in that year for some reason and basically what the teacher thought would be a good idea is if a couple of high achieving students were put with lower achieving students. But what would happen is that the higher students would do a lot of work so that they could get high marks and just kind of left the lower graders to the side.

Q So this method of mixing them up didn’t work?

A It really didn’t. I think if people were put into same ability type groups and were helped the same amount, or maybe even a tiny bit more than the stronger students, then I think that would be slightly more fair. Because if someone’s struggling, then with a bit more help who knows, they could achieve highly. Because in my group there was a boy and he was at an F level but he managed to get an A for some of his coursework with just a little bit of help. So it goes to show that there is a lot that can be done.

Q So in the primary school or in other parts did you have setting anywhere else, like in ability settings, like Maths and other subjects?

A Well it was just mainly in secondary school. In primary school there wasn’t any like divisions and stuff because everyone was basically around the same kind of ability. Or if there were lower abilities, they wouldn’t be put to the side but....yeah, it’s basically the same thing. But in secondary school they started introducing the whole like lower tier and the middle tier and the higher tiers, but I think in terms of splitting people up into groups in terms of their ability, I think that would be a tiny bit more efficient. Because normally if people are like achieving less then it would probably.....

*Interruption for water break*

Time 7:40

Q So you were talking about the setting.

A Yes, splitting people up into groups according to ability. I think that would be a bit more efficient, because normally if people are like at the same kind of level, like for example at a D grade in English or something, like possibly they could be experiencing the same kind of difficulty and might be going wrong in the same areas, like the structuring or like their punctuality or something like that, so it would be a good idea to kind of like put them into those kind of groups, or possibly just split them up into like where they go wrong or where they go right with something. And you know it’s kind of specialising the group to fit their needs.

ANO The kind of experience of setting and so on was in the past, I mean how do you feel about the set up now?

A The set up now. It’s kind of going back to the whole primary school kind of thing where everyone’s just in one group and like the higher ability is still given the same kind of support as the lower students. But it’s more.....in college normally the students who underachieve are the ones that don’t put enough effort in. But I think to a certain degree that could be because they are not so confident in their skills and probably need a bit more support than the stronger students. It’s logical if I think about it in that way. So I don’t know.

ANO But is there the same focus on the stars now?

A Erm....there’s a little bit of it still, you always kind of see it. Because...I don’t know, sometimes you just get the feeling that sometimes teachers don’t really care too much about the students, they just want to get their grades up. That’s the impression I get from teachers, not all, but you just get the feeling sometimes as a student.

Q So grades are very important here?

A In any college really, I think it’s not just exclusive to [Sarah’s College]. Because even friends from different colleges, they like talk about the same kind of things. I think it’s kind of....even in secondary school and everything, it’s like teachers always want to push the strong students because they can see their potential and they want them to achieve it. But they kind of....they’re not as enthusiastic with the lower grade students - but they do obviously still try but I think there could be a lot more done in respect of that.

Q And how important do you think education is?

A Well I think it’s extremely important because there’s a lot of people that can’t really get by in life as well as others can because of the educational thing. Like my parents for example, or the older generation, and in the exact place that they were born in it was really poor, like around 50 years ago, so unfortunately they weren’t given the same kind of privileges and other people nowadays that normally go to college and maybe even university. And my parents, they only went to primary school and didn’t even go to secondary. And I can see that in my day to day life because my dad, he has to work a lot of hours, and it’s kind of unfair on him as well. And yeah.

Time 11:00

Q Is that why you say that the poor have fewer chances to do well in education?

A Yeah, I really do think so. Well it’s common sense really, because if like you can’t get an education you can’t really do well. You can, there are people who do make it but it’s rare.

Q Were they born in [European Country] or were they born here?

A Yeah they were born in [European Country] and they lived most of their lives there. They came here like 18 years ago.

Q And what expectations do you have in life with your education?

A If all goes well I expect to have at least a decent quality of life.

ANO Well you’re aspiring to a Masters in Theology, so you know, from your parents who barely had primary school....you a Masters.

A Yeah, that really did like kind of motivate me.

ANO What put the idea into your head that you wanted to go beyond a general degree to a Masters?

A Because I just really want to kind of move out of that difficult kind of life full of stress that my parents have to deal with a lot. Because it’s not really fair on them. And I think in the future I’d like to kind of repay the debt and kind of make it up to them, and just not have the same happen to me really, because I do get motivated and kind of like talked at a lot, like you know “do well in school and do well and go on to university and get yourself a good job so that you have a better life”.

ANO So your parents are telling you this?

A Yeah, my siblings as well.

ANO Your siblings, and have they gone to university as well?

A One of my siblings has, the others sadly they haven’t really progressed from secondary school. Some have gone to college but....I’ve got....I think it’s two of my siblings that stopped after secondary school.

ANO So which is the one telling you to go to university?

A The one that went to university.

Q How many brothers and sisters do you have?

A I have two half-brothers and two-half sisters.

ANO But you are saying that ethnic people, ethnic groups and women, have less chances of doing well in school. Why is that?

A It depends on culture really and like social expectations of them really. Because, I don’t know, with me I don’t really have this issue but normally if you get people that come from bad backgrounds, or if they’re like not as rich as others, or if their English isn’t up to scratch or something like that, then there’s this sense that they’re kind of like left to one side and the other ones that are more able are kind of spurred to achieve their full potential, whereas they are just forgotten. I think that’s an issue.

ANO Is it because of their background or because things are unfair to them, which is it?

A It depends really, because if they’re searching for employment you don’t know if the employer has their own agenda or if they....why they reject certain people for jobs or whatever.

ANO Do you think employers and people in education have this prejudice against certain groups?

A Definitely, I think so. I think maybe they don’t admit it but in certain cases maybe they do, not in all cases.

ANO What do you suspect?

A I don’t know, with stereotypes and kind of like....like in [Town North of England] or somewhere like that, one of my friends says that they....like one of their cousins, they were applying to the same job as like normal....well not normal but....oh yeah they are normal but....like English people let’s just say that were from [Town North of England] and stuff like that. They automatically assume that because his cousin is Asian that he is not going to be able to travel, or he is going to have to stay at home, he can’t stay so many hours. So they automatically assume that “oh well we’d have a better chance and we’d have a more efficient worker if we chose this guy instead of this one” and I think it’s purely just because of the culture. Because in terms of qualifications he did very well and he probably had the same, if not better, qualifications than some other people that he was competing against for the job.

Time 15:17

ANO Will this apply to you do you think?

A I’m not too sure really. I can’t really assume, but hopefully not.

Q So you identify as being....I don’t know, because you were born in Britain but do you identify as being English or do you still feel [European Nationality]?

A It’s really difficult when you ask me that question because I don’t really particularly feel either way. Because I know like I’m more comfortable with life in England because it’s what I’m used to but I don’t exactly feel in touch with my [European Nationality] side. So it’s hard for me to kind of think of one place as my own really. Because while I am in England and feel more comfortable in England I’m not English, so that’s always an issue.

Q But you think how other people treat you is different or....

A I think a lot of people just think I’m English as first sight so....

Q Thank you, it’s just interesting. And do you have to pay at all for the college here?

A No, this college is free. You only have to pay like £20 at the beginning of the year but that’s returned to you, it’s just the deposit.

Q And do you get any of these funds?

ANO Do you get EMA?

A Yeah we get EMA and we currently get ??? fund.

ANO How much do you get?

A Oh I get £30.

ANO That’s the maximum isn’t it?

A Yeah that’s the maximum, and yeah it does come in handy, a lot. Like for example I’ve got this Biology trip and initially it was £2,000 per person, now it’s got reduced to £550 but I’d already saved up more than that to pay for the trip.

ANO How did you save it?

A Well it’s kind of embarrassing to say, but I kind of saved up every single penny of my EMA and went to select a period without eating ???

ANO To go on this Biology trip?

A Yeah.

ANO Right.

A Not very clever but I did it.

ANO But that’s a great sacrifice in order to go on the Biology trip.

A Mmm. I think I got by with just spending £1 a day for a period of time, yeah.

ANO But that demonstrates immense amount of commitment to your academic career.

A Yeah especially....like things like that would really kind of boost my chances of getting into a good uni, because if they see that you’re committed and stuff then hopefully it should help me get into a good one.

ANO But at the same time, if you don’t eat then I guess you’re not going to get ???

A Yeah, you might not get the grades.

ANO And do you think that the money you get is sufficient, or do you think that you should get more money from the government to support studies?

A I think it depends on the situation and the individual really. Because whereas you do get people who really do need the money and possibly even more, there are others that take the money that they’re given for granted. And you see that everywhere really. The college actually does something else called the LSF, the Learning Support Fund. If like the money doesn’t get moved this year we might not have it next year, but basically what it is we fill out a form and I think the maximum they can give out is like £100, or maybe just £50 or something, and it kind of covers the cost for any trips that we’ve had to spend on. Like there’s certain cases, I’ve got a friend that lives in a hostel, and obviously a students that’s just 16 years old and especially with the recession it’s really hard to find a job, and even if she did find a job it would be hard to balance college with actually maintaining the job. So that just basically offers further support and it covers like eating costs in [Sarah’s College], like they give you tickets that are worth £3 just to eat lunch or something like that, which is really good. And it covers travel costs as well.

Q You talk about students who take things for granted. What is it that makes you different from those students?

A Because I think I kind of....I’m really proactive when it comes to that. I’m thinking “well I get this money, what could I do with it” instead of going here and spending it aimlessly there, “what could I do instead with that money”. So I’ve kind of planned my gap year ahead and thought of the activities that I’d like to take part in, and I’ve already saved like quite a lot for one of them. One of them is £1,500 and I think I’ve already saved up enough money for that and the flight, and if I wanted to go on another activity I’d just have to like work or something. But that’s obviously just one thing out of my mind.

Time 20:21

Q But what makes you like that?

A I think it’s kind of like wanting to get into a good university and having a good future, that’s kind of my motivation. Obviously people think of it as a sacrifice, they go “oh I’m not going to be able to buy this, I’m not going to be able to go out there”. I don’t find it stupid really because obviously people still need fun whilst studying, but I think if you put the money and not take things for granted then you only reap the benefits later and you won’t regret it.

Q Where does that idea come from?

A Possibly because of like how many parents had it when they were my age and stuff, because obviously they wouldn’t have the money to take for granted anyway, and yeah. Because I hear a lot of bad stories about “back home”, they said “oh we didn’t have enough money to do this so we had to do that” and it sounded really rough, and just out of respect for my parents as well I’d rather not like go there, I’d rather just respect the money that I have.

Q And what do you plan to do on your gap year?

A I was planning to go to...well there’s two activities that I’m kind of like stuck in between, if I earn enough money to go on both then “wow” I’d love to. One of the activities is kind of like community work in [North Africa], there’s a lot of activities that you can choose from in there but the one that I think I would personally like to do is working with underprivileged women and helping them with their education. Because especially in Africa there’s like a lot of women and....well there’s women and men obviously....and the quality and the level to which they’re educated is really disproportionate. Like women for example only....how many of them....I think 60% of people that actually have a decent education are men and the rest are like....40%, not even 40% of women actually have an education to make a future for themselves. So for that reason I’d actually like to kind of equal out the gap and kind of help them.

Q Do you think you’d make a difference?

A Even if it’s just a small difference it’s still a difference, even if it’s just one woman that gets an education it’s still a difference. I think if everyone thinks negatively, like “oh if I help this person what change is it going to make, it’s not going to make any difference” or whatever, well if you don’t do anything then nothing changes. If everyone did like a little bit then there’d be a lot of difference.

ANO Because she’s actually....??? all our respondents, you agree with things like protesting and writing letters and ??? and so on.

A Yes, if there’s something to complain about then I think people should complain.

Q Have you been involved in a protest activity?

A I’m planning on protesting against the EDL.

ANO What’s EDL?

A That’s the English Defence League in [East London]. I think there was one yesterday that I couldn’t attend because I had to look after my nephews.

ANO But these people that you know, are they friends or people from college or people from outside that....

A English Defence League? No it’s.....

ANO I mean the people you’re protesting with?

A Oh the people who are protesting. Yeah there’s people....I attend a group every Thursday at 4.30 to 5.30. It’s basically the [Western Asian Project] and we talk about the issue in [Country in West Asia] and everything. It’s not just....

ANO Is it a group in college or outside?

A It’s in college, and it’s one of our teachers that is kind of like the leader there. And we just discuss like issues that are going on in life. And it’s not just the [Country in West Asia] conflict that we focus on, it’s also kind of like things for racism in our community that we should stand up against and....yeah. I think our teacher suggested that we make banners and everything and protest against that as well. And I think on the 28th or the 23rd they’re actually going to march for it.

Q And you mentioned you were going to organise a protest, is that.....

Time 24:57

A Yeah, not just me but.....

Q OK, with a group?

A Yeah, the whole college is getting involved with that. I’m not sure who will actually attend and who won’t but the whole idea is that there will be some teachers and students that will march with these banners basically against EDL.

Q And the initiative comes from yourself or is it the teachers who are....

A Well obviously there’s a lot of people that would want to go out of their way and do it, but I think if it was just one person themselves, like by themselves protesting against it they’d feel kind of powerless and maybe they’d feel less motivated. But the saying is that there’s strength in numbers, so I think that works as an incentive for many people.

ANO But on a related theme, because we sometimes get people who are very cynical about the student bodies and things like that, but you are quite positive about what student reps can do and ??? and so on, you are quite happy to be put up to represent ???

A Yeah.

ANO Do you think you’ll make a difference as a student? Have you seen what the student council here does that makes a difference to the student body?

A Yeah I’m part of the student council so I’m.....

ANO Oh you are? OK, what have you done do you think that has made a difference to....

A Well there’s a lot of issues around this college and basically what we do is, we just kind of like go around asking our peers and our friends like “what problems have you encountered”, like for example even if it’s something just trivial like “oh the canteen’s too cold” or “this member of staff’s very rude” or something like that. You never know, there might be a person who is like suffering with family problems or whatever, it all adds up. And like in the beginning of the year I had a lot of English lessons that were cancelled and I was starting to feel that I was falling behind, and that was an issue that we raised. So as of next year it’s going to be standard procedure to have cover teachers for those lessons. Because whereas they were just cancelled and we were told to do work unsupervised, we could actually do the work in a lesson with another teacher. Whether that will work or not, from my past experience of cover teachers, I don’t know but hopefully it will.

ANO But you felt that you were able to have some effect?

A Yeah, because obviously everyone has a voice. If we voice our opinions to teachers and to people who can actually make those differences, then power to us. Because we actually talked to the Vice Principal and sometimes the Principal himself, and yeah we are just treated like adults. You don’t get the feeling that we’re kind of like inferior to teachers when we’re in those meetings, they kind of treat us as if we are the same.

Q What motivated you to be a representative? Or what was the process of being elected, how did this happen?

A Well partly because I felt that everyone else who was kind of....like wanted to be class representative wouldn’t do a good job and didn’t take the whole thing seriously. And I’m the kind of person that if something’s not being done right then I want to take part in making it right. It’s just the way I am I guess.

Q No it’s OK, I was just curious. And was there an election and the class voted for you?

A Yeah. I was like “oh”.

Q OK, and how did it feel? Do you enjoy.....

A Yeah it was a real like confidence booster as well. Because obviously some people find it harder to stand up in front of a class and like express their views but....yeah I did well, I got elected.

Q And what about the union here, how does that inter-relate with the council, or do you do anything with the students union?

A Yeah we do occasionally come with them. Obviously the council and the union’s a bit different because the union has a lot more power. I was told in the beginning of the year that the union actually has more power to make changes in the college than some of the teachers, like some of the staff. And when you consider how seriously they take the whole concept of a student union, it’s not worrying obviously....because before we never used to have ATM machines in the college but it was purely the student union and the student’s voices that made it available to the students. So even if it’s a tiny change like that, well it improves the whole kind of college community. I don’t know, it’s good for the students and the teachers to have that kind of relationship, where if there’s a problem with the college or anything that it can be resolved. So there’s like mutual trust there and improvement, gradual improvement.

Q And how about in the courses etc, are you able to change the way the courses are run, or to orientate it more towards your needs etc. With the learning, do you have the possibility to make choices?

Time 30:09

A It would be wonderful if you could, but I’m not too sure with that because it’s more what the exam board available is. Often students can’t exactly choose what exam boards they do, so what we learn can’t exactly be tailored to what we want to learn about. But it’s quite widespread, so there’s always something that will interest us and like broaden our horizons so to speak.

Q But what about the methods for example. Can you say “we prefer to have discussions, we prefer to have lectures” or these.....

A I think that’s definitely an area that can be improved on, because like a major issue that I find in my lessons is that sometimes certain teachers have like this kind of teaching style that doesn’t necessarily suit every single student. I think the learning kind of structure should be kind of more specialised at every single student’s need. Like for example, there’s lots of different types of learners. There’s kinetic learners, there’s like people who they read stuff and it just stays in their mind, people who have to talk something out and have a debate with someone and then it sticks in their head. I think that’s something that teachers should really kind of work on.

ANO Can I ask you, you said I think ??? that you didn’t feel you were treated fairly.

A OK, yeah.

ANO Do you remember?

A I think so.

ANO Why did you say that?

A Because basically every student is an individual, obviously, and teachers do sometimes make assumptions about an individual without knowing their situation or anything. And there are some teachers that, because of just how they are, they act in a specific way that’s sometimes uncalled for. There’s a lot of teachers around here that are rude - not to name any - but there’s always that kind of thing.

ANO Can you give an example where you felt you were treated unfairly, either here or earlier on, that affected you?

A Well for example, if you’re in like a lesson and you’re having trouble, it depends on the teacher but sometimes teachers will be really helpful and sometimes they’re too tired and they won’t want to. Or like they say they’ll help you then they go off and run into the sunset and never come back, that kind of thing. And other times, if you voice your opinion to the teacher it becomes kind of like a power struggle, like “who’s the teacher here” and obviously they are but like teachers by right have to listen to their students as well and kind of like negotiate with them. Because at the end of the day the teachers have their qualifications, the students haven’t, and I personally think if a teacher can’t make the students pass the subject then they’re not doing their job properly.

ANO But in what way is it unfair? I mean if the teacher didn’t help you that would be out of laziness or something else, but you see that as being unfair. Why is it unfair?

A Well there’s a lot of factors in play. Probably like someone’s background and like the fact that teachers aren’t really supportive of that, or not very understanding and considerate.

ANO So you’re saying that they might help somebody else but not you?

A Yeah that kind of thing. There’s also preferences. Obviously if someone is a star student they will want to help that person because they’re like....

ANO ???

A Yeah. Or if they personally get on better with that student than someone else, obviously there’s some students that can get rude sometimes as well, and for that reason they feel that “oh they don’t really deserve it as much as this person does”. There’s just that kind of unfair treatment of some students compared to others.

Q OK. After....because you’ve talked about going to university, what kind of job are you thinking about having afterwards? What kind of career outlook?

A That’s part of the reason why I wanted to opt for [University course] because it’s really widespread and it gives you a lot of choice. Because I’m not 100% sure where I want to take my life, because there’s many people that they think they want to do something then they finish their degree and realise “I don’t want to do this”, that was my brother. I think I’d want to go more into social work or youth group, or like kind of community work, just to help out there. Because I think community and stuff like that is the best kind of field to go into and it’s the most crucial. Because obviously if you don’t have a decent community environment then everything goes to pot.

Time 35:10

Q And do you think you can make changes in your community around here?

A Yeah definitely, anyone can make a change, even if it’s like just a small seemingly insignificant one really. Everything just changes.

ANO Do you think that you’ll achieve your dream?

A With enough hard work put into it then I don’t see why not.

ANO But you also said that there’s a gap between what you expect and what you will get out of life, why is that, what is this gap?

A Because you can never really anticipate what’s going to happen to you in life as well. Obviously like you can plan things in a certain way but you don’t know what life’s going to throw your way, or who might get in the way of what you planned or....there’s always something.

ANO What kind of things do you think will stop you getting what you want?

A Well, not to talk badly of my parents, but sometimes they don’t really understand kind of what education is like for me, because obviously they only went to primary, so they don’t know what secondary is like or college or university. And plus their time was 50 years ago, like we’re in 2010 now. So I think one way of helping students is to actually kind of like get the parents more involved, because a lot of the time students who get more motivation at home do better, while others don’t because they’re not motivated. I think that’s a factor that definitely plays and really significant role in that.

Q Can you explain how your parents aren’t....not helping? What do they do or say that isn’t helpful?

A Well the house can be quite destructing for me, like with a lot of noise. And it’s not just my parents, it’s neighbours making noise as well, so it’s not really the ideal place to do any revision. And just the fact that they don’t know what it’s like. They don’t know how difficult it can be sometimes, or how stressful it can get sometimes, or what kind of things teachers expect from you, or how difficult it is to progress from one level to another. So what they could do is kind of tell us to do chores too much or take on other responsibilities that have nothing to do with the school.

Q Like you babysitting your nephews or something?

A Yeah, something like that. It doesn’t happen too much but it does get in the way of revision quite a bit. And it’s that kind of thing where it’s really hard to come to an understand with an older generation, especially when they don’t really know what’s going on nowadays. So I think one way to avoid this from happening is to kind of get parents more involved with the child’s education. Because obviously there are some parents that have already been to university and know what it’s like and motivate the children a lot, but you know there’s other parents that haven’t so they don’t understand as well.

Q And you mentioned outside that your parents might prefer you to stay in London, is that another factor?

A Yeah, that’s another thing that they don’t really understand. Because a lot of universities that are in London they’re either like some of the best or some of the worst, and it’s a well-known fact that most of the really good universities are out of London, and especially for [University course]. The ones that are in London are like [University names]??? which can be harder to get into than say [East Midland University] or [University South West of England] or [University in Wales] or anything like that, which is out of the country. And they don’t really understand it. And it’s more that they want me to stay with them and they just don’t really understand how education is like, especially in university.

Q But does that also relate to economics, like money-wise would it be cheaper to stay in London?

A It depends what university I go to, because I can imagine if I’m still in London and I have to go to [University in London] every day I don’t think it would work out. But possibly it would be cheaper if I were to live at home and then kind of just go to a university that’s based in London. But I think, even if it is more expensive, it would be better for an individual to grow and become more like an adult. Because one thing my parents keep on telling me is that I’m not mature enough or that I’m not responsible enough or something. Well, you know, I’m moving away from home for a while, that would be like a chance for me to grow.

ANO Would it be probable for you to take a loan? to do all that?

Time 39:53

A I don’t think so. I would have to learn how to do so first, but yeah. Moving away from home and going to a completely strange place isn’t so daunting to me, it’s just another like chapter in my life really. I think in terms of finding a job in the recession it might be an issue, but I think universities probably would support a student in that kind of situation.

ANO Are you optimistic about getting a kind of job you want?

A Well the way I see it, there’s not much point in being pessimistic about it. There’s options to pay off the debt of the university afterwards, after completing your education, so if that option’s available to me I will make the most of it and work to pay off the debt. So either way there’s options that I could take to kind of facilitate the steps I take in life.

Q OK. Do you think your education experience has influenced your political ideas or your values?

A Quite possibly, because I feel that if I compare certain aspects of like English education and like the state of the English government as compared to others who seem to be doing better, then obviously it just goes to show that some things that are different in other governments or other countries can be applied to this country and maybe it would make positive changes and differences to this country and the way things are run, so yeah.

Q But you actual education itself, do you think it influences your views on the English Defence League for example or....

A I don’t think it’s too much my teachings but obviously that would help a lot as well. The actual teachers that we get on board I think would be more influential in terms of that. Because *Ella* for example, she’s really good. And it really just depends. Because obviously if you’ve got a teacher who is a bit of a bigot that could influence you in a certain way, but if you have a teacher that is aware of what’s going on and how it can be detrimental, then I think that would be a lot more kind of influential on a student than if it was just a text book saying this and saying that. So I think, yeah, to a certain extent it would be like what we’re taught in our syllabus, and the subjects that where she taught, but I think for the most part it’s actually like the teachers and the role models we have that influence us a lot more.

Q And I guess you weren’t old enough to vote in the last election?

A No, you have to be 18.

Q Would you have liked to vote if you could have done?

A I think I would have liked to, but the problem with that is, obviously with 16 year olds not every single 16 year old is mature or responsible. So I think if maybe voting for 16 year olds and onwards was allowed that maybe we should be a bit more selective with who actually gets the vote - but then again you could argue that that’s not really fair.

Q But you yourself rather than people who are generally of the age 16, would you have liked to vote if you could have done?

A I think I would have liked to but at the time I wasn’t really aware of what kind of implications a certain party might have. And I think there’s a lot of issues other students and people my age might also have had.

Q And would you like to become more interested in what the political parties are offering?

A Yeah, because obviously with the governmental change you realise how much it affects you, whereas before it’s ??? you just kind of put it to one side. And then it’s like....then if the government changes you realise just how much of it would change. For example, the NHS, certain parts of it won’t be free any more, or outright it won’t be free any more. And the cancellation of EMA and the EMA bonus as well, that’s something that directly affects people. So I think what should be done is that people should be more kind of involved with politics as well, because obviously it’s not the most interesting thing to some people. I can admit that I don’t really like it, but I’ve since gained more interest in it. Because if people voiced their opinions more then we’d be living in a country that more people kind of....you know, it’s more suited to them and what they want and need. I just think it would be a lot more peaceful that way.

Time 44:56

Q And.....well you answered it the other way, but do you think the new government will respond to your needs at all?

A Well I’m not too sure about that actually because I get the impression that the government favours more like the privileged class instead of the lower classes. Because the way it seems is that basically the students and children, like the money going towards them has been reduced, but I’m not too sure what’s been done to the bankers and all the rich people really. So I don’t know. I don’t think with the new government, I don’t think it really takes into consideration like....I don’t really think it takes into consideration what students and the younger generations like feel about and need for like an education and stuff. Like universities, the funding has decreased for that, so obviously that’s going to leave a lot of people unemployed and a lot of young like not so experienced people kind of disadvantaged compared to older people who have like an education under their belt and a lot of experience.

ANO Where you are concerned, what do you think is the most important factor in being successful? Is it family background, is it being lucky, is it working hard, is it being talented? What do you think is the most important factor?

A Well to be honest it’s really a combination of all of those factors. But I think the thing that would affect someone’s success most would probably be the effort they put into it. Because obviously anyone with any kind of talent and capability, if they strive for something hard enough then....the sky’s the limit and they can achieve anything they want to. But I think natural talent is also something that plays a big role in that as well, because obviously people who have that natural talent will excel more than people who aren’t exactly as talented?

ANO And family background?

A Family background, possibly. Because in terms of social judgement and stuff like that, that could also affect like someone’s job or whatever.

Q So globally, how would you describe your education experience up to now?

A Exceptional. Room for improvement but exceptional. I can’t complain too much.

Q And the room for improvement?

A Room for improvement in terms of possibly teaching quality and maybe the courses. I think maybe this is impractical but I think students should choose kind of what modules they take and what kind of exam board they want. Because often what you get is people that are lazy, it’s often because what they learn about isn’t really engaging or like it’s not made engaging. So what teachers could do is kind of conduct the way that they teach, or their teaching style, and relate it to things that people are interested in to kind of motivate them and interest them more. And obviously if someone chose things that they were more interested in then I think there would be a bigger incentive to work hard for it. Because a lot of the time what you get is people that do stuff because they don’t really care about what they’re learning and think it’s useless in life.

Q And does this affect you in the classroom if other kids are not interested or other....

A It really does, because what they can do a lot is just basically disrupt the lesson, just engage in conversations. And obviously if there’s that kind of negative kind of emotion going around it does affect people gradually. And obviously if there’s disruption the teacher will get angry and you won’t learn as much and it could affect your concentration. There’s so many thing that affect it.

Q And this happens a lot at the college here?

A It really depends on what teacher and what subject you have, and the actual students. But I think it’s a lot more to do with the students.

ANO What do you think of the general atmosphere and approach of the college?

A Well a lot of teachers here actually are really good and they do support students a lot, but I think with [Sarah’s College] a lot of the students that come here, I think it’s mostly just....there’s a lot of people that didn’t do so well and they have to be accepted by a college, so I think that [Sarah’s College] is the one that kind of just takes the students that no-one else really wants. And there’s a lot of students here as well that they haven’t had the best behaviour kind of records or anything, but [Sarah’s College] policy is that they give people second chances and everything. But what I think is that a lot of people don’t actually....they take that for granted as well and don’t really make the most of that opportunity that they get. But you do also get a lot of students that actually do care about their education and want that second chance, so I won’t say anything too generalised about that.

Time 50:21

Q We were talking earlier to do with the [European] system and the English system, do you think the [European] system is fair?

A Well it’s not just the [European citizens], it’s just mainly the European one other than the British one. It is a lot more challenging, so if it was to be kind of like introduced to England I think it should start from like Year 1 and following up to college years and everything.

Q But do you think it’s fairer though?

A I think it’s a lot fairer, because it is harder but the level of teaching is much higher than in this country. And sometimes the actual class size is smaller and there’s a lot more classes. So I just think that’s a better layout really. And obviously if the work’s more challenging then that can motivate people a lot more, because what people do is, maybe if they do get grades they feel like more complacent and like “oh I can not put in so much effort and still get out with this grade” and I don’t think that’s right in this country. I think that the grades you get should be reflective of the effort that you put in. And a lot of the time what you get in secondary schools in this country is people who don’t really put their back into it and end up getting amazing grades - which I don’t personally think is fair.

Q OK. And how did you decide to come to [Sarah’s College] here?

A Because I did realise that even though it is probably one of....well it is the poorest country? in the borough and basically....well it does have ties with the government as well, the government is more supportive of this college as opposed to others. Part of the reason was that I realised that there was a lot more support to this college and that it would open up a lot more doors for me in terms of the opportunities I’d be given. If I was in another college for example, [two Sixth Form colleges in London]?? where I wanted to go to, over there you don’t really get the Pembroke? Group for people who don’t have amazing grades, like 12 A\*s or something like that.....

ANO So you did your research, you actually found out all these things before you applied?

A Yeah. And with the Pembroke Group, basically it takes on students that....they don’t exactly get amazing grades, like a lot of A\*s or something, but around Bs and As that kind of boundary, and we get to work alongside with actual tutors from Oxford and those kind of colleges. And we learn about things like Mantisism? and Nightenment? period and everything that kind of affected and changed the world from the Middle Ages to the present day. And I think....it’s not so much just what we learn about it but the actual experience that we get working with that. It just broadens our kind of prospects in life, because obviously it’s something good that you can talk about in uni, but it kind of like helps you grow as a person because you realise that it’s not completely impossible to get into like the best universities, because there are people from this college that get into it. But the general feeling is that “oh, we’re in [Sarah’s College], we’re rubbish students, we’re not worth it, we’re not this, we’re not that”, and like the majority of the student population they’re really negative about that. And what the programme kind of tries to do is kind of like, you know, make people realise that, yeah, there have been people from [Sarah’s College] who have gone on to Cambridge and Oxford and all other good universities, like Imperial and other universities that are top class in their field. So it’s just kind of teaching us that like basically, you know, if you put in the effort and if you work hard for it, then you can go wherever you want to in life.

ANO You’re involved in the Pembroke programme are you?

A Yeah, I’m involved.

Q OK, for me that’s everything, do you have any more questions?

ANO I think that’s it.

Q OK thank you very much.

End of interview

**France**

**Interview 1:**

Code :

XXX : name of school

XYZ : name and place of university

XYXsubject: choice of course taken at University

XXXsubject; second choice of course at uni

Entretien Fuia6DC

J’aimerai que vous me racontiez comment ça se passe ici, quelles sont les relations que vous avez avec les professeurs, avec les autres élèves.

Ça se passe bien. Avec les professeurs je pense qu’on peut aller leur parler, avoir des échanges. Puis avec les autres élèves aussi, y’a pas de problème.

Les professeurs sont accessibles.

Ouais, voilà. Je pense que c’est important.

Y’a une bonne ambiance globalement dans le lycée et dans la classe ?

Oui ça va je trouve pas qu’il y a une mauvaise ambiance, enfin je sais pas peut être que je fais pas trop attention mais je pense que ça va.

Vous vous sentez bien ici ?

Ouais.

Et par rapport aux élèves y’a pas de concurrence entre les bons et les mauvais élèves ?

Là je suis pas trop d’accord, je dirai pas ça. Oui il y a une certaine concurrence mais si on veut pas en faire partie, de la concurrence, on peut, enfin en tout les cas pour moi, ne pas en faire partie.

Vous pouvez l’éviter facilement.

Ouais. A part en S peut être, je pense qu’il doit y avoir plus de concurrence. En ES je trouve ça va.

Vous avez choisi ES pour quelles raisons ?

C’est ce qui m’intéressait depuis longtemps.

Ce n’est pas un choix par défaut, c'est-à-dire par rapport à vos notes ?

Non pas du tout je le voulais.

Par rapport à un métier futur ?

Oui je voulais faire juge. Ça a un peu évolué entre temps. Mais je voulais pas des métiers scientifiques ou tout ça. Je voulais des métiers vers le droit, donc je me suis dit ES c’est plus général, c’est ce qui m’intéressait le plus.

Et ça se passe bien au niveau des cours, des résultats scolaires ?

Oui ça se passe bien.

Vous n’avez pas de difficultés particulières ?

Non. L’année dernière j’ai eu des petits problèmes mais à part ça, ça va.

Ça n’a pas eu de grosse influence sur vos résultats scolaires ?

Un p’tit peu quand même.

Vous avez redoublé ou si vous êtes passé ?

Non, je suis passée. C’était un peu dur mais je suis passé quand même.

Globalement ça s’est bien déroulé ?

Oui on va dire ça.

Vous avez bénéficié de cours spécifique, de cours de soutien ?

Ça fait deux ans que je prends des cours de maths particulier mais j’ai arrêté. Je trouve pas que ça servait vraiment. Sinon ça se passe bien.

Ce n’étaient pas des cours au sein du lycée ?

Non en dehors du lycée.

ES, au départ pour faire juge, et maintenant vous me dites ça a un peu évolué, donc qu’est ce que vous aimeriez faire l’année prochaine ?

J’aimerai bien fac de XXXsubject ou passer XYXsubject. XYXsubject c’est ce qui m’intéresse vraiment, mais c’est un peu dur. Sinon une fac qui mêle le XXXsubject et XYXsubject, ou du droit tout court ça m’intéresse aussi.

Vous êtes en train de préparer le concours de science po pour cette année ?

Oui.

Vous suivez une prépa à côté ?

Oui à XXX y’a une prépa le mercredi après midi avec une heure d’éco, deux heures d’histoire, deux heures de philo, donc ça prépare bien donc c’est bien.

Donc vous avez fait le choix de faire la prépa au lycée XXX ?

Oui, enfin ouais.

C’est ce qui était le plus simple ?

Oui puis c’est avec des bons professeurs, donc je vois pas pourquoi aller ailleurs.

Donc la décision vous l’avez prise très tôt, dès le début de l’année ?

Ah oui mais ça faisait longtemps que j’avais cette idée. Donc c’était un p’tit plus.

Et pour ça vous en faite la demande ? Comment ça se passe ? Est-ce que c’est quelque chose qui est payant ?

Non en fin d’année de première pour nos vœux tout ça, on a une petite case : « Est-ce que vous voulez participer à la préparation à Science Po ? ». On coche et sinon c’est gratuit. Mais c’est facultatif, c'est-à-dire on n’est pas obligé d’y aller. C’est pas comme si c’était une option obligatoire.

Si un mercredi vous ne voulez pas y aller c’est possible ?

Voilà. Y’a pas d’obligation.

Cette décision de poursuivre à XYXsubject ou fac de XXXsubject c’est une décision que vous avez prise seule ou avec vos parents, des professeurs, vos amis ?

Non toute seule. Enfin je me suis jamais réellement posé la question. Pour moi c’était logique. J’avais pas de devenir médecin ou d’aller dans le commerce. Donc il me restait plus que ça (rire).

Fac de XXXsubject si vous échouez à XYXsubject, c’est la seule chose qui vous intéresse ?

J’aimerai combiné en fait. La fac de XXXsubject ça serait bien, je cracherai pas dessus, j’aime bien, c’est pas le problème. Sinon j’ai été acceptée dans une fac qui mêle XYXsubject et XXXsubject, et ça je pense que ça peut être un peu plus intéressant, apporter un truc en plus je pense.

En priorité vous passez le concours de science po et après…

On va voir.

Et cette faculté de XXXsubject et XYXsubject elle est ici ?

A XYZUniversity

Donc c’est une décision de partir ?

Aussi.

Et par rapport à ça vos parents ils ont été d’accord ?

Oui. Ils sont plutôt d’accord, pour mes études. Ils m’ont toujours dit qu’il fallait mieux partir, enfin pas mieux partir mais que ça serait bien. Eux aussi ils sont partis, ils sont bougés donc c’est pour ça.

C’est plus facile.

Oui voilà.

Et par rapport au choix des études mêmes, ils sont contents que vous fassiez ce genre d’études ou s’ils auraient préféré que vous fassiez par exemple médecine ?

Je leur en avais parlé, ils m’ont dit « de toute façon on veut que ton bonheur, tant que tu te plais dans ce que tu fais ». Donc c’était pas vraiment eux qui ont décidé, qui m’ont orienté.

C’est une décision que vous avez pu prendre seule ?

Ouais.

Et vous aviez eu des informations de la part des professeurs au lycée sur les choix possibles après le bac ?

Comme les prépa, moi honnêtement ça m’a jamais vraiment intéressé.

Il y a quand même une orientation qui est faite au sein du lycée ?

Oui on nous explique bien quand même. On nous laisse pas dans le vide, genre on se retrouve à la fin de la terminale, on sait pas où on va. On nous explique bien.

Donc justement l’année prochaine ça va vous changer de contexte, le lycée ou la fac, ou même Science Po c’est différent, est-ce que vous pensez que c’est quelque chose qui va vous convenir ?

Ben je sais pas trop, pour le moment j’ai pas encore essayé. Mais je pense que ça va être vraiment différent. Enfin déjà on nous avait dit, je me souviens au collège, quand tu passeras du collège au lycée ça va changer, j’ai pas trouvé qu’il y avait tellement une grande différence. Donc je sais pas trop à quoi m’attendre.

Vous n’avez pas trop d’appréhensions ?

Non, c’est pas ça qui me stresse on va dire.

Qu’est ce qui vous stresse en premier ?

Je sais pas, c’est peut être un peu bête, mais les amphithéâtres, pas pouvoir suivre mon cours rapidement, pas pouvoir redemander la question. Enfin des choses comme ça. Plus que ça va changer de contexte, la liberté tout ça.

Donc le fait de se retrouver dans des amphis de 200, 300 personnes.

Oui surtout que je m’en vais, je vais me retrouver toute seule donc ça va être un peu plus dur.

Vous ne connaissez personne qui fait le même choix que vous ?

Oui voilà. Mais tant mieux je préfère être toute seule.

Ça va vous permettre de découvrir autre chose ?

Oui voilà.

Et faire des études vous m’avez dit que ça faisait un moment que vous vouliez faire ça, donc partir dans l’enseignement supérieur après le bac c’était quelque chose que vous souhaitiez depuis longtemps ?

Ah c’était même je me suis même pas posé la question, en fait, je crois que c’était logique en fait. Je me suis même pas posé la question de est-ce que je vais arrêter, non pour moi c’était logique, faire des études.

Qu’est ce qui vous pousse, vous incite à faire des études après le bac ?

Ben parce que j’aime bien. Je sais pas j’aime bien. Puis bon mes parents aussi sont derrière. Puis le contexte général qui fait que si on fait pas trop d’études, on n’a pas vraiment de travail, je sais pas. Puis j’aime bien.

Quand vous dites le contexte général, c’est tout ce qui est contexte de la crise ?

Voilà tout ça. Si je m’arrête après le bac je pense pas que j’ai beaucoup d’opportunités, enfin même si après la fac on n’a pas beaucoup de chance d’avoir de travail, au moins j’aurai un peu plus que si j’ai juste un bac. Puis c’est intéressant.

C’est quelque chose qui vous motive ?

Ouais.

Sans forcément pour l’instant avoir une idée précise de métier ?

Ben j’en ai plusieurs, mais c’est pas précisément. Je veux pas être juge absolument, enfin j’ai plusieurs idées qui me viennent. On verra en temps et en heure voulu.

Mais quoi qu’il en soit c’est avoir un bac+5 au minimum ?

Au minimum ouais pour assurer mes arrières.

Quels sont vos buts, vos attentes dans la vie de manière générale ?

De réussir, d’avoir une vie tranquille, de pouvoir faire un peu ce que je veux, si j’ai envie de partir en voyage, partir. Enfin voilà, je sais pas si c’est la réponse.

Donc être aussi à l’abri financière ?

Oui voilà, pas avoir trop de problème, pas avoir à se poser trop de questions, ça serait bien.

Donc avoir un emploi qui puisse répondre à ses attentes.

Voilà exactement.

Et pour ça vous pensez que le mieux c’est de faire des études ?

Oui j’en suis sûre.

Par rapport aux études, comment vous jugeriez le système éducatif français : est-ce que vous pensez que c’est un bon système, un système juste ?

Je pense que, en ce moment je sais pas comme c’est en réforme et tout, mais en ayant fait partie j’ai pas trouvé que ça augmentait les inégalités, bon j’étais pas non plus dans des quartiers défavorisés, donc j’ai pas pu voir vraiment. Pour moi je trouvais que c’était égalitaire, bon un peu inégalitaire, bon on fait un peu passer les meilleurs avant, mais j’ai jamais trouvé qu’il y avait une grande discrimination. Après je sais pas j’ai pas été dans des ZEP, tout ça, donc je peux pas savoir.

Vous pensez que c’est un système qui donne les chances à chacun ?

Il essaie en tout les cas. Je sais pas s’il y arrive mais il essaie.

C’est un des critères du système éducatif de donner les chances à tous même si après dans la réalité ça se passe ou ça se passe pas ?

Oui. Même si j’ai vu y’a pas longtemps que c’était l’école qui essayait d’être égalitaire qui a augmenté les inégalités, enfin j’ai pas trop eu cette impression.

Vous pensez que chacun peut réussir ?

Si on veut, ben si on veut on peut. Après je dis pas y’a peut être le contexte familial après qui fait mais si on veut vraiment réussir on peut, je pense.

Si on prend le système éducatif, scolaire primaire, est-ce que vous pensez qu’il devrait donner un minimum de choses, une base minimale à tout le monde ? Est-ce qu’il doit donner des valeurs communes par exemple ?

Je pense, au primaire, d’abord certaines valeurs, qui nous apprend les bases, ouais des valeurs aussi de citoyenneté, je sais pas. Je me suis jamais vraiment posé la question.

Pour vous quelles sont ces valeurs de citoyenneté auxquelles vous pensez ?

Permettre à tout le monde de savoir lire et écrire parce que je pense que ça pourrait être bien, enfin ça peut aider. Je sais pas moi on m’avait appris la marseillaise, même si c’est peut être ridicule, ça peut faire quelque chose en commun à tout le monde, enfin voilà des petits trucs comme ça.

Le minimum, des choses de base mais qui peuvent servir ?

Oui voilà, ça peut aider tout le monde même si on est d’origine étrangère, je sais pas même si on n’est pas vraiment préoccupé par la question je pense que ça peut donner une base, et ça peut aider tout le monde. Enfin je sais pas.

On parle des valeurs, donc c’est un peu relié à la politique, est-ce que vous pensez que pour vous, vous concernant, votre expérience scolaire ça a pu influencer vos idées politiques, vos valeurs politiques ?

Non je pense pas. Je pense que c’est plus relié au contexte familial, tout ce qui est politique, qui nous influence un peu plus que l’école.

Vous n’aviez pas des opinions différentes avant d’arriver au lycée de celles que vous avez maintenant ?

Non, ça a pas changé.

C’est surtout le contexte familial qui peut jouer.

Oui.

Par rapport à la politique, est-ce que vous vous intéressez à la politique ? Est-ce que ça vous arrive de discuter politique avec vos amis au lycée ?

Au lycée non, honnêtement on n’en parle pas beaucoup. Ou alors faut vraiment qu’il y ait quelque chose de fort. Enfin si à chaque élection on en parle un peu mais c’est pas notre thème majeur. J’en parle plus chez moi.

Et vous avez déjà voté ?

Non pas encore.

Vous êtes impatiente de le faire ?

Oui. En plus de ça je pourrai voter pour le président, donc ça sera encore mieux.

Fin première partie entretien.

Donc la politique ça sera plus avec vos parents ?

Ma famille en tout les cas. Mes amis on n’en parle pas, ça n’a pas une place importante, majeure.

Vous savez que les prochaines élections c’est pour élire le président.

Oui.

Est-ce que vous avez déjà un peu des idées sur les programmes politiques ?

J’entends. Je me suis pas renseignée, renseignée mais j’entends. J’ai pas d’idées politiques, j’ai pas de parti.

Vous avez encore le temps ?

Oui.

C’est quelque chose qui vous tient à cœur de pouvoir voter ?

Oui.

Qu’est ce qui vous motive à vouloir voter ?

Je trouve que ça a un côté on participe, même si on va voter pour quelque chose, même si c’est pas très, très important, on peut quand même donner son avis et voilà.

Pouvoir donner son avis c’est important ?

Oui.

Au lycée est-ce que vous avez des occasions au cours desquelles vous pouvez donner votre avis que ce soit sur les cours, sur l’ambiance du lycée ?

J’ai été déléguée mais j’ai pas spécialement trouvé que notre parole était prise en compte, on nous écoute pas tellement. Après je vais pas au conseil des lycéens, tout ça, je pense que là on est plus écouté.

Quelle est la différence entre le conseil de classe et le conseil des lycéens ?

Conseil de classe c’est plus deux élèves de la classe qui vont représenter la classe, ils nous représentent un petit peu mais sans vraiment de poids. Et conseil des lycéens c’est on élit des lycéens du lycée et ils sont au conseil d’administration. Je sais pas exactement mais ils peuvent donner des idées. Mais à notre niveau on nous donne pas vraiment de place.

Donc dans ce conseil de lycéens, seuls les lycéens élus peuvent prendre part aux décisions, ils ne vous consultent pas ?

Ils s’intéressent pas trop à ce qu’on peut penser.

Vous pensez que c’est un peu dommage ?

On les élit donc je pense qu’ils peuvent nous représenter, ils doivent savoir mais voilà c’est dommage.

Vous aimeriez qu’il y ait plus d’interactions entre eux et les autres lycéens ?

Ouais.

Et ce conseil des lycéens, vous savez si ça existe dans d’autres lycées ?

Ça existe dans les autres lycées, mais je suis pas sûre que ça soit différent.

Et au collège c’était quelque chose qui existait le conseil des collégiens ?

Non, enfin j’en ai pas le souvenir.

Pour quelles raisons vous n’avez pas souhaité participer à ce conseil des lycéens ?

Je trouve que c’est une dose de travail en plus. C’est important, on peut pas prendre ça à la légère. Il faut savoir prendre des décisions et être sûr d’avoir pris la bonne.

Vous avez préféré laisser la place à d’autres ?

Oui.

Quand vous avez été délégué de classe qu’est-ce qui vous a motivé à le faire ?

Ben ça m’intéressait. Je l’avais fait plusieurs fois au collège, mais on va dire ça m’a un peu dégouté, on va dire, de la façon dont ils nous écoutent pas vraiment, on est juste là pour être représentatif.

Plus des figurants que des acteurs ?

Voilà. Un jour je me souviens ils étaient en train de descendre quelqu’un et j’ai la principale adjointe qui me dit « ici on n’apprend pas un métier de juge ».

Donc du coup ça a un peu refreiné vos envies d’y participer.

Oui.

Donc vous avez été délégué au collège et au lycée, et vous avez trouvé qu’il y avait une différence entre le collège et le lycée ?

Non c’est pareil partout. On est juste là pour prendre les moyennes et faire le retour aux élèves.

Donc ce n’est pas le fait que ce soit le lycée ?

Non.

Par rapport à cette comparaison collège-lycée est-ce que vous trouvez qu’il y a une différence dans la manière dont vous êtes considéré par les professeurs ?

Y’a plus, on peut plus parler avec les professeurs, je veux pas dire de relations d’égal à égal, mais on peut plus, au lycée en tout les cas, parler avec eux. Au collège c’est plus compliqué, je dirai. Mais sinon je trouve pas qu’il y a de grande, grande différence.

Avec tous vos professeurs ça a été la même relation ?

Oui j’ai pas trouvé de différence.

Ça ne change pas d’un professeur à l’autre, en fonction de vos moyennes ?

Si ça peut influencer. L’année dernière on avait une prof de maths qui laissait tomber les faibles on va dire, là ça peut, mais sinon généralement je vois pas. C’est assez semblable pour tout le monde.

Là c’est par rapport aux professeurs, et par rapport aux personnes que vous fréquentez au lycée, y’a des personnes avec lesquelles vous avez plus d’affinités que d’autres, est-ce qu’il y a des personnes que vous côtoyez en dehors du lycée ?

Oui, oui, pas non plus régulièrement parce que j’habite vraiment pas près du lycée, et ceux avec qui je reste il habite près d’ici, mais quand je peux oui. Pendant les vacances on se voit, on s’appelle.

Vous essayez de maintenir cette relation, ce ne sont pas des amis que vous avez juste au lycée, et une fois sorti du lycée vous les oubliez.

Non.

Qu’est-ce qui vous rapproche de ces personnes, est-ce que c’est les intérêts, les passions, la religion, les idées politiques ?

Je sais pas, on s’entend bien. Oui c’est qu’on doit bien s’entendre sur certaines idées je pense. Mais c’est pas une question de religion, ni rien.

Ce sont des intérêts ?

Ouais des points communs voilà.

Et vous me dites que vous n’habitez pas à proximité du lycée, donc le choix du lycée s’est fait par rapport à la réputation ?

Oui et non, je voulais faire une option qu’est européen anglais, et y’avait que à XXX, enfin à XXX ou un autre lycée, mais on va dire que oui la réputation a joué aussi. Au départ c’était vraiment pas pour aller à XXX et dire ah je suis dans ce lycée qu’a une grande réputation.

C’était plus pour faire cette option, mais bon ça avait ça petite part.

Entre deux lycées qui proposaient la même option, vous avez préféré prendre ici.

Oui.

Et ça c’est une décision que vous avez prise seule ou si c’est avec vos parents ?

J’en ai discuté. Je me souviens d’en avoir discuté et voilà. De toute façon j’aime bien le changement donc c’était pas vraiment un souci de partir loin. C’était plutôt bien. Ça avait aussi un côté pratique de dire « ah enfin pendant quatre ans voir les mêmes personnes, changer ».

Par rapport à votre ancien collège au niveau des relations c’étaient quasiment identiques et au niveau de la réputation, c’était un collège qui était moins bien réputé ?

Non moi je trouvais qu’il avait une très bonne réputation. C’est un collège qui est bien quand même. A l’époque où j’y étais, c’était bien.

Vous me dites que vous essayez de voir un peu des personnes en dehors du lycée et globalement quelles sont les activités que vous avez en dehors du lycée ?

Cette année pas beaucoup, mis à part réviser pas beaucoup. Je sais pas aller au cinéma, aller à la plage quand il fait beau, des trucs comme ça.

Est-ce que vous faites partie d’association sportive, culturelle ?

Non.

Ni au sein du lycée, ni à l’extérieur ?

Je trouve que le lycée, ici c’est pas très important.

Par rapport à quoi c’est pas très important ?

Je sais pas, je vais prendre un exemple. Dans les pays anglo-saxon si vous voulez faire partie d’un groupe faut faire parti d’association, du sport. Alors qu’en France c’est pas primordial.

Vous pensez que ça n’influence pas sur la cohésion entre les élèves

Non. C’est pas primordial.

Vous me parlez du système anglo-saxon, est-ce que vous préféreriez être dans un système de type anglo-saxon que le système français ?

Je trouve que le système français est vraiment fatiguant. On travaille beaucoup trop. Les vacances, tout ça, y’en a trop, alors que ça serait bien si on pouvait, la forme ça serait une organisation où on travaille le matin, et l’après midi on peut faire un peu ce qu’on veut, qu’on puisse faire du sport ou quoi que ce soit, mais on a finit à 3h. je pense que ça peut être bien, ça permettrait de bosser un peu plus que de faire 8h-6h tous les jours et le soir on n’a pas forcément envie de travailler, de s’avancer ou de faire ses devoirs.

Donc ça serait travailler moins la journée et avoir moins de vacances.

Moi je pense que ça serait bien, après je suis bientôt partie.

L’année prochaine à la fac c’est encore une autre organisation.

Oui voilà.

Tout à l’heure vous me disiez par rapport aux cours dans les amphis que vous aviez un peu d’appréhension et par rapport à l’organisation, où ça laisse plus de libertés, est-ce que vous avez des appréhensions par rapport à ça, pas arriver à gérer cette liberté, cette autonomie ?

Honnêtement c’est pas ça qui m’inquiète. Parce que si j’ai vraiment envie de travailler je le ferai. Et c’est pas une question de liberté. Certes ça va jouer un peu.

Par rapport à toute votre expérience scolaire jusqu’à maintenant, comment vous la jugeriez, est-ce que c’est une expérience qui a été positive, enrichissante ?

Moi je dirai que j’ai apprécié.

Qu’est ce que vous avez le plus apprécié ?

Rencontrer des gens, apprendre pleins de choses.

Vous pensez que ça vous a donné une ouverture sur le monde ?

Peut être pas une ouverture sur le monde mais une base, une culture qui est importante pour aller après plus loin.

Globalement c’est quelque chose de positif, vous n’avez pas rencontré de difficultés à part l’an dernier où vous me disiez c’était un peu difficile

Non pas de grande difficultés.

Et les difficultés que vous avez eu l’an dernier, est-ce que ce sont des difficultés qui sont dues à votre propre façon de faire ou si c’est dû au système éducatif ?

C’était pour des raisons familiales en fait, donc ça a joué, et après je me suis on va dire laissée aller, et je me suis pas reprise en main.

Ce n’est pas dû à l’enseignement.

Non, non. C’est beaucoup plus personnel que l’enseignement.

Globalement le système éducatif pour vous il vous convient ?

Pour moi il me convient, même si y’a deux, trois améliorations à faire pour que ça soit mieux.

Les améliorations auxquelles vous faites allusion ce sont celles dont vous m’avez parlé tout à l’heure : les horaires, les vacances ?

Oui je pense que ça peut jouer. Après sur les cours je trouve que ce qu’on a ES, S, L c’est quand même, enfin c’est bien. Je sais pas quand on réformer les lycées en enlevant l’histoire en S je trouve que c’est un peu dommage.

Vous pensez que cette distinction entre les filières il faut la maintenir ?

Moi je trouve ça bien. Après peut être qu’il faut pas qu’il y ait plus de valorisation des S, de l’élite tout ça. Mais sinon je trouve ça bien.

S pour vous c’est considéré comme l’élite ?

Surtout ici. C’est un peu l’élite les S. A XXX si on va pas en S on est un peu regardé bizarrement.

Vous ressentez cette différence ?

Je fais pas trop attention. On voit bien que s’ils pouvaient enlever la ES ça serait mieux.

Et les L vous pensez qu’ils sont traités comme les ES ?

C’est encore une différence.

Si on prend une échelle entre S, ES et L comment vous les situez les trois ?

S en haut, ES au milieu et L juste un petit peu derrière.

Donc L c’est un peu moins bien ?

Je pense.

Toutes les décisions que vous avez prise jusqu’à maintenant, le fait de faire ES ou d’autres décisions que vous avez prise dans votre scolarité, est-ce qu’il y a des décisions qui ont été controversés par votre famille, vos amis ?

Non. On m’a toujours poussé à faire ce que j’avais envie de faire et jamais ce qu’ils avaient envie de faire eux.

Ça s’est toujours bien passé par rapport à ça

Ouais, ouais.

Globalement vous m’avez dit que c’était une expérience positive que vous avez eu au niveau de votre scolarité, est-ce que vous pensez que ça concerne aussi d’autres élèves ou si vous êtes je dirai un cas à part ?

Je pense que même si on peut penser qu’on aime pas l’école ou quoi que ce soit, je pense que c’est vraiment enrichissant. Je pense que ça peut servir même si on peut être plus réticent ou quoi que ce soit sur l’école, je pense que je suis pas la seule à avoir un bon souvenir.

Vous êtes optimiste par rapport à l’école

Oui moi j’aime bien.

Ces expériences scolaires pour vous, par rapport à votre futur c’est un plus, un avantage ou au contraire des contraintes, des handicaps ? Par exemple le fait d’avoir choisi ES plutôt que ES c’est un atout pour votre futur ?

Au début d’année je me suis pas mal posé la question, mais honnêtement je suis allée en ES parce que je savais ce que je voulais faire et j’avais pas besoin d’aller en médecine ou je sais pas quoi.

Quand vous vous êtes posé la question c’était par rapport à quoi ?

Est-ce que j’ai fait le bon choix ? Est-ce que je me suis pas trompée ? Est-ce que c’est sûr que je veux faire ça ? Est-ce que j’ai des chances d’avoir un bon métier en ayant fait ES ? Enfin tout ça.

Et vous pensez que vous avez des chances d’avoir un bon métier en ayant fait ES ?

Ah ouais. Je pense que de toute façon après on est tous à la fac, enfin non y’a les prépas, mais on a tous une chance.

Quand vous vous êtes posé la question c’était pas au cours de l’an dernier, c’est vraiment en terminale ?

En terminale, cette année, au moment où il faut faire les choix : Qu’est-ce qu’on va faire ? Surtout au moment de choisir les endroits où on voulait aller et tout ça.

C’est à quel moment ?

Vers mars. Ah non c’est venu bien après. Y’avait pas de moyens de redoubler pour recommencer.

Jusqu’à quel point vous avez atteint vos buts pour l’instant ? Vous avez l’impression de les avoir atteint ?

Là pas encore parce que XYXsubject c’est vraiment après savoir, je sais pas. Enfin tant que j’ai pas fini mes études, je verrai après. Là je sais pas encore je suis en plein dedans.

C’est difficile de dire maintenant que vous avez atteint vos buts alors que pour vous le but arrivera d’ici cinq ans

Je vous remercie.

**Interview 2:**

Entretien FUia12NV

Code :

XYZsubject : Course at university

XXX : Name of university

ABC-Province: French province

ZY-College: College attended

XYZ: Area of college

J’aimerai que vous me décriviez comment ça se passe ici avec les enseignants, les autres élèves.

Alors avec les profs ça se passe plutôt bien. Ils sont plutôt impartiales je dirai, ils sont vraiment neutre, aussi à l’écoute des élèves. Ils sont, je dirai, assez performants, ce sont de bons professeurs, ici à XXX. On a la chance qu’ils nous laissent pas tomber, voyez, on aurait tendance à penser qu’à XXX les mauvais élèves sont mis de côté alors que pas du tout. Dans les enseignants y’a vraiment rien à dire à ce niveau là. A part quelques uns qui ont des méthodes de travail un peu différentes on va dire, mais sinon l’essentiel ça va. Avec les élèves y’a une très bonne ambiance aussi. En fait au lycée y’a pas de concurrence genre pour les classes préparatoires, c’est assez sympa. Par contre avec les collégiens c’est plus difficile, ils sont chiants, franchement, ils cherchent l’embrouille pour rien du tout, on va dire. Déjà les collégiens se supportent pas on va dire, mais s’ils étaient pas là ça serait beaucoup mieux. Et avec les élèves du lycée, non ça va, y’a rien de spécial, c’est plutôt calme. Y’a peu de bagarres, même y’en a pas, j’ai jamais vu ici. C’est calme ici.

Vous me parlez des classes préparatoires, et donc il n’y a pas de concurrence ni de la part des professeurs, ni entre les élèves ?

Pas des professeurs, non. Peut être un peu des élèves, mais c’est vraiment tout, tout petit. Dans notre classe ça se ressent pas vraiment, on sait juste qu’il faut travailler, mais je veux dire y’a pas vraiment de trucs de dire « tiens je vais t’éclater au DS ». On travaille, même on dirait que le meilleur il remporte la prépa. Le premier de la classe, il travaille super bien, on est tous content pour lui qu’il ait les prépas qu’il veut. On n’est pas jaloux de ce qu’il a.

Et par rapport au collège où vous étiez avant, est-ce que vous trouvez qu’il y a une différence dans la manière dont vous êtes considéré ?

Mon collège c’était plutôt familial, c’était petit [ZX-College], à l’extérieur de XYZ. Et c’était plutôt familial, plus de relations avec les professeurs-élèves, plus d’amitiés, de choses comme ça. Ici c’est un peu plus strict, même si avec certains professeurs on peut rigoler de choses et d’autres, c’est moins qu’au collège.

Y’a une distance qui est instaurée ?

Pas forcément une distance, mais une petite, mais je veux c’est pas vraiment le prof autoritaire, tortionnaire, qui nous fait travailler. Je veux dire les professeurs ils sont quand mêmes proches des élèves, ils nous traitent pas comme de la merde. Ils sont là, ils sont présents.

Vous n’avez pas l’impression mal considéré par certains professeurs. Par exemple si vous avez une mauvaise note, vous n’avez pas l’impression d’être moins bien considéré par certains professeurs ?

Non, non du tout. Franchement non. Même si l’élève a des mauvaises notes mais qu’il travaille, qu’il est sérieux. Non, non y’a pas du tout d’appréciation vis-à-vis des élèves qui ont une mauvaise note.

Et vous au niveau scolaire vous vous situez comment ?

Je suis dans les cinq premiers de la classe en fait. Donc ça va.

Vous n’avez pas besoin de cours de soutien ?

Non, je prends aucun cours particulier en dehors du lycée.

Ça, ça a toujours été ?

En fait j’ai redoublé ma seconde parce que je faisais vraiment rien en fait. Et puis après je me suis remis dans le bain et maintenant ça va.

Et l’année prochaine vous envisagez de poursuivre ?

L’année prochaine je veux passer le concours de XYZSubject à [ABC-Province], enfin pour les provinces. Donc je verrai. Et si je le réussis pas je vais en fac de droit.

Par rapport à quoi vous avez choisi de passer XYZSubject ?

C’est l’établissement avec qui je me sens le mieux avec les matières en fait. L’histoire, l’anglais c’est les matières que j’aime bien. Parce qu’en maths je suis pas spécialement bon, donc faire des maths, école de commerce, c’est pas mon truc. Médecine sinon j’aurai pas été en ES. Et donc XYZSubject ça me convient parfaitement.

Et vous faites une préparation à côté ?

Ouais j’ai fait une préparation à côté parce que c’est quand même assez dur. Faut faire un truc à côté, ça suffit pas de lire des livres ou de réviser tout seul, il faut un truc où ils nous font des devoirs, des cours en plus.

Cette prépa elle se fait au lycée XXX ?

Non c’est pas au lycée XXX, c’est totalement indépendant.

Si dans l’optique où vous échouez au concours de XYZSubject, c’est la fac de droit, c’est pour quelles raisons ?

Parce que j’aime bien le droit, y’a pas de mathématiques. Non le droit j’aime bien. Et puis ça ouvre quand même pas mal de débouchés, même si c’est la fac. Franchement le droit j’aime bien c’est pour ça que j’irai en droit.

Sans forcément avoir un métier précis en tête.

Oui, voilà. J’ai pas forcément d’objectif en métier. Je sais pas vraiment.

Et c’est une décision que vous avez pris seul ou en parlant avec vos amis ?

Ouais en parlant avec mes parents. Des amis aussi. Et j’ai vu les études avec lesquelles j’ai le plus d’affinités entre guillemets.

Et vos parents sont tout à fait d’accord avec cette décision ?

Ouais, ouais.

Ça se passe bien à ce niveau là ?

Je parle plus à mon père mais avec ma mère ça c’est bien passé. Avec mon père j’ai plus de relations on va dire.

Et au niveau des professeurs, est-ce qu’il y a des professeurs qui vous ont orienté ?

Si, si. Y’a mon prof d’économie, c’est surtout avec lui que j’ai parlé pour savoir. Y’a que lui et un peu mon professeur de maths, mais c’est tout. Les autres j’ai jamais parlé avec eux.

Il n’y a pas eu une orientation très, très active au niveau du lycée ?

Si parce qu’ils ont organisés des petites journées, rencontres, truc qui venait du ministère, je pense, donc voilà. Y’en a une qui m’a un peu aidé parce que c’est là que j’ai découvert XYZSubject parce qu’avant je connaissais pas du tout et c’est là que je me suis dit « tiens ». Et donc grâce à ces journées, j’ai peut être pu découvrir XYZSubject. Donc ça m’a quand même servit, même si je suis pas fan de ces journées pour une fois ça a servit.

Donc XYZSubject c’est bac+5 et si dans l’optique où vous n’allez pas à XYZSubject, à la fac de droit c’est aussi pour faire un bac+5 ?

Ouais, ouais. Ouais c’est des longues études au minimum, je veux pas un BTS ou une licence.

Qu’est ce qui vous incite à aller jusqu’au master ?

La massification des diplômes. On va dire c’est ça. Viser plus haut pour tomber un peu plus en dessous.

Par rapport à votre insertion future, essayer d’avoir un travail qui vous convient ?

Oui aussi mais je suis plutôt motivé par l’argent quand même. Donc je verrai après. Oui un métier qui me plaît, oui c’est essentiel, mais la question financière aussi est importante pour moi.

Et vous pensez que pour cela il faut un bac+5 ?

Ben j’ai plus de chances d’y arriver on va dire.

Les conditions économiques actuelles ça vous encourage à poursuivre ?

Oui ça encourage à se motiver, à persévérer pour arriver un jour à du concret.

Quels sont vos buts, vos attentes dans la vie ?

Mes attentes dans la vie. De monter dans l’échelle sociale pour avoir un niveau de vie aisé et pas être dans le besoin. Ouais, voilà de devenir influent, quelqu’un d’important.

Est-ce que vous pensez que la scolarité peut vous aider à monter dans l’échelle sociale ?

Dans la société française c’est méritocratique j’espère que oui, parce que sinon je suis bien dans la merde, excusez moi pour le terme, mais ouais. Donc normalement si on travaille bien on y arrive, en espérant que ça marche pour moi.

Vous me dites que le système français c’est un système méritocratique et qu’est ce que vous en pensez vous du système français ?

Je trouve qu’il est quand même assez bien quand même. Même si on dit que les gens issus des milieux défavorisés ont moins de chance d’arriver à un poste supérieur, ont moins de chance de faire des études, c’est vrai que sur les statistiques c’est vrai mais c’est surtout parce que je pense qu’il y en a qui font pas énormément d’effort, voyez. Au lycée y’en a une elle est née en Algérie, elle est arrivée en France à six ans et aujourd’hui elle est dans un des meilleurs lycées parce que elle, elle a travaillé, donc ça veut dire que quand on veut on peut. Et donc le système français il est bien parce que ça permet aux gens qui veulent y arriver de pouvoir y arriver. Donc il est assez juste, assez équitable. Il fait de l’équité. Sur ce point de vue là il est assez performant. Pour avoir des bons lycées ici qui sont gratuits donc publics, donc ça permet au plus grand nombre l’accès à un bon niveau d’étude. De ce que je connais, après je sais pas comment ça se passe au niveau national. Mais sinon je pense qu’il est assez performant sur ce niveau là.

Donc vous pensez que c’est un système dans lequel si on se donne les moyens de réussir on y arrivera ?

Ah oui. Puis ils font pleins d’école de la deuxième chance, voyez pour inciter les jeunes des milieux pauvres à se donner les moyens d’y arriver.

Vous me disiez en France la chance aussi c’est un système gratuit, par rapport à l’école payante qu’est ce que vous en penser ?

Ça me gêne absolument pas, si les parents veulent payer pour leurs enfants, pour qu’ils soient dans un cadre plus calme, plus serein que dans les lycées où ça craint un peu plus, je vois pas d’opposition. Moi-même j’ai été dans un collège privé. Je trouve ça vraiment normal aussi. Après tout est possible, enfin moi ça me dérange pas du tout.

Quand vous me dites des lycées où ça craint, le lycée XXX vous le jugez comment par rapport à ces lycées ?

XXX ça craint pas du tout en fait. A part sur la place du lycée des fois le soir parce qu’ils se ramènent un peu tous, voyez. Mais sinon ça va.

Le choix du lycée pour vous ça c’est fait en fonction de ça ?

Ça s’est fait oui en fonction, XXX c’était connu, je savais que ça travaillait et que niveau fréquentation je risquais pas de tomber avec des dealers du quartier ou les glandouilles.

C’est pas le lycée le plus proche de chez vous ?

Ah non, non c’est pas le lycée le plus proche de chez moi mais c’est parce que c’est un des meilleurs lycées de XYZ et que je voulais aller ici.

Et vous avez été accepté sans problème ?

J’ai été pris. Je sais pas si y’a eu des difficultés mais j’ai été pris en tout cas.

Vous me disiez par rapport aux fréquentations, aux lycées forcément vous côtoyez d’autres élèves, est-ce que vous les considérer tous comme vos amis ?

On a toujours un cercle d’amis. Après y’a les connaissances, des gens qu’on parle pas. Après tout le monde sait un peu près qui s’est, même si on est, je crois qu’on est neuf classes de terminale, on voit un peu près tous les élèves qu’il y a dans chaque classe. Donc c’est assez convivial.

Et y’a des personnes du lycée que vous fréquentez en dehors du lycée ?

Oui, oui. C’est le principe des amis.

Ces personnes, ces amis que vous avez, qu’est-ce qui vous rapproche, des intérêts communs, des passions ?

Oui, oui des intérêts communs, des convergences idéologiques et politiques. Mes amis proches, mes meilleurs amis on parle beaucoup politique, de tout ça. Enfin on parle de tout mais on est assez proche sur des sujets, que je ne parle pas forcément avec d’autres lycéens, politique, économie, enfin tout ça, les trucs un peu plus élevés culturellement on va dire. Mes amis proches c’est parce qu’on partage cette même envie de parler des choses un petit peu plus intéressantes on va dire.

La politique c’est quelque chose à laquelle vous vous intéressez ?

Oui on s’intéresse, on connait les acteurs politiques, tout ça. Y’en a dans ma classe ils savent même pas distinguer la droite de la gauche, donc je veux dire, je trouve ça aberrant, j’étais un peu choqué quand j’ai entendu ça.

S’ils ne savent pas distinguer la droite de la gauche on peut supposer qu’ils ne sont pas au courant par exemple des prochaines élections.

Oui par exemple des trucs comme ça, qui font partie de la vie de tous les jours, qu’on doit savoir.

Et vous vous avez déjà voté ?

Oui parce que j’ai 18 ans et que j’ai voté pour les régionales, pour la première fois.

Vous vous étiez renseigné par vous-même pour les programmes, pour savoir pour qui voter ou si c’est en discutant avec vos amis ?

En discutant avec mes amis et puis même depuis que j’ai 10 ans on va dire je m’intéresse et tout ça, donc je voyais un peu près ce que les gens présentaient. J’ai pas voté au hasard, je sais qui j’ai voté.

Ce n’est pas vos parents qui vous a dit pour qui voter ?

Non, non c’est moi qui ai décidé.

Le fait de discuter politique avec vos amis, est-ce que ce sont les professeurs qui vous incitent à le faire ?

Non, non, les professeurs ils s’occupent pas de quoi on parle et ce qu’on fait. On parle de temps en temps de politique avec notre professeur d’économie parce que lui il a une très grande connaissance politique, tout ça. Donc c’est assez sympa de discuter avec lui sur ce sujet là, il a beaucoup plus d’expériences et nous on est novice, on est un peu naïf, donc lui il nous ramène à la réalité on va dire.

Est-ce que votre scolarité au lycée vous a influencé dans vos idées politiques ?

Oui je pense. Je pense que le lycée, et avant le collège ils influent en fait sur notre situation de culture. Je connais pleins d’amis au primaire qui étaient normaux on va dire, et quand ils sont allés dans des collèges, dans des lycées ils ont virés vers le bas. Et donc oui le cadre, enfin l’infrastructure de l’établissement influe tout à fait sur nos points de vues, sur comment on va être plus tard, sur notre motivation par rapport au travail, vraiment ça influe très fortement sur la personnalité.

Plus que le cadre familial ?

Ah non le cadre familial, ça vient le compléter, il est en fond, même plus qu’en toile de fond je veux dire. C’est vrai que le cadre familial il influe sur comment on va se comporter, ça c’est évident. Vous lisez Bourdieu, l’habitus c’est fait par la famille.

Donc le contexte scolaire vient renforcer certaines choses ?

Tout à fait.

Et même au niveau des idées politiques ?

Oui le cadre familial, oui, oui, il influence évidemment beaucoup. C’est les parents qui choisissent, inconsciemment, pour nous, notre appartenance politique. Ça oui, je suis tout à fait d’accord ça.

Le collège et le lycée ne font que confirmer.

Confirmer nos préjugés, nos opinions.

Pour vous l’éducation ça a quand même une influence dans la vie de tous les jours ?

C’est certain. Tout à fait ça à 100%.

Qu’est-ce que vous attendez de l’éducation scolaire ?

J’ai envie de dire j’attends rien de ce qu’elle m’apporte. Moi je sais comment je suis et peu importe ce qu’elle va vouloir me donner, je sais que je vais prendre ce qui va m’être donné pour me développer culturellement et mes connaissances, mais j’attends pas qu’elle me formate ou quelque chose comme ça. Moi je sais ce que je suis, je sais ce qui est bon à prendre, et ce qu’elle me donne je le prends.

Est-ce que vous pensez que l’éducation primaire devrait fournir un minimum à tous, que ce soit au niveau des valeurs ou à d’autres niveaux ?

Ben oui c’est important qu’elle donne des valeurs, après les individus on peut pas les obliger à ce qu’ils les prennent mais il évident que l’école est obligé de transmettre des valeurs françaises, culturelles aux jeunes personnes. Oui c’est son devoir, c’est son rôle, mais après si les individus ils veulent pas l’accepter on peut rien faire, on peut rien faire pour eux. On peut pas les forcer.

Quand vous parlez des valeurs françaises, est-ce que vous avez certaines valeurs précises en tête ?

Ben liberté, égalité, fraternité. Le drapeau, le respect de la République, les lois, tout ce qui attrait à l’ordre et au respect de l’Etat et de la République.

Par rapport à l’éducation scolaire, est-ce qu’à un moment ou à un autre vous avez pris une décision qui aurait été controversé par votre famille ou des amis ?

Quand j’ai voulu faire économique et social mon père il voulait que je fasse S, il s’est opposé un peu et puis on s’est brouillé tous les deux donc après il a rien pu dire. Moi c’est ma décision. Je voulais pas faire S parce que physique, chimie c’est pas mon truc du tout. Je vois pas pourquoi je me serais embêté pendant deux ans à faire ça, surtout que je pense que par la suite, physique, SVT je vois pas trop où ça mène dans la vie de tous les jours, tandis que l’économie, économie, sociologie c’est beaucoup plus concret et je trouve que ça me sert plus dans la vie que si j’avais fait chimie, des petites solutions aqueuses. Et mes amis ils m’ont pas influencé sur quelque chose par rapport aux études, à l’éducation scolaire.

Vous avez des amis qui sont partis par exemple en S et c’est pas pour autant que vous avez fait S.

Que j’allais les suivre, ouais. Même y’en a qui sont partis en STG et j’ai pas dit « tiens je vais venir avec toi ».

C’est une décision qui vous appartient.

Tout à fait.

En dehors du lycée, même si le lycée occupe une grande partie de votre temps, qu’est-ce que vous faites, quels sont vos loisirs, vos passions ?

Je fais du sport. Je fais de la boxe, je cours le week-end. Après je sors avec les amis de temps en temps mais là vu qu’il y a le bac, on restreint les sorties et puis voilà. Activités d’un jeune adulte normal.

Au sein du lycée, est-ce que vous avez des associations sportives, culturelles ?

Alors y’en a mais j’en fais pas partie parce que j’aime pas tout ce qui est association, truc comme ça, ça me plaît pas du tout. Tout ce qui est communisme associatif c’est pas mon truc.

Et il y a des conseils de classe, est-ce que vous en faites partie ?

J’ai été délégué, j’ai assisté au conseil de classe donc une année, mais c’est tout je veux dire, enfin rien de plus. C’est pas mon truc.

C’était au cours de quelle année ?

C’était l’année dernière.

Donc par rapport à ça, vous l’avez fait une année et vous n’avez pas eu envie de poursuivre ?

Oui voilà je l’ai fait une année et j’avais pas envie de me représenter parce que ça prend du temps en plus des cours. C’était sympa d’y participer pour voir comment s’était à XXX mais c’est tout.

Avoir une expérience là dedans.

Je sais pas si c’était une expérience mais c’était rigolo. On peut pas parler d’expérience je trouve.

Quand vous dites c’était rigolo par rapport à quoi ?

De voir les profs dans une salle, enfin voilà je voulais voir comment ça se déroulait, juste par curiosité.

C’est la curiosité qui vous a poussé à vous investir là dedans ?

Ouais, voilà.

Par rapport au lycée plus globalement, et au collège, est-ce que vous avez eu des expériences difficiles, pas forcément agréables au niveau de votre scolarité ?

Même quand j’ai redoublé ici j’étais très bien en fait. Je veux dire vu que je ne faisais rien à l’époque, c’était même assez rigolo en fait d’avoir des mauvaises notes et tout, je dirai, d’être vu comme, pas comme le méchant de la classe, mais le rebel on va dire, c’était rigolo. Mais pas d’expériences désagréables, ni au collège, ni au lycée.

Même quand vous n’étiez pas un bon élève, vous n’avez pas été mal jugé par vos professeurs ?

Non ils auraient pu mal me juger. Enfin si, un peu parce que vu que je faisais vraiment rien, je comprends que je devais les énerver, donc c’était mérité on va dire. J’avais mérité d’avoir des mauvaises notes et tout. Mais j’étais vu comme le cancre gentil vous voyez, pas comme le cancre méchant. Avec mon prof de maths j’avais cinq de moyenne avec lui, je lui faisais même des blagues en classe et il rigolait, donc voilà.

Et quand vous avez redoublé ça s’est bien passé ?

Mes parents m’ont mis un peu la pression on va dire parce qu’ils étaient en colère que j’ais gâché une année bêtement on va dire. Puis j’ai su me ressaisir et repartir, donc c’est bien.

Et par rapport aux professeurs, est-ce que vous avez eu les mêmes professeurs ?

Oui j’ai eu trois professeurs que j’avais eu la première seconde et vu que j’avais progressé, que je travaillais et que j’étais sérieux, ils étaient un peu étonné de voir cette évolution, d’avoir des bonnes notes avec eux alors que j’avais jamais dépassé la moyenne avec eux l’année d’avant. Non c’est vraiment un sentiment agréable on va dire, de satisfaction.

Ils ne vous ont pas mis à l’écart dès le départ parce que vous étiez redoublant ?

La prof de physique elle avait un peu des préjugés avant le premier DS et après ça va elle a changé d’avis. Même si après je me suis mis un peu à faire le rigolo en classe, bon elle m’appréciait pas tellement, mais elle me laissait vous voyez. Elle était gentile.

Et globalement comment vous jugeriez votre expérience scolaire depuis le collège jusqu’ à maintenant ? Est-ce que c’était une expérience positive ?

Oui, oui très positive. D’ailleurs même à XXX ça a été des très bonnes années de ma vie je pense, et je vais regretter de partir dans quelques mois puisque c’était vraiment sympa. C’était vraiment bien, oui c’était très bien.

Est-ce que vous pensez que vous êtes le seul dans ce cas là ?

Non je pense qu’il y plusieurs élèves qui partagent mon avis, que c’était bien XXX et tout. Bon évidemment y’en a le lycée ils aiment pas.

Donc globalement…

C’est positif.

Et par rapport à l’année prochaine, comment vous abordez cette transition ?

Une transition de plus, c’est tout. Je sais pas trop comment ça va se passer mais ça va je suis quand même serein.

Pas d’appréhension.

Non. De nouvelles ouvertures, de voir de nouvelles personnes, de nouveaux horizons quoi. Mais sinon ça va.

Plutôt content de passer à un autre stade.

Oui plutôt content d’évoluer parce que c’est essentiel d’évoluer dans la vie et là on arrive à un nouveau stade et c’est bien.

C’est une étape de plus qui vous permettra d’atteindre vos buts.

Voilà. On arrive un p’tit peu plus vers le concret.

Donc cinq ans d’études

Oui c’est long, mais ça va parce que je sais qu’à la fin moi je serai fixé. Parce que jusque là on travaille pour avoir des bonnes notes au DS mais c’est vraiment abstrait, on travaille parce qu’il faut travailler.

Vous avez hâte d’être dans une formation dans laquelle vous savez pourquoi vous la faites ?

De pouvoir être calé dans ma vie.

De poursuivre dans l’enseignement supérieur c’est quelque chose que vous avez toujours souhaité, même quand vous avez redoublé en seconde vous n’avez pas envisagé de partir de l’école ?

Ah non là quand j’étais en seconde, passer en première c’était le nirvana, donc je pensais pas trop au futur, je me disais faut vraiment que j’arrive à passer, parce que je me disais c’est pas possible je vais pas y arriver, mais bon après c’était passé, et les notes sont redevenues normales.

Par rapport aux expériences scolaires que vous avez pu connaître, est-ce que vous pensez que c’est des choses qui peuvent vous aider pour votre futur ou au contraire est-ce que ça peut être des contraintes ?

Par exemple le fait d’avoir redoublé ça me rend plus fort. Je trouve que ça m’a rendu, ça m’a appris à encaisser les mauvaises notes, les coups. Non je pense au contraire que ça m’a été bénéfique de redoubler parce que oui j’ai réussi à encaisser des mauvaises notes, à me relever, donc je sais de quoi je suis capable, vous voyez.

Et le système éducatif français, de la manière dont il est fait est-ce que ça vous a soutenu dans votre échec ou si c’est juste une réussite personnelle ?

Je sais pas du tout ça. Je veux dire c’est pas vraiment le système qui m’a aidé à me remettre sur pied, c’est plutôt personnel en fait.

Votre échec…

C’était personnel. On récolte ce que l’on sème.

Je vous remercie.

**Interview 3:**

FUiia12SB

Code :

XXXschool- name of subject’s school

XYZ-town: Town of school

J’aimerai que vous me décriviez votre expérience scolaire, comment ça se passe avec les professeurs, avec les autres élèves au sein du lycée.

Alors bon déjà ça fait trois ans que je suis dans ce lycée. Euh je vais juste faire une petite comparaison parce que c’est quand même assez marquant. Y’a trois, même quatre ans j’étais au lycée Lacordaire, donc lycée très catho, très strict, très prisé, 100% de réussite au bac. Et donc j’ai décidé de quitter cet établissement très prisé par tout le monde, quoi, tout le monde voulait être dans ce lycée, pour le lycée XXX-school. Et donc c’est un choix que j’ai fait moi parce que je me disais que j’allais voir autre chose, que j’allais voir, pas ce que c’était la vraie vie mais vraiment de voir les problèmes qu’avaient les autres élèves, que je retrouvais pas à Lacordaire. Donc je suis rentré au lycée XXX-school en seconde et donc au début je connaissais personne, j’ai commencé à faire ma propre popularité autour de moi, de rencontrer des gens, d’élargir mon carnet d’adresse entre guillemets, autant vis-à-vis des élèves que vis-à-vis des profs, sans faire le lèche bien sûr. Parce que bon c’est bien aussi d’avoir un contact direct, comme avec les élèves, comme avec les profs, de pouvoir discuter comme on discute avec nos collègues, tout en restant polis, avec les profs, d’avoir un bon contact, en parlant de cours ou autre. Donc voilà. Donc personnellement mon année de seconde s’est plus ou moins bien passée. Après bon les notes, c’est vrai qu’elles étaient très bonnes et j’en suis très content. Après c’est vrai que quand on passe du privé au public, euh, surtout que c’est une école à très grosse réputation, Lacordaire, euh c’est vrai que le changement on le voit quand on est dans le public. On a des notes excellentes, des conditions de travail sublimes, on est organisé, on est motivé à travailler, et le problème c’est que comme toute bonne chose, comme tous acquis dirais mes parents, ça se perd, ça se perd. Et j’ai remarqué, et j’en suis conscient, c’est déjà quelque chose de bien, qu’au fur et à mesure des années, c'est-à-dire première et maintenant terminale c’est des petits acquis que j’ai eu et que j’ai perdus, alors c’est vrai que bon ça me fait un peu mal au cœur d’en parler, et tout ça. Mais c’est vrai que ça m’attriste parce que c’est des choses que je perds et que, je suis conscient que je les perds mais que je ne pense pas revenir en arrière, je peux pas, je suis moins organisé, peut être moins sérieux. Mais bon après c’est moi qui ait fait le choix d’aller dans le public. Donc mon année de seconde elle s’est super bien passée, tout ça. Ma première je l’ai commencé alors, ma première, ma première, ma première elle a bien commencé mais après c’est vrai que j’ai commencé à avoir des grosses, grosses lacunes, parce que bon je m’en étais pas rendu compte mais je fréquentais peut être pas les bonnes personnes. Mais heureusement qu’il y avait toujours des gens qui étaient dans mon carnet d’adresse qui m’ont fait rendre compte que les fréquentations elles avaient un effet négatif sur comment je me comportais avec les autres, sur mes notes, sur mon comportement vis-à-vis des profs, parce que c’est vrai que bon quand on est en cours et qu’on est plusieurs et qu’on veut toujours faire, qu’on veut suivre les autres, qu’on veut montrer l’exemple, on fait des choses sans être conscient qui nous ressemble forcément pas. Donc c’est vrai que mon année de première elle s’est basée beaucoup sur de bêtises, d’erreurs. Mais bon.

Vous en avez conscience ?

J’ai conscience et j’en ai conscience grâce à mes parents parce qu’ils m’ont toujours dit qu’il faut toujours faire des erreurs, s’en rendre compte et ne pas les refaire, toujours partir du bon pied. On a fait ces erreurs, ben à l’avenir faudra pas faire les mêmes, faudra toujours aller de l’avant. Et ce qui est bien c’est que bon ça m’a servit de leçon, et c’est des erreurs que je refais pas, même à l’heure actuelle. Après bon qu’est-ce que je pourrais dire d’autres ?

Et la terminale ?

Terminale ben écoutez, là on est fin novembre. J’essaie de faire un mix entre ma seconde et ma première, c'est-à-dire m’imposer des limites avec les profs. Bon c’est vrai y’a une certaine adrénaline à savoir je vais me faire engueuler avec le prof, est-ce que je ne vais pas me faire engueuler, jusqu’où je vais aller avec le prof, et je vais voir les limites du prof. Parce que bon on est des êtres humains et on veut tous voir les limites de chacun, voir jusqu’où on est capable. Et mon année de terminale elle a bien commencé parce que c’est vrai que l’année dernière j’ai eu 18 ans, on dit que 18 ans on est majeur, plus mature, plus concentré, plus réfléchit, plus adulte, enfin presque. Et voilà. Mais après c’est vrai y’a toujours des petites erreurs qui font que voilà c’est pas comme j’espérais, mais bon on fait toujours des erreurs, et c’est ça qui fait que l’être humain il évolue toujours, y’a toujours une réelle progression. Après le contact que j’ai avec les élèves, et avec les profs, ben après pendant trois ans dans un lycée, tout le monde plus ou moins se connait, surtout dans les séries générales, sachant que je suis élève de terminal ES. Ben après les gens ils savent plus ou moins comment vous allez réagir, comment dans certaines situations comment vous allez réagir, ce que vous allez dire plus ou moins, et après bon voilà c’est vrai que les gens ils anticipent ce qu’il va se passer. Et donc euh, je sais presque plus quoi dire.

Justement si je peux vous poser une question, tout à l’heure vous m’avez dit vous avez quitté le lycée Lacordaire pour le lycée XXX-school, qui sont pas totalement opposés, mais assez différents, et pour quelles raisons lycée XXX-school ? Enfin il y a d’autres lycée à XYZ-Town.

Pourquoi XXX-school ? Bon premièrement parce que c’était mon lycée de proximité, parce qu’il était à côté de chez moi. Ouvrez la parenthèse c’est pas parce qu’il est tout près de chez moi que ça me permet d’arriver en avance, j’arrive toujours en retard. Fermez la parenthèse. Deuxièmement parce que je me dis je sais pas, lycée XXX-school c’est un quartier ZEP. Moi je prône le fait que les gens disent « oui nous on peut pas réussir dans un lycée qui nous donne pas les moyens, lycée ZEP, Zone d’Education Prioritaire, en pleins milieux des quartiers », non, moi j’avais envie de prouver, de me prouver des choses à moi-même parce qu’on veut d’abord se prouver des choses à soi même avant de prouver aux autres, que mince c’est pas parce que c’est un quartier de ZEP, un lycée qui est dans les quartiers, que voilà.

On ne peut pas réussir ?

Voilà. C’est vrai qu’il y a un petit pourcentage, les conditions de travail et tout ça sont pas les mêmes, mais après je pense que le plus important chez l’élève vis-à-vis de la réussite, je pense que c’est vraiment sa motivation, parce qu’un élève qui est vraiment motivé qui va se donner tous les moyens parce qu’on se donne les moyens et qu’on prend le temps de faire ce que l’on a envie de faire, je pense qu’à partir de ce moment là on a vraiment le choix de réussir ou pas, parce qu’un élève qui se donne pas les moyens c’est clair qu’il n’y arrivera pas. Et quelqu’un qui est motivé, qui a envie de réussir, même s’il a des, s’il a pas de compétences, s’il arrive pas, ben je pense il aura le choix, il aura déjà deux possibilités. Il réussira ou alors il réussira pas mais il sait qu’il se sera donné tous les moyens pour réussir et qu’il recommencera et que sans nul doute il réussira la fois d’après. Voilà après pourquoi j’ai choisit XXX-school parce que, bon heureusement que c’est anonyme, j’ai pas à critiquer, je suis personne pour critiquer, mais Lacordaire c’était vraiment un lycée qui était vraiment strict où y’avait trop de limites, et je me suis dit que XXX-school ça allait me mettre des libertés, que j’allais pouvoir enfin prendre mes responsabilités. S’il m’arrivait quelque chose ben que je m’en occupe moi. Et puis surtout pourquoi j’ai changé parce que je voulais voir ce que c’était la vraie vie, le contact avec les élèves. Moi j’étais à Lacordaire on parlait quoi, après la récré on parlait quoi, travail, les profs, les notes. Non quand je suis à XXX-school on parle vacances, tu aimes la danse, moi j’aime les jeux vidéo, telle tactique, tout ça, sport, je suis parti faire du tennis ce week-end, de la course à pied. Et c’est ça finalement, c’est ça, comment dire, bon je le dis autant à vous qu’à quelqu’un d’autre, c’est ça qui fait que être dans un lycée public avec des gens qui sont des bons vivants quoi, des gens normaux, qui vont faire que, il va avoir un effet sur moi qui va faire que je vais avoir une pensée différente, je vais voir la vie d’une autre manière, et ça va m’ouvrir sur différentes cultures, parce qu’on sait que dans ce lycée y’a les gens de toutes les religions, de toutes les cultures, tout ça. Mais bon c’est vrai que des fois y’a des idées qui s’opposent, c’est ça qui est bien, c’est y’a tout, c’est le melting pot, voilà. C’est ça.

10’25

On peut trouver de quoi s’enrichir de par la diversité ?

Voilà, de s’enrichir. Moi personnellement, y’a, comment dire, on m’a dit un jour, un arrière grand père à moi, en arabe, parce que je suis d’origine marocaine « ….. », c'est-à-dire « fréquente que la personne qui a quelque chose à t’apprendre ». Et je trouve que dans ce lycée, y’a beaucoup de gens comme ça qui ont toujours quelque chose à apporter, et c’est bien parce que ce sont des expériences qui font qu’on est là à toujours évoluer, évoluer. On sait que l’être humain c’est une source de connaissances, et moi je trouve ça super, on a des points de vue différents sur tout, et c’est ça qui nous rend différent de chacun, et pas stéréotypé comme tous l’étaient dans mon ancien lycée. Et c’est ça qui est super. Là on peut s’habiller comme veux, on a de la liberté quoi. Y’a des limites c’est clair parce qu’il en faut toujours, mais y’a certaines libertés qui font ce que l’on est aujourd’hui. Voilà.

Au départ au lycée Lacordaire, c’était vos parents qui vous avez inscrits ou si c’était vous ? Enfin comment ça c’était passé ? Vous vous souvenez ?

Ah oui, oui. Très bonne mémoire. Donc au départ, au départ, à la base, mon père y travaillait, donc il travaillait, il s’occupait, il était éducateur sportif au départ. Donc voilà. Le directeur qui avait la main sur le cœur, et une âme comme personne n’en aurait, lui a proposé un logement de fonction, donc on est parti avec ma petite famille, à trois, on est parti vivre sur place dans l’école, là où j’habite actuellement toujours. Ensuite, donc le directeur, sachant que mon père habitait, travaillait sur place m’a proposé par pure logique d’être inscrit dans cet établissement. Chose qu’il n’a pas refusé sachant que c’était un lycée de renommée plus ou moins nationale, parce que Lacordaire on sait très bien que c’est la deuxième meilleure école de France dans le top 5. Avec 100% de réussite au bac, ça m’étonne pas. Et voilà. Donc ensuite j’ai fait ma scolarité du CP, CP, CM2, troisième. Depuis tout petit. J’ai grandi là bas donc je suis autant connu là bas qu’ici, parce que tout le monde me connaissait. Voilà parce que mon père travaillait aussi sur place. Donc ça m’a apporté, faut pas négliger aussi le fait que la base soit négative, parce que c’est des expériences comme d’autres, ça m’a apporté mais comme chaque humain on a des préférences, et moi je préfère le lycée XXX-school.

A un moment vous aviez envie de voir autre chose ?

Autre chose. Voilà c’est ça, un autre horizon, un autre point de vue. Mais ça m’a complètement apporté, c’était que positif. Mis à part avec la relation des élèves, ce que je n’ai pas trouvé à Lacordaire, je l’ai trouvé à XXX-school, voilà. C’est presque que pour ça que j’ai quitté Lacordaire. Sinon les conditions de travail sont parfaites, excellentes, et je n’ai rien à redire vis-à-vis de ça. Et après ben en troisième, bon mes notes elles étaient sympathiques, elles tournaient autour de 12-13.

Ce qui est bien pour Lacordaire ?

Ça va, ça va, parce que comme ils sont assez exigeants c’est, moi en troisième j’avais 12-13 c’était très faible. Comparaison autre lycées, c’était super. Mais bon après moi j’ai préféré aller voir ailleurs parce que je m’entendais plus avec les gens de là bas. Ils étaient imbus de leur personne, mais bon je suis encore personne pour critiquer, mais c’est le point de vue et la.

Ce que vous avez ressenti ?

Voilà, ce qu’ils m’ont montré vis-à-vis de moi. Donc ensuite je suis venu à XXX-school, voilà c’est comme ça que je suis arrivé à l’école.

Et comment vos parents ils ont réagi à ce changement ?

Ah mes parents, super. Alors là mes parents, là je peux, c’est eux qui m’ont mis au monde, ils ont le droit de dire ce qu’ils veulent sur moi, je suis leur fils. Bon je vais plus ou moins parler vite fait de l’éducation qu’ils m’ont donnée parce que c’est super important par rapport à ce qu’on va parler. Ils m’ont donné une éducation ultra, comment dire, euh, ils m’ont dit « on t’imposera jamais de religion, on t’imposera jamais de pensée, quoi que ce soit, tu feras toujours les choix que tu auras envie de faire, mais on sera toujours là pour toi, pour te conseiller et pour te dire ce qui est le meilleur pour toi ». Et donc lors de ma réorientation en troisième parce que j’ai voulu me réorienter, ils m’ont dit « si c’est toi qui veut, alors fais comme bon te semble, mais sache que c’est bien dommage que tu n’ais pas continué ta scolarité à Lacordaire ». Mais après tout, c’est vrai que quand je parle avec mes parents j’ai toujours de bons arguments, là j’avais l’argument comme quoi le contexte élève n’allait pas, et c’est vrai que bon moi je pense que dans une scolarité tout, pas tout doit être parfait, mais il doit y avoir une bonne cohésion avec tout le monde, avec les profs, avec le travail, avec les élèves, avec le contexte tout ce qui est matériel, le lycée. Je pense que si tout ça, ça arrive dans une petite moyenne où tout est sympathique, ça permet de bien s’intégrer, de se sentir à l’aise. C’est comme quand on s’installe, je compare, permettez moi, mais c’est comme quand on est dehors, c’est l’hiver, il fait froid, et y’a un bon bain qui nous attend bien chaud, et qu’on rentre dedans, on se sent bien, on se sent à l’aise, on se sent, pff, détendu. Et c’est ce qu’il doit se passer, c’est dans des conditions de détente, plus ou moins, qu’on arrive à réussir. On est bien, on se sent bien dans sa tête, dans son corps, avec les autres, et c’est comme ça qu’on arrive à réussir, c’est une des clefs, des critères, des aspects, qui fait qu’on arrive à réussir. Et ils ont eu aucune chose à dire parce que c’était mon choix. A la rigueur que ce soit leur choix, qu’il me l’ait imposé, j’aurai dit « bon, je suis d’accord mais c’est vous qui me l’avez imposé », comme y’a beaucoup de parents qui font à Lacordaire, ils imposent à leurs enfants à aller à Lacordaire, parce que y’a ça, ça, ça. C’est bien, comme c’est pas bien, parce qu’il y a des élèves qui veulent peut être pas avoir ces pressions de travail. Moi mes parents ils m’ont laissé le choix, et je pense que c’est bien d’avoir le choix, parce que ça nous permet de vraiment, parce que quand on a le choix on a le pouvoir, on a le pouvoir de choisir, et ça je pense que c’est super important. C’est ce qui va faire, je vais comparer, mais c’est mes comparaisons, c’est ce qui va faire qu’une paire de chaussures va nous plaire et pas une autre, c’est le petit truc qui va faire que je vais la prendre, et pas celle là. Et ben là pour moi je pense que c’est la même chose, me laisser le choix, c’est le plus important. Je sais pas pour moi, le choix, quand on a le choix ça veut dire qu’on a, c’est une sorte de liberté, c’est un pouvoir, eux ils m’ont laissé le choix et j’en suis très content parce que j’ai beaucoup gagné.

C’est pas toujours le cas dans toutes les familles.

Et c’est bien dommage. Mais bon après. C’est toujours l’éducation, c’est pour ça que j’ai préféré en parler un peu avant, c’est l’éducation qui permet que l’enfant va choisir ou pas, c’est les parents ce qu’ils vont inculquer à leurs enfants.

Et vous qu’est-ce que vous attendez de l’école, en l’occurrence du lycée dans votre vie ?

XXX-school ?

XXX-school, de l’école en général. Ce qu’elle vous apporte dans la vie.

Alors euh, c’est (rire), généralement c’est positif quand je rigole comme ça. Qu’est-ce que ça pourrait, qu’est-ce que ça pourrait. Alors je vais vous demander c’est juste de répéter s’il vous plait.

Pour vous, donc vous devez avoir des attentes dans la vie, et comment l’école peut y contribuer à ces attentes ?

Alors je ferai une seule phrase, c’est mettre à ma disposition tous les moyens en leur disposition, c’est français ?

En leur possession

En leur possession afin de pouvoir me donner des bonnes conditions de travail pour que je puisse réussir et avoir mon bac, parce qu’aujourd’hui on ne fait rien si on n’a pas de bac.

Pour l’instant l’objectif c’est le bac ?

Le bac, je suis en terminale ES, ce qu’il me faut c’est le bac. Alors après l’école, le lycée, est-ce qu’en général il me donne les moyens, hum, déjà le fait qu’il y ait plus de libertés qu’au collège c’est déjà bien, mais bon c’est normal aussi, on est plus mature au lycée, etc. Après moi j’ai des attentes du lycée, ce que j’ai c’est qu’ils fassent, qu’ils aient des projets pour mettre l’élève en priorité. Voilà ce qu’il faut qu’ils fassent c’est mettre l’élève en priorité, qu’ils fassent passer presque les élèves avant les profs, parce que finalement les profs ils ont déjà leur vie, leur salaire, leur enfant, leur hobbies. Nous on est en recherche d’expérience, et je pense que le lycée, l’école, ils sont vraiment là pour donner cette expérience qu’on a pas encore, les choses qui sont nouvelles pour nous, et tout ce qui est nouveau, tout ce qui est, comment dire, nous en tant qu’élève, pff, je dis nous parce que je pense, je pense, c’est que mon avis encore, c’est euh, tout ce qui est bon on va pas le négliger, on va le prendre donc c’est que, c’est on a tout à gagner, rien à perdre, voilà la vision à laquelle devrait avoir l’école, le lycée, l’éducation nationale, c’est de tout mettre en œuvre pour que l’élève ait à y gagner quelque chose et non pas à y perdre. C’est ce que je pense. Peut être philosophique, peut être dans les pensées, mais de toute façon c’est, vous comprenez ?

Oui, oui je comprends.

Alors c’est l’essentiel.

Et comment vous jugeriez le système éducatif français à l’heure actuelle ?

Alors je (rire), quand vous m’avez dit ça, je me permets juste de vous dire que je pense directement au système britannique, anglais, anglo-saxon. Bon étant grand sportif, je prône les cours le matin, le sport l’après midi. Voilà, après personne, on est tous différent, personne n’est comme moi, sinon on ne serait pas là en ce moment. Non je pense que, comme vous m’avez dit ça, est-ce que vous attendez que je fasse une comparaison vis-à-vis des autres pays ?

Si vous en avez une, si vous avez un avis là-dessus, oui. Si vous n’en avez pas je ne vous demande pas d’en inventer une.

Alors je pense que le système français, parce que au lieu de remettre en question devrait plutôt proposer et devrait mettre à disposition ou essayer, faire en sorte que, enfin comment dire, par exemple, voir le système anglais comment il fonctionne, ses aspects positifs, négatifs, avoir cours le matin, sport l’après midi, le proposer ou essayer, pas juste en parler. Il faut qu’il y ait des tests, il faut que ce soit

Concret ?

Voilà, il faut que ce soit des preuves, pour que nous, élèves français, on puisse dire ça nous plaît, ça nous plaît pas. On en revient à tout à l’heure, est-ce que, et je vais me poser la question, et c’est la question que je me pose, est-ce que l’éducation nationale nous donne le choix ? Parce qu’on l’a dit tout à l’heure avoir le choix c’est ce qui est le plus important. Et est-ce qu’on nous donne nous le choix de pouvoir essayer quelque chose, et je parle juste essayer, pas rentrer direct, imposer quelque chose, juste essayer, pour avoir le choix. C’est vraiment, après c’est vrai qu’ils nous laissent pas, moi en ce qui me concerne, je m’y intéresse pas du tout, mais j’ai mon avis là-dessus c’est que, ils proposent pas, c’est vrai, c’est pas du concret, vous l’avez dit, y’a pas, c’est pas les choses visibles, c’est qu’à leur échelle j’ai l’impression, c’est que vis-à-vis de ceux qui sont en costumes, cravate et tout ça. Je pense que nous en tant qu’élève dans notre lycée, on voit très rarement ce qui se passe vraiment, le concret, ça se voit pas beaucoup. Ça se voit quoi, quand il y a les manifs, mais mis à part ça, y’a pas grand-chose. C’est la vision que j’ai, encore une fois.

Est-ce que vous trouvez que c’est un système qui est juste ? Qui donne les mêmes chances à tout le monde ?

C'est-à-dire ?

Est-ce que le lycée, même au niveau du collège, dès lors qu’on va au collège ou au lycée en France on a tous la même chance de réussir ? Ou si ce n’est pas forcément le cas, si d’autres facteurs interviennent ?

Euh, est-ce que tout le monde peut réussir au lycée, en fait c’est est-ce que, euh, on. Il faut la répéter, excusez moi, est-ce que vous pouvez la répéter ?

Je vais la reformuler autrement, pour vous, tous les élèves dès lors qu’ils suivent l’école, est-ce qu’ils auront tous la même chance de réussir ? Est-ce que tout le monde a la même chance d’avoir son bac quelque soit son origine, ses résultats scolaires ?

Moi je pense que oui, mais ça dépend après, je le dis encore, l’Etat met à disposition des moyens pour les élèves. Après ce que je pense, c’est qu’il ne met pas au centre de tous ses intérêts, et je dis bien tous ses intérêts l’élève. C’est vrai que l’élève, comment dire, c’est dessiner une pyramide et mettre l’élève en haut, vraiment en haut. Et peut être qu’en le mettant vraiment en haut, là il mettra vraiment tous, tous les moyens pour le faire réussir, je dis pas le contraire, mais après c’est vrai que si on a pas trop de réussite, si on a pas ci, si on a pas là, après ça dépend de l’élève en lui-même.

C’est ce que vous disiez tout à l’heure

Voilà c’est la motivation, c’est les moyens de réussir. Et y’a beaucoup de gens, vis-à-vis de leur origine ethnique, de leur contexte social, ils habitent dans les cités, ils sont trop à se, et je le dis ouvertement, et je pourrai le dire très bien à vous qu’aux autres personnes, ils sont trop à se sermenter, se lamenter sur leur sort, au lieu de l’avant, ils sont trop à voir les aspects négatifs. Je dis pas qu’ils intériorisent mais ils se disent oui on est dans des cités, oui on est de telle origine, ou même en oubliant tout ça, le lycée il met pas assez de moyens pour qu’on réussisse, et ça c’est pourri, ça, ça, mais c’est, je pense qu’on pourra jamais vraiment réussir à résoudre ce genre de problèmes, c’est un problème qui est trop gros, qui concerne trop de monde et qui est trop répandu. Et même pas que en France, aux Etats-Unis parce que là j’ai vu la carte, c’est la même chose de partout, c’est la même chose de partout. Après c’est vrai que l’éducation nationale essaie plus ou moins de faire mieux que d’autres pays en établissant des règles, des lois, des cours de soutien, en faisant des choses biens, parce que y’a pas que des choses négatives, mais c’est vrai que y’a beaucoup, beaucoup de gens, parce qu’en France on dit qu’il y a de tout, voilà, y’a beaucoup de gens qui se lamentent sur leur sort et qui pensent peut être autre chose qu’à l’éducation et tout qui est les études et tout ça, et c’est vrai que ça fait partie de tout ce qui est négatif vis-à-vis de l’éducation, du travail, des lycées, des écoles. Et ça m’attriste un peu parce que bon je pense que si ces gens là étaient plus, pas plus joyeux, mais qu’ils allaient de l’avant, à dire je vais réussir, je vais, j’ai des projets, je vais essayer de concrétiser, je vais me donner les moyens, on va revenir souvent là-dessus, mais la motivation et le fait de se donner des moyens c’est important. Mais le plus important par-dessus tout c’est l’éducation que donne les parents aux enfants, et non pas que les lycées et les écoles doivent donner aux élèves, parce qu’il faut pas confondre éducation parents-élèves et lycées/collèges-élèves. Pour moi, en ce qui me concerne, les lycées, les écoles, l’éducation nationale elle n’est pas là pour éduquer les élèves, elle est là pour les éduquer dans le travail, et uniquement là dedans, pas dans le comportement. Et je pense qu’en ce moment y’a comment dire

Confusion

Ouais y’a des petites confusions dans les discours politiques de certains politiciens ou sociologues et c’est peut être ça qui fait que les jeunes ils l’interprètent mal. Ils sont là, ils savent pas trop de quoi ça parle, alors ils vont penser ça, y’a des sous-entendus, ça fait que ça aura des répercussions vis-à-vis du travail, de l’éducation, de la famille et ça c’est néfaste, il faut penser à autre chose. Il faut y penser, mais plus positivement, et peut être qu’ils intériorisent un peu trop.

Tout à l’heure vous m’avez parlé des manifestations, est-ce que vous vous y avez participé en tant qu’élève de XXX-school ?

Rire. Alors euh.

Si vous ne souhaitez pas y répondre, vous pouvez.

Non, non je répondrai à toutes les questions que vous me poserez parce qu’elles sont toutes aussi intéressantes les unes que les autres, et ça me fait d’autant plus plaisir d’y répondre. En seconde je venais d’arriver, je me suis dit l’année va bien se passer, je vais rester quand même assez calme. L’année de première, je me suis dit bon j’ai essayé des petits trucs, des petits projets, je suis là. Terminale je me suis dit, il y a eu le CPE il y a deux ans, moi en seconde j’étais un peu frivole, un peu houhou, je savais pas trop, j’étais pas trop intéressé. J’étais pas ouvert, j’étais, j’avais pas ce contact social avec les élèves que j’ai maintenant. Et je pense que c’est peut être eux qui m’ont rendu différent, qui m’ont donné un point de vue différent sur la société. Et pour en revenir à la question que vous m’avez posé vis-à-vis des manifestations, euh, quand on dit manifestations, on parle souvent d’effet de groupe, parce que bon dans une manif, y’a plusieurs mondes, pour un but précis, notamment cette année la réforme des retraites. Vous, bon bref. Oui, oui cette année, plus ou moins je me suis laissé, pas influencer, mais je me suis dit, encore une fois, j’ai rien à perdre, tout à gagner.

Vous l’avez vécu un peu comme une expérience, je dirai ?

Voilà, voilà. Alors à partir du moment, je pense toujours à partir du moment, vis-à-vis des manifestations, qu’il y a toujours quelque chose à prendre. Et mieux vaut, une expression que m’a dit il n’y a pas longtemps mon père, très philosophe, « mieux vaut avoir un oiseau dans la main, que cent qui volent », et je compare ça à vivre des choses, des expériences, comme des manifestations, savoir de quoi on parle, échanger les compétences, ou les qualités, ou parler, ne serait qu’avoir un échange de parole, comme ce qu’on a entre vous en même temps, parce que ça vous permet de savoir ce que je pense, bon c’est pas le contraire, mais c’est pas le but. Et non, non, c’est vrai que c’est une expérience à prendre, donc à partir de ce moment là, pourquoi je vais refuser de participer à une manifestation, sachant que bon après si c’est pour une bonne cause ou pas, je sais pas. Dans une manifestation on a toujours des gens qui sont pour, qui pensent différemment, et je pense que c’est bien d’avoir des points de vue différents, parce qu’on peut exposer le nôtre, qui sera critiqué, on peut critiquer ceux des autres, c’est un échange. Pour moi une manifestation c’est un échange, on est là, on discute, on est présent. Bon moi je pense qu’un de plus ou un de moins dans une manifestation, c’est comme les votes, une voix de plus pour moi, c’est pas ça qui va faire la différence, mais bon c’est que mon avis encore une fois. Après c’est vrai que les manifestations c’est plutôt un effet de foule. Et c’est vrai que pour moi c’est une expérience de vie, voilà. Après je me suis dit « t’es jamais allé à une manifestation, allez vas-y, faut tester, faut essayer. Ça va pas te faire du mal, à partir du moment où ça te fait pas de mal, vas y. C’est juste une expérience, il faut la prendre ». Voilà.

Vous venez de me parler du vote, mettre un bulletin de plus dans l’urne ça ne va pas tout changer, et tout à l’heure vous m’avez dit que vous aviez 18 ans, et est-ce que vous avez déjà eu l’occasion de voter ?

Non, ben écoutez j’ai reçu une lettre du maire, Jean-Claude Gaudin, en parlant de ça, qui me dit que j’étais inscrits sur les listes électorales, c’est ça. Voilà. Bon 18 ans, je vais aller demander ma carte d’électeur, parce que je me dis qu’à la naissance. Bon moi je suis né en France, je suis né d’abord en tant qu’être humain, ensuite en tant que moi S… B…., ensuite en tant que marseillais, avant tout. Attendez, attendez parce que ça a une destination finale. Marseillais, français, et citoyen. Je suis né citoyen, j’étais dans le ventre à ma mère, dès que je suis né, je suis né citoyen. Voilà et tout c’est, comment dire, je suis né citoyen, c'est-à-dire que je le suis à la base donc je me dois de le respecter. Je vis en France, c’est comment dire, c’est des règles, dans la vie il y a des règles il faut les respecter. Après des droits et des devoirs, on m’a souvent inculqué le fait de dire « tu as des droits, des devoirs ». Des devoirs, j’ai des droits, je suis tout à fait d’accord. Des devoirs, j’aime pas trop ce mot devoir, je, le devoir de voter par exemple, puisqu’on en a parlé pour les élections, je, ça passe pas chez moi, le mot devoir ça passe pas. Ne me demandez par quel mot je remplacerais, mais devoir, c’est pas le mot qui conviendrait. Pour en revenir au vote, c’est vrai que j’ai pas l’impression, et je sais pas de qui, euh, à qui je dois donner cette impression, et qui me donne cette impression, que le fait que mon vote il va avoir de l’importance. Qu’est-ce qui fait que moi je vais voter pour un tel, et que ça va me donner de l’importance vis-à-vis de cette personne, parce que finalement je ne serai pas le seul à voter pour cette personne, donc qu’est-ce qui va me rendre différent d’une autre personne qui votera la personne à laquelle elle s’est présentée.

Qu’est-ce qui va me rendre différent ? C’est ça, parce que finalement quand on vote, on est tous pareil, on est tous égaux. C’est vrai qu’un vote il est à bulletin secret, mais moi je pense qu’un vote il nous doit rendre différent, il doit nous rendre, je sais pas c’est.

Pour l’instant vous ne voyez pas encore

Je vais voter, je vais voter, je vais voter. J’irais voter, mais ça sera à contre cœur, voilà. Ça sera à contre cœur. Et ouais, je vous dis ça comme je vous dis que je le ferai pas, je sais pas encore mais là maintenant si je devrais voter pour quelque chose je le ferai à contre cœur. Ou à la limite je voterai blanc, parce qu’il y a le fait que je sois pareil vis-à-vis des autres.

Vous ne vous sentez pas reconnu ?

Voilà, voilà. Je sais que la personne pour qui je vote, elle sera reconnue, mais pas moi.

Et est-ce que vous pensez que l’école, l’école au sens large, pas seulement primaire, c’est collège, lycée, aussi, est-ce qu’elle a pu influencer vos idées, vos valeurs ?

Ah oui, oui. Ah je suis tout à fait avec ça, à partir du moment où l’éducation nationale a proposé la fameuse, le fameux cours éducation civique. Alors euh, je vais pas dire que j’aime, tout ça, j’aime pas, mais je trouve que c’est intéressant. C’est tout pour apprendre puisque ça nous concerne, même si ça nous concerne pas, même si on n’est pas français, même si on n’est rien, c’est quelque chose, c’est bon à prendre, c’est intéressant. Mais encore faut-il s’y intéresser. Mais c’est vrai qu’ils devraient mettre peut être plus de moyens, enfin pas des moyens, mais des projets, comme l’éducation civique, sous d’autres formes, ou sous des ateliers, des activités, des sorties sur tous les lycées, sur tous les collèges, dès le plus jeune âge, je pense. Sans faire du bourrage de crane, mais qu’on puisse avoir un accès direct à tout ce qui est politique, éducation, social, société, tout ça. Je pense que c’est, pour moi ça c’est un très bon souvenir. C’est très positif.

Est-ce que ça a influencé vos idées politiques ?

Ça m’a appris, ça m’a laissé le choix, parce que, oui, encore une fois, parce que quand on est éduqué, quand on sait de quoi on parle, quand on sait de quoi on parle, je pense qu’à partir du moment où une personne est instruite et quand elle sait de quoi elle parle, elle peut, elle peut, euh, elle peut dire, elle peut dire que ça m’a servit, que ça m’a apporté, que ça m’a intéressé, ça a été bénéfique pour moi parce que j’ai su m’y intéresser, et que maintenant je saurai utiliser ce que j’ai appris, ce que j’ai vu. Non, non c’est tout bon à prendre. C’est que bénéfique.

J’aimerai un peu revenir sur votre scolarité. Tout à l’heure vous m’avez dit pour l’instant l’objectif c’est le bac, que l’école vous aide à avoir votre bac, et est-ce que vous envisagez de poursuivre après le bac ?

Des études. La réponse c’est oui. Alors après

Quelles études c’est une autre question, c’est ça ?

Quelles études. Bon je vais vous le dire, quand j’étais plus jeune, je voulais faire Premier Ministre, ensuite, et c’est vrai, vous pouvez rigoler, mais c’est vrai. J’ai abandonné cette idée.

Trop dur ?

Non pas trop dur, mais en grandissant puisqu’on grandit. Non mais je me disais qu’au fur et à mesure des années on prend de la maturité et on se rend vraiment compte de ce qui est possible ou pas. Donc je me suis fixé un objectif qui était beaucoup trop haut, voilà. Bon je m’en suis rendu compte. Quand on s’en rend compte, je me jette pas des fleurs en disant ça mais le fait que je me suis rendu compte de certaines choses qui dépassaient la réalité, et ben ça c’est quelque chose qui m’a permis de me construire moi-même. Après pour en revenir à ce que vous avez dit.

Ce que vous souhaitez faire ?

Mes études. Voilà. Je me perds dans la conversation mais c’est tellement prenant (rire). Ouais mes études plus tard, je me suis concentré sur quelque chose qui était beaucoup plus stable, non, mais beaucoup plus, qui me ressemblait et qui était beaucoup plus appréciable, qui était plus d’actualité, qui me plaisait quoi. Moi j’envisageais de faire donc journaliste, reporter, envoyés spéciaux, depuis ma seconde, depuis que je suis rentré dans ce lycée. Pourquoi ? Parce que ces élèves de ce lycée, ils m’ont donné, ils m’ont pas fait changés, mais ils m’ont donné un point de vue que j’aurai peut être pas eu si j’étais resté à Lacordaire. Et c’est peut être ça, et sachez que ça me fait bizarre de le dire, mais qui m’a fait changer, je dirai, mes études. Je pèse mes arguments en disant qu’en seconde, tout début de seconde, troisième, je me suis dit je vais me lancer dans l’art appliqué, je voulais faire du design, et je voulais faire des dessins pour Picxar, des dessins animés, faire sourire des milliers d’enfants. Ce qui est toujours un de mes rêves. Après le contact que j’ai eu avec les élèves au cours de mon année de seconde, ça m’a fait totalement changé, c’est pour ça que je n’ai pas continué des études en STI arts appliqués, alors que j’avais le choix à ma fin de seconde, et que je suis parti en terminale ES, parce que je me suis rendu compte que ça me ressemblait plus le contact social, et le point de vue ça m’intéressait. Tout ce qui était point de vue vis-à-vis des autres, tout ce qui était contact. Et après je me disais S.., les gens autour de toi, les gens qui te connaissent, tes proches te disent toujours que tu parles bien, que tu présentes bien, que tu sais t’exprimer, et il faut toujours écouter les gens qui nous entoure, surtout la famille, c’est les plus important. Mais la famille très proche. Et donc je me suis dit je les ai toujours écouté, donc je vais continuer à les écouter. C’est vrai que STI arts appliqués ça ouvrait pas beaucoup de portes, je me suis dit « vas en terminale ES, tu veux des portes, tu en auras. Après tu peux diverger, tu peux aller autre part ». Donc je me suis lancé dans une terminale ES. Après pour mes études à venir, c’est vrai que moi à chaque fois, je suis vraiment intéressé par tout ce qui est information, le 20H, LCI, LCP, tout ce qui est information sur le monde, l’actualité. Ça peut être dans tous les sens, je peux autant regarder des chaines parlementaires que les Simpson. Moi je suis autant, tout m’intéresse, tout, tout. Après c’est vrai que je me suis vraiment concentré sur le fait que quand je regarde le 20h, et quand je regarde cet envoyé spécial, par exemple lors de l’investiture du Président Barack Obama, c’est là où plus ou moins j’ai eu pas la larme à l’œil mais ce petit reflet que j’ai ressenti dans l’œil quand j’ai vu le présentateur avec son micro, devant la télé, devant des millions de téléspectateurs, en train de dire c’est le Président Barack Obama qui a été élu aux Etats-Unis, premier Président. Et je me suis dit ben S… c’est ça que tu désires, c’est ça que tu désires faire plus tard. Des gens te regardent, disent « ah il présente bien, il parle bien », quelqu’un qui sert quelque chose, comme on en parlait tout à l’heure vis-à-vis des votes, et de tout ça, qui sera, comment on a dit tout à l’heure ?

Qui sera reconnu

Voilà.

Qui aura de l’importance

Qui aura de l’importance, qui aura quelque chose qui sera reconnu par les autres personnes. Qui fait que lui il va être différent des autres. Voilà. Je veux pas être le meilleur, le plus beau, le plus tout. Non, mais je veux avoir quelque chose qui me rende différent des autres. Et donc pour ça je compte me lancer dans des études supérieures. Moi je vais vous dire, mes parents ils m’ont donné une éducation très libre et moi je me dis je ne suis pas pressé de faire des longues études. C’est vrai qu’aujourd’hui on remet en cause, que « ouais, tu as Bac+6, Bac+7, c’est pas ça qui va te donner un gagne pain, tu peux faire de courtes études, et avoir un travail aussi ». Mais je me dis que, encore, on n’a rien à perdre, tout à gagner. C’est toujours des expériences qui font que ça va nous apporter, ça va nous rendre mieux qu’avant. On aura toujours des choses qu’on aura pas avant. Donc c’est pour ça que je compte me lancer si j’ai mon bac bien sûr dans des études de journalisme. Donc licence, trois ans, en fac d’éco-droit. Laquelle ne me demandez pas, je sais pas encore. Peut être celle de Nice, Nice ou celle qui est à XYZ-Town, Paul Cézanne, fac d’éco-droit toute simple. Ensuite faire mes trois années de master général, pas professionnel, master pro. Donc mes deux années pour avoir un Bac+5, pour avoir quand même des capacités, des compétences. Et ensuite, une fois toutes ces années réussies, me renseigner vis-à-vis des écoles de journalisme, notamment à l’ESJM, qui est derrière la fac de médecine de la Timone, YZ-University, qui a une réputation et qui j’espère me rendra ce que je dois être. Et ensuite commencer par des connaissances, parce qu’on a toujours des parents, moi-même j’ai des parents parce que c’est vrai que je vais en revenir, parce que tout est lié. J’ai mon père qui travaille à Lacordaire, on est d’accord, et le fait de travailler dans une école qui est connue plus ou moins mondialement, puisqu’elle est très, très connue, c’est pas n’importe qui va là bas. Donc forcément quand on côtoie qui sont là bas, on côtoie des gens qui sont plus ou moins haut placés, donc comme dit l’expression on se fait un bras long, on connait du monde, on se fait un carnet d’adresse.

Interruption.

Et donc, non, non c’est vrai, moi je compte. On est XYZ-Town, moi je vais vous dire XYZ-Town, tout marche sur le piston, c’est le mot familier pour dire pousser, c’est les petites ailes, c’est des connaissances. C’est du piston. Donc ma mère de l’éducation qu’elle m’a donné, m’a toujours dit « celui qui ne se gêne pas, devient bossu », alors pourquoi ne pas en profiter, sans en abuser, bien sûr. Donc je compte après mes études, faire jouer, parce qu’on a toujours des cartes dans sa vie qu’il faut jouer, mais il faut attendre le bon moment dans sa vie pour les jouer. C’est comme au poker. Bon après je m’y connais pas, mais je compte après ces études faire jouer ces petites cartes. Par exemple, si je peux me permettre de dire, sachant que c’est anonyme, quoi que j’ai dit mon nom et mon prénom, mais c’est pas grave, faire jouer la carte, par exemple je connais, mes parents connaissent le grand patron de la Provence. Voilà, je vais faire mes études de journalisme, patron de la Provence, c’est un journal à XYZ-Town, j’habites où ? XYZ-Town. Humm.

Y’a peut être moyens ?

J’ai des diplômes, j’ai bien réussi mes années, il va en parler, il va peut être appuyer mon dossier. Je vais pas dire non. Bossu celui qui dirait non. Parce que si c’est pas moi c’est quelqu’un d’autre qui va, voilà. On va pas refuser, une offre comme ça, ça se refuse pas, voilà, surtout quand on nous la propose. Donc commencez peut être par du journalisme, de la presse écrite pour avoir des bases stables. Ensuite passer sur de la presse radio. Notamment des petites connaissances avec vous devez le connaître, Cauet, qui j’espère saura me dire où aller, plus ou moins. Et donc vous devez vous douter de quel est le troisième secteur où j’aimerai aller.

Télévision.

Absolument, la télévision, voilà. Toucher, comme je vous dis toute expérience est bonne à prendre, toucher tout type de journalisme, écrit, audio et audiovisuel, pour vraiment avoir une source de culture, qui soit vraiment, que je sois reconnu, quoi. Donc finir sur de la presse télé, et ensuite faire mes propres reportages, partir sur le terrain, parce que c’est ça finalement mon rêve, arriver à un but, un objectif final, malheureusement qui je pense arrivera assez tard, malheureusement parce que bon on sait que tous les reporters, envoyés spéciaux, ils n’ont pas la vingtaine quoi, on est d’accord.

Oui.

Je dis pas qu’ils ont la quarantaine, cinquante ans, soixante ans, mais voilà.

Ils n’ont pas vingt ans.

Voilà. Et c’est vrai que j’aimerai finir mes études. Voilà c’est ça que j’aimerai faire mon métier, reporter, partir sur le terrain, et je vous dis, remarquez je pense qu’à mon âge, je prévois que ce que je vais vous dire c’est peut être pas logique, dans cinq, six ans si vous revenez me voir, mais pour moi en ce moment c’est logique, je m’en foutrais, si je peux me permettre de partir en [two different countries], moi ce que je veux c’est faire un métier qui me plait, peu importe le risque. Et le fait de tout savoir, mince, y’a eu un attentat, ben je veux être là, je veux savoir ce qui se passe. Je veux savoir comment ça s’est passé, enfin voilà faire mon job et être sur le terrain, vivre, voyager. Et je reviens toujours au fait que le fait de voyager c’est d’autres gens à rencontrer, d’autres expériences à vivre, d’autres choses à connaître, traditions à savoir, langues à parler. Et l’expérience c’est ça qu’il me faut, pour vivre, pour avoir, pour dire quand j’aurai 90 ans passés, espérons, « voilà j’ai vécu des expériences inoubliables », au sens propre. J’ai vécu, j’ai pas vécu, j’ai vécu et voilà ma vie, elle s’est basée sur des expériences, du vécu, sur des choses qui m’ont permis d’évoluer, qui m’ont permis voilà. Et voilà j’ai même pas envie d’en parler parce que sinon ça serait sauter les étapes, mais voilà mon projet de vie. Voilà. Et bon après fonder une famille c’est autre chose.

Ce n’est pas pour l’instant ?

Ça serait difficile.

Donc pour l’instant ce sont les études et le travail

Voilà les études on sait, on peut parler de « on ne sait pas ce que l’avenir nous réserve », pour les études, parce qu’à partir du moment où on s’en donne les moyens, on sait ce qu’il va nous arriver quoi. Après on peut avoir de la chance et pas de chance.

C’est autre chose.

C’est un autre domaine.

Pour l’instant, pour faire une petite conclusion, pour vous votre expérience scolaire jusqu’à présent, ça a été une expérience positive qui vous apporte ?

Hum. Y’a eu des moments positifs comme des moments négatifs, mais comme je vous ai dit tout à l’heure

Vous avez su en prendre le bon parti

Du négatif. Il faut toujours aller de l’avant, même ce qui est négatif, il faut dire « j’ai fait ça, ça, ça, je recommence plus, et la prochaine fois je ferai mieux ». Et c’est ça qui nous permet de toujours évoluer, toujours d’avoir, toujours, d’être toujours là, d’être toujours différent des autres, pas dire « ah regarde, moi je pense pareil, j’ai fait pareil ». Non il faut être différent, et le fait d’être différent c’est ça qui fait que les autres sont attirés par nous. On est différent, on va les voir, tout ça c’est. Et une expérience négative, est-ce que je pourrai dire que l’école m’a apporté une expérience négative ? Pff, je pense pas, parce que c’est pas son but premier. C’est pas son but premier, donc je pourrai pas dire ça.

Des expériences difficiles ?

Oui mais après c’est moi qui les ai voulu donc euh. Difficiles je pense pas, je pense pas. Non, non. Maintenant que vous me le dites, bon peut être que tout à l’heure, dans 20 minutes, ou demain, ou dans trois jours, il me reviendra des choses, mais là pour l’instant. Alors attendez, « réfléchis S…., est-ce que l’école ça t’a apporté des choses négatives ? ». Non, rien de négatif.

Que du positif.

Pour moi oui, mais après est-ce que je suis une personne spéciale ? Ça je ne sais pas. Je sais pas. Peut être que d’autres oui, je sais pas. Moi non, moi non. Et je finis sur toute bonne chose a une fin.

**Interview 4 :**

FUiia12SB

Code :

XXXschool- name of subject’s school

XYZ-town: Town of school

J’aimerai que vous me décriviez votre expérience scolaire, comment ça se passe avec les professeurs, avec les autres élèves au sein du lycée.

Alors bon déjà ça fait trois ans que je suis dans ce lycée. Euh je vais juste faire une petite comparaison parce que c’est quand même assez marquant. Y’a trois, même quatre ans j’étais au lycée Lacordaire, donc lycée très catho, très strict, très prisé, 100% de réussite au bac. Et donc j’ai décidé de quitter cet établissement très prisé par tout le monde, quoi, tout le monde voulait être dans ce lycée, pour le lycée XXX-school. Et donc c’est un choix que j’ai fait moi parce que je me disais que j’allais voir autre chose, que j’allais voir, pas ce que c’était la vraie vie mais vraiment de voir les problèmes qu’avaient les autres élèves, que je retrouvais pas à Lacordaire. Donc je suis rentré au lycée XXX-school en seconde et donc au début je connaissais personne, j’ai commencé à faire ma propre popularité autour de moi, de rencontrer des gens, d’élargir mon carnet d’adresse entre guillemets, autant vis-à-vis des élèves que vis-à-vis des profs, sans faire le lèche bien sûr. Parce que bon c’est bien aussi d’avoir un contact direct, comme avec les élèves, comme avec les profs, de pouvoir discuter comme on discute avec nos collègues, tout en restant polis, avec les profs, d’avoir un bon contact, en parlant de cours ou autre. Donc voilà. Donc personnellement mon année de seconde s’est plus ou moins bien passée. Après bon les notes, c’est vrai qu’elles étaient très bonnes et j’en suis très content. Après c’est vrai que quand on passe du privé au public, euh, surtout que c’est une école à très grosse réputation, Lacordaire, euh c’est vrai que le changement on le voit quand on est dans le public. On a des notes excellentes, des conditions de travail sublimes, on est organisé, on est motivé à travailler, et le problème c’est que comme toute bonne chose, comme tous acquis dirais mes parents, ça se perd, ça se perd. Et j’ai remarqué, et j’en suis conscient, c’est déjà quelque chose de bien, qu’au fur et à mesure des années, c'est-à-dire première et maintenant terminale c’est des petits acquis que j’ai eu et que j’ai perdus, alors c’est vrai que bon ça me fait un peu mal au cœur d’en parler, et tout ça. Mais c’est vrai que ça m’attriste parce que c’est des choses que je perds et que, je suis conscient que je les perds mais que je ne pense pas revenir en arrière, je peux pas, je suis moins organisé, peut être moins sérieux. Mais bon après c’est moi qui ait fait le choix d’aller dans le public. Donc mon année de seconde elle s’est super bien passée, tout ça. Ma première je l’ai commencé alors, ma première, ma première, ma première elle a bien commencé mais après c’est vrai que j’ai commencé à avoir des grosses, grosses lacunes, parce que bon je m’en étais pas rendu compte mais je fréquentais peut être pas les bonnes personnes. Mais heureusement qu’il y avait toujours des gens qui étaient dans mon carnet d’adresse qui m’ont fait rendre compte que les fréquentations elles avaient un effet négatif sur comment je me comportais avec les autres, sur mes notes, sur mon comportement vis-à-vis des profs, parce que c’est vrai que bon quand on est en cours et qu’on est plusieurs et qu’on veut toujours faire, qu’on veut suivre les autres, qu’on veut montrer l’exemple, on fait des choses sans être conscient qui nous ressemble forcément pas. Donc c’est vrai que mon année de première elle s’est basée beaucoup sur de bêtises, d’erreurs. Mais bon.

Vous en avez conscience ?

J’ai conscience et j’en ai conscience grâce à mes parents parce qu’ils m’ont toujours dit qu’il faut toujours faire des erreurs, s’en rendre compte et ne pas les refaire, toujours partir du bon pied. On a fait ces erreurs, ben à l’avenir faudra pas faire les mêmes, faudra toujours aller de l’avant. Et ce qui est bien c’est que bon ça m’a servit de leçon, et c’est des erreurs que je refais pas, même à l’heure actuelle. Après bon qu’est-ce que je pourrais dire d’autres ?

Et la terminale ?

Terminale ben écoutez, là on est fin novembre. J’essaie de faire un mix entre ma seconde et ma première, c'est-à-dire m’imposer des limites avec les profs. Bon c’est vrai y’a une certaine adrénaline à savoir je vais me faire engueuler avec le prof, est-ce que je ne vais pas me faire engueuler, jusqu’où je vais aller avec le prof, et je vais voir les limites du prof. Parce que bon on est des êtres humains et on veut tous voir les limites de chacun, voir jusqu’où on est capable. Et mon année de terminale elle a bien commencé parce que c’est vrai que l’année dernière j’ai eu 18 ans, on dit que 18 ans on est majeur, plus mature, plus concentré, plus réfléchit, plus adulte, enfin presque. Et voilà. Mais après c’est vrai y’a toujours des petites erreurs qui font que voilà c’est pas comme j’espérais, mais bon on fait toujours des erreurs, et c’est ça qui fait que l’être humain il évolue toujours, y’a toujours une réelle progression. Après le contact que j’ai avec les élèves, et avec les profs, ben après pendant trois ans dans un lycée, tout le monde plus ou moins se connait, surtout dans les séries générales, sachant que je suis élève de terminal ES. Ben après les gens ils savent plus ou moins comment vous allez réagir, comment dans certaines situations comment vous allez réagir, ce que vous allez dire plus ou moins, et après bon voilà c’est vrai que les gens ils anticipent ce qu’il va se passer. Et donc euh, je sais presque plus quoi dire.

Justement si je peux vous poser une question, tout à l’heure vous m’avez dit vous avez quitté le lycée Lacordaire pour le lycée XXX-school, qui sont pas totalement opposés, mais assez différents, et pour quelles raisons lycée XXX-school ? Enfin il y a d’autres lycée à XYZ-Town.

Pourquoi XXX-school ? Bon premièrement parce que c’était mon lycée de proximité, parce qu’il était à côté de chez moi. Ouvrez la parenthèse c’est pas parce qu’il est tout près de chez moi que ça me permet d’arriver en avance, j’arrive toujours en retard. Fermez la parenthèse. Deuxièmement parce que je me dis je sais pas, lycée XXX-school c’est un quartier ZEP. Moi je prône le fait que les gens disent « oui nous on peut pas réussir dans un lycée qui nous donne pas les moyens, lycée ZEP, Zone d’Education Prioritaire, en pleins milieux des quartiers », non, moi j’avais envie de prouver, de me prouver des choses à moi-même parce qu’on veut d’abord se prouver des choses à soi même avant de prouver aux autres, que mince c’est pas parce que c’est un quartier de ZEP, un lycée qui est dans les quartiers, que voilà.

On ne peut pas réussir ?

Voilà. C’est vrai qu’il y a un petit pourcentage, les conditions de travail et tout ça sont pas les mêmes, mais après je pense que le plus important chez l’élève vis-à-vis de la réussite, je pense que c’est vraiment sa motivation, parce qu’un élève qui est vraiment motivé qui va se donner tous les moyens parce qu’on se donne les moyens et qu’on prend le temps de faire ce que l’on a envie de faire, je pense qu’à partir de ce moment là on a vraiment le choix de réussir ou pas, parce qu’un élève qui se donne pas les moyens c’est clair qu’il n’y arrivera pas. Et quelqu’un qui est motivé, qui a envie de réussir, même s’il a des, s’il a pas de compétences, s’il arrive pas, ben je pense il aura le choix, il aura déjà deux possibilités. Il réussira ou alors il réussira pas mais il sait qu’il se sera donné tous les moyens pour réussir et qu’il recommencera et que sans nul doute il réussira la fois d’après. Voilà après pourquoi j’ai choisit XXX-school parce que, bon heureusement que c’est anonyme, j’ai pas à critiquer, je suis personne pour critiquer, mais Lacordaire c’était vraiment un lycée qui était vraiment strict où y’avait trop de limites, et je me suis dit que XXX-school ça allait me mettre des libertés, que j’allais pouvoir enfin prendre mes responsabilités. S’il m’arrivait quelque chose ben que je m’en occupe moi. Et puis surtout pourquoi j’ai changé parce que je voulais voir ce que c’était la vraie vie, le contact avec les élèves. Moi j’étais à Lacordaire on parlait quoi, après la récré on parlait quoi, travail, les profs, les notes. Non quand je suis à XXX-school on parle vacances, tu aimes la danse, moi j’aime les jeux vidéo, telle tactique, tout ça, sport, je suis parti faire du tennis ce week-end, de la course à pied. Et c’est ça finalement, c’est ça, comment dire, bon je le dis autant à vous qu’à quelqu’un d’autre, c’est ça qui fait que être dans un lycée public avec des gens qui sont des bons vivants quoi, des gens normaux, qui vont faire que, il va avoir un effet sur moi qui va faire que je vais avoir une pensée différente, je vais voir la vie d’une autre manière, et ça va m’ouvrir sur différentes cultures, parce qu’on sait que dans ce lycée y’a les gens de toutes les religions, de toutes les cultures, tout ça. Mais bon c’est vrai que des fois y’a des idées qui s’opposent, c’est ça qui est bien, c’est y’a tout, c’est le melting pot, voilà. C’est ça.

10’25

On peut trouver de quoi s’enrichir de par la diversité ?

Voilà, de s’enrichir. Moi personnellement, y’a, comment dire, on m’a dit un jour, un arrière grand père à moi, en arabe, parce que je suis d’origine marocaine « ….. », c'est-à-dire « fréquente que la personne qui a quelque chose à t’apprendre ». Et je trouve que dans ce lycée, y’a beaucoup de gens comme ça qui ont toujours quelque chose à apporter, et c’est bien parce que ce sont des expériences qui font qu’on est là à toujours évoluer, évoluer. On sait que l’être humain c’est une source de connaissances, et moi je trouve ça super, on a des points de vue différents sur tout, et c’est ça qui nous rend différent de chacun, et pas stéréotypé comme tous l’étaient dans mon ancien lycée. Et c’est ça qui est super. Là on peut s’habiller comme veux, on a de la liberté quoi. Y’a des limites c’est clair parce qu’il en faut toujours, mais y’a certaines libertés qui font ce que l’on est aujourd’hui. Voilà.

Au départ au lycée Lacordaire, c’était vos parents qui vous avez inscrits ou si c’était vous ? Enfin comment ça c’était passé ? Vous vous souvenez ?

Ah oui, oui. Très bonne mémoire. Donc au départ, au départ, à la base, mon père y travaillait, donc il travaillait, il s’occupait, il était éducateur sportif au départ. Donc voilà. Le directeur qui avait la main sur le cœur, et une âme comme personne n’en aurait, lui a proposé un logement de fonction, donc on est parti avec ma petite famille, à trois, on est parti vivre sur place dans l’école, là où j’habite actuellement toujours. Ensuite, donc le directeur, sachant que mon père habitait, travaillait sur place m’a proposé par pure logique d’être inscrit dans cet établissement. Chose qu’il n’a pas refusé sachant que c’était un lycée de renommée plus ou moins nationale, parce que Lacordaire on sait très bien que c’est la deuxième meilleure école de France dans le top 5. Avec 100% de réussite au bac, ça m’étonne pas. Et voilà. Donc ensuite j’ai fait ma scolarité du CP, CP, CM2, troisième. Depuis tout petit. J’ai grandi là bas donc je suis autant connu là bas qu’ici, parce que tout le monde me connaissait. Voilà parce que mon père travaillait aussi sur place. Donc ça m’a apporté, faut pas négliger aussi le fait que la base soit négative, parce que c’est des expériences comme d’autres, ça m’a apporté mais comme chaque humain on a des préférences, et moi je préfère le lycée XXX-school.

A un moment vous aviez envie de voir autre chose ?

Autre chose. Voilà c’est ça, un autre horizon, un autre point de vue. Mais ça m’a complètement apporté, c’était que positif. Mis à part avec la relation des élèves, ce que je n’ai pas trouvé à Lacordaire, je l’ai trouvé à XXX-school, voilà. C’est presque que pour ça que j’ai quitté Lacordaire. Sinon les conditions de travail sont parfaites, excellentes, et je n’ai rien à redire vis-à-vis de ça. Et après ben en troisième, bon mes notes elles étaient sympathiques, elles tournaient autour de 12-13.

Ce qui est bien pour Lacordaire ?

Ça va, ça va, parce que comme ils sont assez exigeants c’est, moi en troisième j’avais 12-13 c’était très faible. Comparaison autre lycées, c’était super. Mais bon après moi j’ai préféré aller voir ailleurs parce que je m’entendais plus avec les gens de là bas. Ils étaient imbus de leur personne, mais bon je suis encore personne pour critiquer, mais c’est le point de vue et la.

Ce que vous avez ressenti ?

Voilà, ce qu’ils m’ont montré vis-à-vis de moi. Donc ensuite je suis venu à XXX-school, voilà c’est comme ça que je suis arrivé à l’école.

Et comment vos parents ils ont réagi à ce changement ?

Ah mes parents, super. Alors là mes parents, là je peux, c’est eux qui m’ont mis au monde, ils ont le droit de dire ce qu’ils veulent sur moi, je suis leur fils. Bon je vais plus ou moins parler vite fait de l’éducation qu’ils m’ont donnée parce que c’est super important par rapport à ce qu’on va parler. Ils m’ont donné une éducation ultra, comment dire, euh, ils m’ont dit « on t’imposera jamais de religion, on t’imposera jamais de pensée, quoi que ce soit, tu feras toujours les choix que tu auras envie de faire, mais on sera toujours là pour toi, pour te conseiller et pour te dire ce qui est le meilleur pour toi ». Et donc lors de ma réorientation en troisième parce que j’ai voulu me réorienter, ils m’ont dit « si c’est toi qui veut, alors fais comme bon te semble, mais sache que c’est bien dommage que tu n’ais pas continué ta scolarité à Lacordaire ». Mais après tout, c’est vrai que quand je parle avec mes parents j’ai toujours de bons arguments, là j’avais l’argument comme quoi le contexte élève n’allait pas, et c’est vrai que bon moi je pense que dans une scolarité tout, pas tout doit être parfait, mais il doit y avoir une bonne cohésion avec tout le monde, avec les profs, avec le travail, avec les élèves, avec le contexte tout ce qui est matériel, le lycée. Je pense que si tout ça, ça arrive dans une petite moyenne où tout est sympathique, ça permet de bien s’intégrer, de se sentir à l’aise. C’est comme quand on s’installe, je compare, permettez moi, mais c’est comme quand on est dehors, c’est l’hiver, il fait froid, et y’a un bon bain qui nous attend bien chaud, et qu’on rentre dedans, on se sent bien, on se sent à l’aise, on se sent, pff, détendu. Et c’est ce qu’il doit se passer, c’est dans des conditions de détente, plus ou moins, qu’on arrive à réussir. On est bien, on se sent bien dans sa tête, dans son corps, avec les autres, et c’est comme ça qu’on arrive à réussir, c’est une des clefs, des critères, des aspects, qui fait qu’on arrive à réussir. Et ils ont eu aucune chose à dire parce que c’était mon choix. A la rigueur que ce soit leur choix, qu’il me l’ait imposé, j’aurai dit « bon, je suis d’accord mais c’est vous qui me l’avez imposé », comme y’a beaucoup de parents qui font à Lacordaire, ils imposent à leurs enfants à aller à Lacordaire, parce que y’a ça, ça, ça. C’est bien, comme c’est pas bien, parce qu’il y a des élèves qui veulent peut être pas avoir ces pressions de travail. Moi mes parents ils m’ont laissé le choix, et je pense que c’est bien d’avoir le choix, parce que ça nous permet de vraiment, parce que quand on a le choix on a le pouvoir, on a le pouvoir de choisir, et ça je pense que c’est super important. C’est ce qui va faire, je vais comparer, mais c’est mes comparaisons, c’est ce qui va faire qu’une paire de chaussures va nous plaire et pas une autre, c’est le petit truc qui va faire que je vais la prendre, et pas celle là. Et ben là pour moi je pense que c’est la même chose, me laisser le choix, c’est le plus important. Je sais pas pour moi, le choix, quand on a le choix ça veut dire qu’on a, c’est une sorte de liberté, c’est un pouvoir, eux ils m’ont laissé le choix et j’en suis très content parce que j’ai beaucoup gagné.

C’est pas toujours le cas dans toutes les familles.

Et c’est bien dommage. Mais bon après. C’est toujours l’éducation, c’est pour ça que j’ai préféré en parler un peu avant, c’est l’éducation qui permet que l’enfant va choisir ou pas, c’est les parents ce qu’ils vont inculquer à leurs enfants.

Et vous qu’est-ce que vous attendez de l’école, en l’occurrence du lycée dans votre vie ?

XXX-school ?

XXX-school, de l’école en général. Ce qu’elle vous apporte dans la vie.

Alors euh, c’est (rire), généralement c’est positif quand je rigole comme ça. Qu’est-ce que ça pourrait, qu’est-ce que ça pourrait. Alors je vais vous demander c’est juste de répéter s’il vous plait.

Pour vous, donc vous devez avoir des attentes dans la vie, et comment l’école peut y contribuer à ces attentes ?

Alors je ferai une seule phrase, c’est mettre à ma disposition tous les moyens en leur disposition, c’est français ?

En leur possession

En leur possession afin de pouvoir me donner des bonnes conditions de travail pour que je puisse réussir et avoir mon bac, parce qu’aujourd’hui on ne fait rien si on n’a pas de bac.

Pour l’instant l’objectif c’est le bac ?

Le bac, je suis en terminale ES, ce qu’il me faut c’est le bac. Alors après l’école, le lycée, est-ce qu’en général il me donne les moyens, hum, déjà le fait qu’il y ait plus de libertés qu’au collège c’est déjà bien, mais bon c’est normal aussi, on est plus mature au lycée, etc. Après moi j’ai des attentes du lycée, ce que j’ai c’est qu’ils fassent, qu’ils aient des projets pour mettre l’élève en priorité. Voilà ce qu’il faut qu’ils fassent c’est mettre l’élève en priorité, qu’ils fassent passer presque les élèves avant les profs, parce que finalement les profs ils ont déjà leur vie, leur salaire, leur enfant, leur hobbies. Nous on est en recherche d’expérience, et je pense que le lycée, l’école, ils sont vraiment là pour donner cette expérience qu’on a pas encore, les choses qui sont nouvelles pour nous, et tout ce qui est nouveau, tout ce qui est, comment dire, nous en tant qu’élève, pff, je dis nous parce que je pense, je pense, c’est que mon avis encore, c’est euh, tout ce qui est bon on va pas le négliger, on va le prendre donc c’est que, c’est on a tout à gagner, rien à perdre, voilà la vision à laquelle devrait avoir l’école, le lycée, l’éducation nationale, c’est de tout mettre en œuvre pour que l’élève ait à y gagner quelque chose et non pas à y perdre. C’est ce que je pense. Peut être philosophique, peut être dans les pensées, mais de toute façon c’est, vous comprenez ?

Oui, oui je comprends.

Alors c’est l’essentiel.

Et comment vous jugeriez le système éducatif français à l’heure actuelle ?

Alors je (rire), quand vous m’avez dit ça, je me permets juste de vous dire que je pense directement au système britannique, anglais, anglo-saxon. Bon étant grand sportif, je prône les cours le matin, le sport l’après midi. Voilà, après personne, on est tous différent, personne n’est comme moi, sinon on ne serait pas là en ce moment. Non je pense que, comme vous m’avez dit ça, est-ce que vous attendez que je fasse une comparaison vis-à-vis des autres pays ?

Si vous en avez une, si vous avez un avis là-dessus, oui. Si vous n’en avez pas je ne vous demande pas d’en inventer une.

Alors je pense que le système français, parce que au lieu de remettre en question devrait plutôt proposer et devrait mettre à disposition ou essayer, faire en sorte que, enfin comment dire, par exemple, voir le système anglais comment il fonctionne, ses aspects positifs, négatifs, avoir cours le matin, sport l’après midi, le proposer ou essayer, pas juste en parler. Il faut qu’il y ait des tests, il faut que ce soit

Concret ?

Voilà, il faut que ce soit des preuves, pour que nous, élèves français, on puisse dire ça nous plaît, ça nous plaît pas. On en revient à tout à l’heure, est-ce que, et je vais me poser la question, et c’est la question que je me pose, est-ce que l’éducation nationale nous donne le choix ? Parce qu’on l’a dit tout à l’heure avoir le choix c’est ce qui est le plus important. Et est-ce qu’on nous donne nous le choix de pouvoir essayer quelque chose, et je parle juste essayer, pas rentrer direct, imposer quelque chose, juste essayer, pour avoir le choix. C’est vraiment, après c’est vrai qu’ils nous laissent pas, moi en ce qui me concerne, je m’y intéresse pas du tout, mais j’ai mon avis là-dessus c’est que, ils proposent pas, c’est vrai, c’est pas du concret, vous l’avez dit, y’a pas, c’est pas les choses visibles, c’est qu’à leur échelle j’ai l’impression, c’est que vis-à-vis de ceux qui sont en costumes, cravate et tout ça. Je pense que nous en tant qu’élève dans notre lycée, on voit très rarement ce qui se passe vraiment, le concret, ça se voit pas beaucoup. Ça se voit quoi, quand il y a les manifs, mais mis à part ça, y’a pas grand-chose. C’est la vision que j’ai, encore une fois.

Est-ce que vous trouvez que c’est un système qui est juste ? Qui donne les mêmes chances à tout le monde ?

C'est-à-dire ?

Est-ce que le lycée, même au niveau du collège, dès lors qu’on va au collège ou au lycée en France on a tous la même chance de réussir ? Ou si ce n’est pas forcément le cas, si d’autres facteurs interviennent ?

Euh, est-ce que tout le monde peut réussir au lycée, en fait c’est est-ce que, euh, on. Il faut la répéter, excusez moi, est-ce que vous pouvez la répéter ?

Je vais la reformuler autrement, pour vous, tous les élèves dès lors qu’ils suivent l’école, est-ce qu’ils auront tous la même chance de réussir ? Est-ce que tout le monde a la même chance d’avoir son bac quelque soit son origine, ses résultats scolaires ?

Moi je pense que oui, mais ça dépend après, je le dis encore, l’Etat met à disposition des moyens pour les élèves. Après ce que je pense, c’est qu’il ne met pas au centre de tous ses intérêts, et je dis bien tous ses intérêts l’élève. C’est vrai que l’élève, comment dire, c’est dessiner une pyramide et mettre l’élève en haut, vraiment en haut. Et peut être qu’en le mettant vraiment en haut, là il mettra vraiment tous, tous les moyens pour le faire réussir, je dis pas le contraire, mais après c’est vrai que si on a pas trop de réussite, si on a pas ci, si on a pas là, après ça dépend de l’élève en lui-même.

C’est ce que vous disiez tout à l’heure

Voilà c’est la motivation, c’est les moyens de réussir. Et y’a beaucoup de gens, vis-à-vis de leur origine ethnique, de leur contexte social, ils habitent dans les cités, ils sont trop à se, et je le dis ouvertement, et je pourrai le dire très bien à vous qu’aux autres personnes, ils sont trop à se sermenter, se lamenter sur leur sort, au lieu de l’avant, ils sont trop à voir les aspects négatifs. Je dis pas qu’ils intériorisent mais ils se disent oui on est dans des cités, oui on est de telle origine, ou même en oubliant tout ça, le lycée il met pas assez de moyens pour qu’on réussisse, et ça c’est pourri, ça, ça, mais c’est, je pense qu’on pourra jamais vraiment réussir à résoudre ce genre de problèmes, c’est un problème qui est trop gros, qui concerne trop de monde et qui est trop répandu. Et même pas que en France, aux Etats-Unis parce que là j’ai vu la carte, c’est la même chose de partout, c’est la même chose de partout. Après c’est vrai que l’éducation nationale essaie plus ou moins de faire mieux que d’autres pays en établissant des règles, des lois, des cours de soutien, en faisant des choses biens, parce que y’a pas que des choses négatives, mais c’est vrai que y’a beaucoup, beaucoup de gens, parce qu’en France on dit qu’il y a de tout, voilà, y’a beaucoup de gens qui se lamentent sur leur sort et qui pensent peut être autre chose qu’à l’éducation et tout qui est les études et tout ça, et c’est vrai que ça fait partie de tout ce qui est négatif vis-à-vis de l’éducation, du travail, des lycées, des écoles. Et ça m’attriste un peu parce que bon je pense que si ces gens là étaient plus, pas plus joyeux, mais qu’ils allaient de l’avant, à dire je vais réussir, je vais, j’ai des projets, je vais essayer de concrétiser, je vais me donner les moyens, on va revenir souvent là-dessus, mais la motivation et le fait de se donner des moyens c’est important. Mais le plus important par-dessus tout c’est l’éducation que donne les parents aux enfants, et non pas que les lycées et les écoles doivent donner aux élèves, parce qu’il faut pas confondre éducation parents-élèves et lycées/collèges-élèves. Pour moi, en ce qui me concerne, les lycées, les écoles, l’éducation nationale elle n’est pas là pour éduquer les élèves, elle est là pour les éduquer dans le travail, et uniquement là dedans, pas dans le comportement. Et je pense qu’en ce moment y’a comment dire

Confusion

Ouais y’a des petites confusions dans les discours politiques de certains politiciens ou sociologues et c’est peut être ça qui fait que les jeunes ils l’interprètent mal. Ils sont là, ils savent pas trop de quoi ça parle, alors ils vont penser ça, y’a des sous-entendus, ça fait que ça aura des répercussions vis-à-vis du travail, de l’éducation, de la famille et ça c’est néfaste, il faut penser à autre chose. Il faut y penser, mais plus positivement, et peut être qu’ils intériorisent un peu trop.

Tout à l’heure vous m’avez parlé des manifestations, est-ce que vous vous y avez participé en tant qu’élève de XXX-school ?

Rire. Alors euh.

Si vous ne souhaitez pas y répondre, vous pouvez.

Non, non je répondrai à toutes les questions que vous me poserez parce qu’elles sont toutes aussi intéressantes les unes que les autres, et ça me fait d’autant plus plaisir d’y répondre. En seconde je venais d’arriver, je me suis dit l’année va bien se passer, je vais rester quand même assez calme. L’année de première, je me suis dit bon j’ai essayé des petits trucs, des petits projets, je suis là. Terminale je me suis dit, il y a eu le CPE il y a deux ans, moi en seconde j’étais un peu frivole, un peu houhou, je savais pas trop, j’étais pas trop intéressé. J’étais pas ouvert, j’étais, j’avais pas ce contact social avec les élèves que j’ai maintenant. Et je pense que c’est peut être eux qui m’ont rendu différent, qui m’ont donné un point de vue différent sur la société. Et pour en revenir à la question que vous m’avez posé vis-à-vis des manifestations, euh, quand on dit manifestations, on parle souvent d’effet de groupe, parce que bon dans une manif, y’a plusieurs mondes, pour un but précis, notamment cette année la réforme des retraites. Vous, bon bref. Oui, oui cette année, plus ou moins je me suis laissé, pas influencer, mais je me suis dit, encore une fois, j’ai rien à perdre, tout à gagner.

Vous l’avez vécu un peu comme une expérience, je dirai ?

Voilà, voilà. Alors à partir du moment, je pense toujours à partir du moment, vis-à-vis des manifestations, qu’il y a toujours quelque chose à prendre. Et mieux vaut, une expression que m’a dit il n’y a pas longtemps mon père, très philosophe, « mieux vaut avoir un oiseau dans la main, que cent qui volent », et je compare ça à vivre des choses, des expériences, comme des manifestations, savoir de quoi on parle, échanger les compétences, ou les qualités, ou parler, ne serait qu’avoir un échange de parole, comme ce qu’on a entre vous en même temps, parce que ça vous permet de savoir ce que je pense, bon c’est pas le contraire, mais c’est pas le but. Et non, non, c’est vrai que c’est une expérience à prendre, donc à partir de ce moment là, pourquoi je vais refuser de participer à une manifestation, sachant que bon après si c’est pour une bonne cause ou pas, je sais pas. Dans une manifestation on a toujours des gens qui sont pour, qui pensent différemment, et je pense que c’est bien d’avoir des points de vue différents, parce qu’on peut exposer le nôtre, qui sera critiqué, on peut critiquer ceux des autres, c’est un échange. Pour moi une manifestation c’est un échange, on est là, on discute, on est présent. Bon moi je pense qu’un de plus ou un de moins dans une manifestation, c’est comme les votes, une voix de plus pour moi, c’est pas ça qui va faire la différence, mais bon c’est que mon avis encore une fois. Après c’est vrai que les manifestations c’est plutôt un effet de foule. Et c’est vrai que pour moi c’est une expérience de vie, voilà. Après je me suis dit « t’es jamais allé à une manifestation, allez vas-y, faut tester, faut essayer. Ça va pas te faire du mal, à partir du moment où ça te fait pas de mal, vas y. C’est juste une expérience, il faut la prendre ». Voilà.

Vous venez de me parler du vote, mettre un bulletin de plus dans l’urne ça ne va pas tout changer, et tout à l’heure vous m’avez dit que vous aviez 18 ans, et est-ce que vous avez déjà eu l’occasion de voter ?

Non, ben écoutez j’ai reçu une lettre du maire, Jean-Claude Gaudin, en parlant de ça, qui me dit que j’étais inscrits sur les listes électorales, c’est ça. Voilà. Bon 18 ans, je vais aller demander ma carte d’électeur, parce que je me dis qu’à la naissance. Bon moi je suis né en France, je suis né d’abord en tant qu’être humain, ensuite en tant que moi S… B…., ensuite en tant que marseillais, avant tout. Attendez, attendez parce que ça a une destination finale. Marseillais, français, et citoyen. Je suis né citoyen, j’étais dans le ventre à ma mère, dès que je suis né, je suis né citoyen. Voilà et tout c’est, comment dire, je suis né citoyen, c'est-à-dire que je le suis à la base donc je me dois de le respecter. Je vis en France, c’est comment dire, c’est des règles, dans la vie il y a des règles il faut les respecter. Après des droits et des devoirs, on m’a souvent inculqué le fait de dire « tu as des droits, des devoirs ». Des devoirs, j’ai des droits, je suis tout à fait d’accord. Des devoirs, j’aime pas trop ce mot devoir, je, le devoir de voter par exemple, puisqu’on en a parlé pour les élections, je, ça passe pas chez moi, le mot devoir ça passe pas. Ne me demandez par quel mot je remplacerais, mais devoir, c’est pas le mot qui conviendrait. Pour en revenir au vote, c’est vrai que j’ai pas l’impression, et je sais pas de qui, euh, à qui je dois donner cette impression, et qui me donne cette impression, que le fait que mon vote il va avoir de l’importance. Qu’est-ce qui fait que moi je vais voter pour un tel, et que ça va me donner de l’importance vis-à-vis de cette personne, parce que finalement je ne serai pas le seul à voter pour cette personne, donc qu’est-ce qui va me rendre différent d’une autre personne qui votera la personne à laquelle elle s’est présentée.

Qu’est-ce qui va me rendre différent ? C’est ça, parce que finalement quand on vote, on est tous pareil, on est tous égaux. C’est vrai qu’un vote il est à bulletin secret, mais moi je pense qu’un vote il nous doit rendre différent, il doit nous rendre, je sais pas c’est.

Pour l’instant vous ne voyez pas encore

Je vais voter, je vais voter, je vais voter. J’irais voter, mais ça sera à contre cœur, voilà. Ça sera à contre cœur. Et ouais, je vous dis ça comme je vous dis que je le ferai pas, je sais pas encore mais là maintenant si je devrais voter pour quelque chose je le ferai à contre cœur. Ou à la limite je voterai blanc, parce qu’il y a le fait que je sois pareil vis-à-vis des autres.

Vous ne vous sentez pas reconnu ?

Voilà, voilà. Je sais que la personne pour qui je vote, elle sera reconnue, mais pas moi.

Et est-ce que vous pensez que l’école, l’école au sens large, pas seulement primaire, c’est collège, lycée, aussi, est-ce qu’elle a pu influencer vos idées, vos valeurs ?

Ah oui, oui. Ah je suis tout à fait avec ça, à partir du moment où l’éducation nationale a proposé la fameuse, le fameux cours éducation civique. Alors euh, je vais pas dire que j’aime, tout ça, j’aime pas, mais je trouve que c’est intéressant. C’est tout pour apprendre puisque ça nous concerne, même si ça nous concerne pas, même si on n’est pas français, même si on n’est rien, c’est quelque chose, c’est bon à prendre, c’est intéressant. Mais encore faut-il s’y intéresser. Mais c’est vrai qu’ils devraient mettre peut être plus de moyens, enfin pas des moyens, mais des projets, comme l’éducation civique, sous d’autres formes, ou sous des ateliers, des activités, des sorties sur tous les lycées, sur tous les collèges, dès le plus jeune âge, je pense. Sans faire du bourrage de crane, mais qu’on puisse avoir un accès direct à tout ce qui est politique, éducation, social, société, tout ça. Je pense que c’est, pour moi ça c’est un très bon souvenir. C’est très positif.

Est-ce que ça a influencé vos idées politiques ?

Ça m’a appris, ça m’a laissé le choix, parce que, oui, encore une fois, parce que quand on est éduqué, quand on sait de quoi on parle, quand on sait de quoi on parle, je pense qu’à partir du moment où une personne est instruite et quand elle sait de quoi elle parle, elle peut, elle peut, euh, elle peut dire, elle peut dire que ça m’a servit, que ça m’a apporté, que ça m’a intéressé, ça a été bénéfique pour moi parce que j’ai su m’y intéresser, et que maintenant je saurai utiliser ce que j’ai appris, ce que j’ai vu. Non, non c’est tout bon à prendre. C’est que bénéfique.

J’aimerai un peu revenir sur votre scolarité. Tout à l’heure vous m’avez dit pour l’instant l’objectif c’est le bac, que l’école vous aide à avoir votre bac, et est-ce que vous envisagez de poursuivre après le bac ?

Des études. La réponse c’est oui. Alors après

Quelles études c’est une autre question, c’est ça ?

Quelles études. Bon je vais vous le dire, quand j’étais plus jeune, je voulais faire Premier Ministre, ensuite, et c’est vrai, vous pouvez rigoler, mais c’est vrai. J’ai abandonné cette idée.

Trop dur ?

Non pas trop dur, mais en grandissant puisqu’on grandit. Non mais je me disais qu’au fur et à mesure des années on prend de la maturité et on se rend vraiment compte de ce qui est possible ou pas. Donc je me suis fixé un objectif qui était beaucoup trop haut, voilà. Bon je m’en suis rendu compte. Quand on s’en rend compte, je me jette pas des fleurs en disant ça mais le fait que je me suis rendu compte de certaines choses qui dépassaient la réalité, et ben ça c’est quelque chose qui m’a permis de me construire moi-même. Après pour en revenir à ce que vous avez dit.

Ce que vous souhaitez faire ?

Mes études. Voilà. Je me perds dans la conversation mais c’est tellement prenant (rire). Ouais mes études plus tard, je me suis concentré sur quelque chose qui était beaucoup plus stable, non, mais beaucoup plus, qui me ressemblait et qui était beaucoup plus appréciable, qui était plus d’actualité, qui me plaisait quoi. Moi j’envisageais de faire donc journaliste, reporter, envoyés spéciaux, depuis ma seconde, depuis que je suis rentré dans ce lycée. Pourquoi ? Parce que ces élèves de ce lycée, ils m’ont donné, ils m’ont pas fait changés, mais ils m’ont donné un point de vue que j’aurai peut être pas eu si j’étais resté à Lacordaire. Et c’est peut être ça, et sachez que ça me fait bizarre de le dire, mais qui m’a fait changer, je dirai, mes études. Je pèse mes arguments en disant qu’en seconde, tout début de seconde, troisième, je me suis dit je vais me lancer dans l’art appliqué, je voulais faire du design, et je voulais faire des dessins pour Picxar, des dessins animés, faire sourire des milliers d’enfants. Ce qui est toujours un de mes rêves. Après le contact que j’ai eu avec les élèves au cours de mon année de seconde, ça m’a fait totalement changé, c’est pour ça que je n’ai pas continué des études en STI arts appliqués, alors que j’avais le choix à ma fin de seconde, et que je suis parti en terminale ES, parce que je me suis rendu compte que ça me ressemblait plus le contact social, et le point de vue ça m’intéressait. Tout ce qui était point de vue vis-à-vis des autres, tout ce qui était contact. Et après je me disais S.., les gens autour de toi, les gens qui te connaissent, tes proches te disent toujours que tu parles bien, que tu présentes bien, que tu sais t’exprimer, et il faut toujours écouter les gens qui nous entoure, surtout la famille, c’est les plus important. Mais la famille très proche. Et donc je me suis dit je les ai toujours écouté, donc je vais continuer à les écouter. C’est vrai que STI arts appliqués ça ouvrait pas beaucoup de portes, je me suis dit « vas en terminale ES, tu veux des portes, tu en auras. Après tu peux diverger, tu peux aller autre part ». Donc je me suis lancé dans une terminale ES. Après pour mes études à venir, c’est vrai que moi à chaque fois, je suis vraiment intéressé par tout ce qui est information, le 20H, LCI, LCP, tout ce qui est information sur le monde, l’actualité. Ça peut être dans tous les sens, je peux autant regarder des chaines parlementaires que les Simpson. Moi je suis autant, tout m’intéresse, tout, tout. Après c’est vrai que je me suis vraiment concentré sur le fait que quand je regarde le 20h, et quand je regarde cet envoyé spécial, par exemple lors de l’investiture du Président Barack Obama, c’est là où plus ou moins j’ai eu pas la larme à l’œil mais ce petit reflet que j’ai ressenti dans l’œil quand j’ai vu le présentateur avec son micro, devant la télé, devant des millions de téléspectateurs, en train de dire c’est le Président Barack Obama qui a été élu aux Etats-Unis, premier Président. Et je me suis dit ben S… c’est ça que tu désires, c’est ça que tu désires faire plus tard. Des gens te regardent, disent « ah il présente bien, il parle bien », quelqu’un qui sert quelque chose, comme on en parlait tout à l’heure vis-à-vis des votes, et de tout ça, qui sera, comment on a dit tout à l’heure ?

Qui sera reconnu

Voilà.

Qui aura de l’importance

Qui aura de l’importance, qui aura quelque chose qui sera reconnu par les autres personnes. Qui fait que lui il va être différent des autres. Voilà. Je veux pas être le meilleur, le plus beau, le plus tout. Non, mais je veux avoir quelque chose qui me rende différent des autres. Et donc pour ça je compte me lancer dans des études supérieures. Moi je vais vous dire, mes parents ils m’ont donné une éducation très libre et moi je me dis je ne suis pas pressé de faire des longues études. C’est vrai qu’aujourd’hui on remet en cause, que « ouais, tu as Bac+6, Bac+7, c’est pas ça qui va te donner un gagne pain, tu peux faire de courtes études, et avoir un travail aussi ». Mais je me dis que, encore, on n’a rien à perdre, tout à gagner. C’est toujours des expériences qui font que ça va nous apporter, ça va nous rendre mieux qu’avant. On aura toujours des choses qu’on aura pas avant. Donc c’est pour ça que je compte me lancer si j’ai mon bac bien sûr dans des études de journalisme. Donc licence, trois ans, en fac d’éco-droit. Laquelle ne me demandez pas, je sais pas encore. Peut être celle de Nice, Nice ou celle qui est à XYZ-Town, Paul Cézanne, fac d’éco-droit toute simple. Ensuite faire mes trois années de master général, pas professionnel, master pro. Donc mes deux années pour avoir un Bac+5, pour avoir quand même des capacités, des compétences. Et ensuite, une fois toutes ces années réussies, me renseigner vis-à-vis des écoles de journalisme, notamment à l’ESJM, qui est derrière la fac de médecine de la Timone, YZ-University, qui a une réputation et qui j’espère me rendra ce que je dois être. Et ensuite commencer par des connaissances, parce qu’on a toujours des parents, moi-même j’ai des parents parce que c’est vrai que je vais en revenir, parce que tout est lié. J’ai mon père qui travaille à Lacordaire, on est d’accord, et le fait de travailler dans une école qui est connue plus ou moins mondialement, puisqu’elle est très, très connue, c’est pas n’importe qui va là bas. Donc forcément quand on côtoie qui sont là bas, on côtoie des gens qui sont plus ou moins haut placés, donc comme dit l’expression on se fait un bras long, on connait du monde, on se fait un carnet d’adresse.

Interruption.

Et donc, non, non c’est vrai, moi je compte. On est XYZ-Town, moi je vais vous dire XYZ-Town, tout marche sur le piston, c’est le mot familier pour dire pousser, c’est les petites ailes, c’est des connaissances. C’est du piston. Donc ma mère de l’éducation qu’elle m’a donné, m’a toujours dit « celui qui ne se gêne pas, devient bossu », alors pourquoi ne pas en profiter, sans en abuser, bien sûr. Donc je compte après mes études, faire jouer, parce qu’on a toujours des cartes dans sa vie qu’il faut jouer, mais il faut attendre le bon moment dans sa vie pour les jouer. C’est comme au poker. Bon après je m’y connais pas, mais je compte après ces études faire jouer ces petites cartes. Par exemple, si je peux me permettre de dire, sachant que c’est anonyme, quoi que j’ai dit mon nom et mon prénom, mais c’est pas grave, faire jouer la carte, par exemple je connais, mes parents connaissent le grand patron de la Provence. Voilà, je vais faire mes études de journalisme, patron de la Provence, c’est un journal à XYZ-Town, j’habites où ? XYZ-Town. Humm.

Y’a peut être moyens ?

J’ai des diplômes, j’ai bien réussi mes années, il va en parler, il va peut être appuyer mon dossier. Je vais pas dire non. Bossu celui qui dirait non. Parce que si c’est pas moi c’est quelqu’un d’autre qui va, voilà. On va pas refuser, une offre comme ça, ça se refuse pas, voilà, surtout quand on nous la propose. Donc commencez peut être par du journalisme, de la presse écrite pour avoir des bases stables. Ensuite passer sur de la presse radio. Notamment des petites connaissances avec vous devez le connaître, Cauet, qui j’espère saura me dire où aller, plus ou moins. Et donc vous devez vous douter de quel est le troisième secteur où j’aimerai aller.

Télévision.

Absolument, la télévision, voilà. Toucher, comme je vous dis toute expérience est bonne à prendre, toucher tout type de journalisme, écrit, audio et audiovisuel, pour vraiment avoir une source de culture, qui soit vraiment, que je sois reconnu, quoi. Donc finir sur de la presse télé, et ensuite faire mes propres reportages, partir sur le terrain, parce que c’est ça finalement mon rêve, arriver à un but, un objectif final, malheureusement qui je pense arrivera assez tard, malheureusement parce que bon on sait que tous les reporters, envoyés spéciaux, ils n’ont pas la vingtaine quoi, on est d’accord.

Oui.

Je dis pas qu’ils ont la quarantaine, cinquante ans, soixante ans, mais voilà.

Ils n’ont pas vingt ans.

Voilà. Et c’est vrai que j’aimerai finir mes études. Voilà c’est ça que j’aimerai faire mon métier, reporter, partir sur le terrain, et je vous dis, remarquez je pense qu’à mon âge, je prévois que ce que je vais vous dire c’est peut être pas logique, dans cinq, six ans si vous revenez me voir, mais pour moi en ce moment c’est logique, je m’en foutrais, si je peux me permettre de partir en [two different countries], moi ce que je veux c’est faire un métier qui me plait, peu importe le risque. Et le fait de tout savoir, mince, y’a eu un attentat, ben je veux être là, je veux savoir ce qui se passe. Je veux savoir comment ça s’est passé, enfin voilà faire mon job et être sur le terrain, vivre, voyager. Et je reviens toujours au fait que le fait de voyager c’est d’autres gens à rencontrer, d’autres expériences à vivre, d’autres choses à connaître, traditions à savoir, langues à parler. Et l’expérience c’est ça qu’il me faut, pour vivre, pour avoir, pour dire quand j’aurai 90 ans passés, espérons, « voilà j’ai vécu des expériences inoubliables », au sens propre. J’ai vécu, j’ai pas vécu, j’ai vécu et voilà ma vie, elle s’est basée sur des expériences, du vécu, sur des choses qui m’ont permis d’évoluer, qui m’ont permis voilà. Et voilà j’ai même pas envie d’en parler parce que sinon ça serait sauter les étapes, mais voilà mon projet de vie. Voilà. Et bon après fonder une famille c’est autre chose.

Ce n’est pas pour l’instant ?

Ça serait difficile.

Donc pour l’instant ce sont les études et le travail

Voilà les études on sait, on peut parler de « on ne sait pas ce que l’avenir nous réserve », pour les études, parce qu’à partir du moment où on s’en donne les moyens, on sait ce qu’il va nous arriver quoi. Après on peut avoir de la chance et pas de chance.

C’est autre chose.

C’est un autre domaine.

Pour l’instant, pour faire une petite conclusion, pour vous votre expérience scolaire jusqu’à présent, ça a été une expérience positive qui vous apporte ?

Hum. Y’a eu des moments positifs comme des moments négatifs, mais comme je vous ai dit tout à l’heure

Vous avez su en prendre le bon parti

Du négatif. Il faut toujours aller de l’avant, même ce qui est négatif, il faut dire « j’ai fait ça, ça, ça, je recommence plus, et la prochaine fois je ferai mieux ». Et c’est ça qui nous permet de toujours évoluer, toujours d’avoir, toujours, d’être toujours là, d’être toujours différent des autres, pas dire « ah regarde, moi je pense pareil, j’ai fait pareil ». Non il faut être différent, et le fait d’être différent c’est ça qui fait que les autres sont attirés par nous. On est différent, on va les voir, tout ça c’est. Et une expérience négative, est-ce que je pourrai dire que l’école m’a apporté une expérience négative ? Pff, je pense pas, parce que c’est pas son but premier. C’est pas son but premier, donc je pourrai pas dire ça.

Des expériences difficiles ?

Oui mais après c’est moi qui les ai voulu donc euh. Difficiles je pense pas, je pense pas. Non, non. Maintenant que vous me le dites, bon peut être que tout à l’heure, dans 20 minutes, ou demain, ou dans trois jours, il me reviendra des choses, mais là pour l’instant. Alors attendez, « réfléchis S…., est-ce que l’école ça t’a apporté des choses négatives ? ». Non, rien de négatif.

Que du positif.

Pour moi oui, mais après est-ce que je suis une personne spéciale ? Ça je ne sais pas. Je sais pas. Peut être que d’autres oui, je sais pas. Moi non, moi non. Et je finis sur toute bonne chose a une fin.

**Germany**

**Interview 1 :**

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| INTERVIEW NUMBER: | 6 |
| QUESTIONNAIRE NUMBERING: | GUid095 |
| NUMBER OF INTERVIEWEE: | 1 |
| DATE: | 24.06.2010 |
| INSTITUTION: | Upper secondary/ academic |
| SUBJECT OF STUDY: | Rural area, mainly majority, „Gymnasium“ |
| COUNTRY: | Germany |
| NAME OF INTERVIEWER: | Stefan Müller-Mathis |
| SETTING OF THE INTERVIEW: | Conference room |
| TRANSCRIPTION: | Julian John Hawkins |
| Attention: | Student had attended school since grade 5.  Forms of school:  Hauptschule: Secondary modern school  Realschule: Comprehensive School  Gesamtschule: Comprehensive School {Gesamtschule}  Gymnasium: Grammar School |

I1: So (3) Yeah- (4) Good, as we said. We are doing this for a study, you filled in the questionnaire yesterday. (Ehm) so you know a bit of what this is about. (2) The interview, is relativelly open, a little talk about and (ehm) its about your education-biography on the one hand and how you experienced your school time. On the other hand, its about current events (ehm) things you think about our society. Or which problems that you see, (no, ehm) those kind of questions. (1) Good I would open with a small question or a task: For you to describe what you school is like, (1) what is good and what do you think is less good here?

S1: I would describe the school as relatively open-

I1: //Mhm//

S1: It less strict, looking at the lessons and any kinds of laws. If you look at the Abi-joke {Leaving joke of the German A-Level pupils}, then teachers are relatively friendly and with it.

I1: //Mhm//

S1: (1) (Ehm) If I would have to say something about lessons. I think English as a subject is relatively bad concerning teachers-

I1: //English?//

S1: Due to the teachers, I think we have seven or eight english teachers, of which I would consider two or three to be suitable for teaching sixth form the rest is rather like-

I1: Yes (1) why, what is the case?

S1: Yes, we noticed, they noticed themselves. We had two teachers from eighth to eleventh grade. They have been English teachers for many years and it did really go anymore. Compared to other classes we became worse and worse-

I1: //Yes//

S1: And in twelfth and thirteenth grade we will see -

I1: //Ok//

S1: They did not stick to the lessons plans and exam topics were topics we never did in class-

I1: //Ok//

S1: Its was always a bit and then-

I1: (Ahem) so that is that what somehow went-

S1: [Yes] thats what I would say-

I1: [Mhm]

S1: I would think the teachers are skilled (1) And I think its good that many do things spanned with more subjects. Not only maths and physics, thats together anyway, but also biology, chemistry or from politics to philosophy. Thats the things where you think (unclear) (doing something) (2) I thought was very good-

I1: [Yes] ah nice.

S1: Not only straight forward biology-

I1: //Yes, okay so everything is more linked and related-//

S1: [Yes thats what I think]

I1: That sound good (1) and what else, the atmosphere here at school, how well do pupils get along?

S1: Well also rather friendly, when I compare to the X-School, the comprehensive school {Realschule}, where the police has to go there. Not the case here-

I1: What do you think is going on there-

S1: //(unclear)// (00:03:10)

I1: Is that?

S1: Well its a (2) secondary modern and comprehensive school {Realschule} and there are always little dialogs, little punch-ups and theres a bleeding nose and we don’t have that here. And if people insult each other, thats the worst case-

I1: @Ha hah ha ok@

S1: So its always peaceful here-

I1: So a peaceful manner here. You were in the old building (1) before and did you experience there in comparison-

S1: So of my friends go to the X-school {Realschule}-

I1: And are there any forms where people group up, or people that are singled out is that the case here. Are there any cases that you would think to be problematic?

S1: Well not really problematic as such, (ehm) if people just (1) moved here and they behave conspicuously and think that they have to make a scene of themselves. Then people may turn round and say what do you want or just mob around a bit. Doesn’t happen every day, not like people standing and waiting to (2) on purpose. You would say hello, if you meet in town-

I1: //Yeah//

S1: Is more like fun mobbing (1), if its the case here, but its not normal {day to day situation}. Some girls meet during breaks and some are better friends than others. But no-one is singled out-

I1: Mhm Mhm. Okay and was that an issue for you at some time in your school career? Was there a case of singling someone out (1) or maybe you being-

S1: @Phff@

I1: Singled out in any way?

S1: Yeah *Conrad {a friend}* and me, we singled each other a bit and harrassed each other @hah@ but that was in seventh grade and that was more fun after all and then we got on again.

I1: Ok so more of a (little Fake)-

S1: [Mhm]

I1: Ok, ehm (4) what do normal lessons look like to you? (2) Open question, (1) to you personally, normal lessons-

S1: (Huh)

I1: //Have a think about it (4)//

S1: At least that every pupil pays attention and, (1) is working (1)

I1: //Mhm//

S1: (4) And that the teacher goes off topic (3) but does not specialise himself too much- (1)

I1: //Mhm//

S1: (Ehm).

I1: Was that always the case. So in your school time that-

S1: Jo, thats what I thought of to be normal lessons,

I1: [Mhm]

S1: One sticks to it. The other may say, well here and there and something and that could be something and the other teacher just stick to the one topic. The day won’t come where everyone is quiet and paying attention @hah ha@

I1: @No probably not@ Yes true-

S1: //Yes//

I1: Then it would be a dictatorship -

S1: //Yeah @hoh ho@//

I1: Ehm (1) yes do you remember, I don’t know if you do, maybe try. Wen you look back at your school days (2) Ehm primary school, and then it was probably the case that you went on to a further school-

S1: This one here

I1: [This one yes?]- And how was the decision? Was it a decision that you made yourself-

S1: No, the decision of wanting to go to grammar school was sure from first grade. And (1) my big brother was there and the grades also pointed in that direction, only A’s and B’s. And the teachers came, sure grammar school, something else is not to be recommended. (1)-

I1: //Yeah mhm//

S1: And up to know its okay-

I1: Was that an issue to your parents?

S1: I am sure they were concerned (1). You can never say now a pupil may develop and if you always want to know at lot a home and (shrewd) and everything they can and they concentrate on. That was alright and after the first two years that also said it was alright.

I1: @aham@

S1: I think they became a bit less concerned after the third son-

I1: @Ok@ (1) was there anything that was of difficulty to you in your school time? (00:07:47)

S1: (3) Evening out my first E in french, but other than that-

I1: What was you first worse end grade for a year-

S1: That was my first, up to now. Good now and then I had three points in french {straight E}, but other than that nothing was of great difficulty. May getting back in after a period of sickness, but nothing in particular-

I1: Yes, good and what do, what did you hear from your fellow school mates, what kind of problems did they have in their school time? Was there anything where you thought could @ be difficult @ ?{slightly quiet}

S1: (3) Nope, not really. Well maybe that some say I am no good at maths and at the end they even it out or get a D and other than that-

I1: Did you have many that came up to your school. I mean you can go any higher your already the grammar school. @mhm hm@ were there many that changed down?

S1: *Conrad* came to our school, he moved here from X1-City to here (1) and changed from the seventh grade comprehensive school {Realschule} to grammar school. Or he then (settled in)-

I1: //Yes//

S1: Yeah. Quiet a few changed or repeated the year. Some of those also came into our class or went back from ours-

I1: //Oh really//

S1: Is real-

I1: [Was a] few-

S1: I would say in total a whole class that repeated or left-

I1: [Ok]ay

S1: About 17 people in total.

I1: Well so, quiet a bit and how do you explain these difficulties to you. How do you perceive the difficulties, what caused them?

S1: Yes, usually about fifth or sixth grade after primary school. Where they said, not sure if I can do grammar school and they didn’t study. And if one plus one was to difficult at school, then they didn’t sit down at home to do the exercise sheet (with number 2)-

I1: @Then@

S1: And then they maybe thought it would maybe work you like that here? And then it did not work, so they are doing comprehensive school- {Realschule}

I1: [Yes]

S1: Well and many came up to our school after tenth grade-

(I1: S1: Yeah, Jo (unclear)) {Overlapping commentaries}

S1: But for them its alright-

I1: Yeah, so it was a good (1) choice for them, ok (2). Aside from that, are you happy with your choice of school? Would you do something differently if you could and if so, what would it be?

S1 Well if I see the homework the X-School-Pupils {Realschule} have and compared to ours here @pffh ha@

I1: Whats the difference in the two?

S1: Yeah, well in seventh or eighth grade, they had homework till five in the afternoon. Don’t know why, maybe they couldn’t do it. Or perhaps it was too much-

I1: //Yes//

S1: Although that wasn’t too much. If it took us an hour to do our homework, then it was much-

I1: Yeah-

S1: From eight grade no-one did homework anymore, they weren’t checked, they were expected. The issues discussed in class, were done again at home or if you understood already, you thought I don’t have to do them.

I1: Ok, well a bit less (1) pressure then, surely-

S1: Pressure, there was none whatsoever, other than from home. >> Now, do some studying, your not learning anything<< its still working out fine-

I1: //Yeah? (1) Eh how was it at home, with your family and so (ehm). Parents communicate their wishes in different Ways. How was it at your experience and toward your siblings. What was your attitude toward your parents?//

S1: Well they look, the middle-son was a problem case, he was always very lazy and didn’t do anything for school. (1) He did his secondary modern school and then afterwards he passed his Realschulabschluss {German equivalent to GCSE}. And then he went to technical vocational school and became an electrician and since then he is the best in the Home district. And if he doesn’t won’t to it wont-

I1: [(Aham) if not,} then just not.

S1: And then they were afraid it may be same with me-

I1: //Okay//

S1: But it was okay, there was not that much pressure from home-

I1: [oh ok]

S1: And if you had a bad grade, you got the usual. Learn more, study earlier- (00:11:47)

I1: Yes.

S1: And if its good, then you are praised. They don’t turn round and say, you have to do two hours of vocabulary a day. Or do maths exercises, I don’t have to-

I1: [Ok] and was there other cases you say, parents behaving differently toward-

S1: [Yes, with] *Conrad* I noticed earlier on. He always had to do a lot of studying when I went to him oder his parents gave me a lift. We got into the car and we had vocabulary as a radio cd-

I1:@hah@

S1: @Ja ha@ so it thought @no that can’t be @

I1: @Hi shie hi@

S1: Other than that, it quickly changed.

I1: Okay, well funny idea @ok@ (ehm) good. (2) Do you already have plans for what you will be wanting to do in future?

S1: Yes, well either I want to join the police or study engineering (1). I will have to think about it (5)-

I1: What do you find interesting about the police?

S1: Well I think its exciting and its a diversified job. You don’t sit around doing the same every day (1). Sometimes you work with people, or you are sat in the office doing reports-

I1: //Aha//

S1: But the death trap that is part of the job is not the nicest-

I1:// Yeah //

S1: Yes exciting stuff, shifts till one o’clock at night-

I1: [Well] so diversified? @he ha@

S1: There is much left to decide @ yeah @ its a hard job, but the money is good. (you should say).

I1: And if you want to do engineering then you would also have to go to uni-

S1: [Yes]

I1: Not with the police. You can, but you don’t have to (ehm) (2) is that for you, are the economical reasons for your choice. We had an economical-crisis {great depression}(1) or did that not influence you (1) whether you will go to university or go to the police and earn good money?

S1: (Unclear (2)) you really need the police here in XY-Federal State of Germany. My uncle is with the police with police and said, they need new people because no one with Abitur {German equivalent to A-levels} and engineering is also very attractive-

I1: //Yeah?//

S1: But I don’t know how to go about it, maths and physics are not a pleasure to me, (so I thought)

I1: So an interest-

S1: [Economical] reasons, yes if I could say, there is no future in that then I would not do it-

I1: //Ok, are you somehow experiencing similar facts in you circle of friends or you fellow pupils? Are there economical reasons influencing their decisions (1) I prefer to do this?

S1: Nope, I don’t see anything since first grade. *Conrad* wants to become a doctor, his dad is a doctor and he could take over practice of his dad @and @ sure, is economics are secured when he keeps the old patients -

I1: //Mhm//

S1: Other than that I don’t really know what others want to do, (1) somehow Abitur {German equivalent to A-level} and then we’ll see-

I1: //Yeah//

S1: I think thats a problem, if they say first I will do my Abitur and then they are sat around at home, doing nothing-

I1: So its difficult-

S1: [Yes]

I1: Ok, good, a quick look. Yes, gut you said police and engineering are to things that could interest you. Was there anything in your school time, preparing you for this? Or did you say, this is preparing me for what I want to do in life-

S1:// I think. Well engineering, advanced course in maths and physics //

I1: Did you choose those subjects-

S1: [No] I choose Maths, Politics. Maths for engineering, more or less, and politics for (ehm) what do I know, @police@

I1: @Hah ha@ possibility

S1: Yes and also interest, maths is a school-scientific mandatory subject, so I took that. And I liked the teacher. And politics is fun issue discussions-

I1: //Yeah ok, those are specifications, what its like with G8 {Grammar school 8 is programme to shorten school by one year in germany}, to the advanced courses drop off?// (00:16:12)

S1: I don’t know, I didn’t notice, no is some how the pupils representation that want to abolish the G8 or G9 system. (1) But I don’t think they will pass it-

I1: // Yes what did they, what do they discuss, are you also a part of the pupils representation {fellowship}?//

S1: [No] (1)

I1: But you hear stuff from time to time?

S1: They want to try, but through that if pupils come to grammar school, they may decide if they want to do it in eight or nine years.

I1:// Is that a big issue at this school?//

S1: Not with us, not anymore. We have got the attitude that it doesn’t interest us. @hahe he@. We are done soon, but to the others it may be an issue. There is a difference whether you do it in sixth, like us in eleven or in sixth like in fifth, that is a difference I think {meaning is unclear in german} I did not want to sit in school until three in the afternoon, at twelve and leave out my hobbies or only have the chance to play football once a week. Or I don’t know, doing music, was not really my dream-

I1: How, how do you think this may influence children?

S1: Its good for school, but may somehow a limit choice of hobbies slightly. I am almost filled up with hobbies-

I1: [Okay]

S1: And I could not imagine, having too much-

I1: And (ehm ja mh (1)), do you think that children that have G8 from fifth grade, is (2) that an issue to you. Do you think you will have same chances to go to grammar school or do you believe something may change in the future?

S1: I think demands reaching grammar schools will increase. You have to learn more in a shorter time. If i (1) just think that with little vocabulary or studying grammar i could still do it with languages. That is not really my strength (1). What they have to do know is fairly hard. What they are having to do, in two years they begin with much free writing (1)-

I1: //Mhm yes//

S1: And for those that are not good at languages, it is kind of hard. Maths was not difficult to me. I learnt it on the side, the requirements are higher than before-

I1: [Ok] and the education system, what do you recon. Is it fair or unfair system?

S1: The education system is fair I think, (ehm) I think that it is good in germany, there are many different schools. Where better skilled or the ones that want to study more go to grammar school. The middle class goes to comprehensive school {Realschule} and those that have problems (1) at home and don’t have much time to study go to secondary modern school. Doesn’t mean they are stupid {dumm}, like many said. Thats always a cliché-

I1: Yes

S1: And equal chances and its a different thing with graduations. Then they say will turn round and say A-levels, yes please, secondary modern school graduation, we don’t wann them right away.

I1: //But in choices of jobs//

S1: Then its more like an exploitation , if you say how much do you want to ear. Secondary modern school, you wont get. A-levels you get far more. And thats another thing, in sweden (2) there is only one school, with one graduation-

I1: [Yes]

S1: Then thats different-

I1: Yes, well in sweden for instance, I can turn it into a question. And find out, if you think its good or bad? In sweden there a school preparing you for A-levels, and within there is a differentiation, so you can choose something, that is more related to jobs, vocational school branch. (1) For example there a possibilities of choice concerning humanities or theoretic and natural sciences. Some go here, others go to the other (ehm section) of the school. What do you think of this compared to ours?

S1: That would be a comprehensive {Gesamtschule} school model, if you compare it to this. I don’t know, if its useful here, as many companies are orientated to Abitur. You also need it for university, you need a (1) straight B- average or something like that.

I1: Mhm.

S1: I think companies in sweden would say you need the vocational schooling branch to come to work with our company. And then the whole system would have to be changed and companies would have to adjust to this-

I1: Yes- (1) that would be problematic-

S1: [I also think so] that quickly adjusting to this, regarding time and the economical crises would not be a great @advantage@-

I1: @Hah ha ok@ and ehm what do you think in general, there is discussions in the media; pupils should stay together for longer to learn. As you just said a comprehensive school model {Gesamtschule}(2) compared to splitting into types of school as they are better for specific needs of pupils, what would be your tendency?

S1: Well I am against others saying comprehensive schools {Gesamtschule} are better. I rather prefer the model we currently have. (1) So to they, a certain selection is made. I would not say, that others stupid or something. (2) Maybe they don’t want to work so much (1) or they want to do more than others. Some are better than others, and if they can’t do it. But I think its okay, I wouldn’t say things have to be changed. I think university is different, maybe we should look if we can change there-

I1: What would be your issue concerning this? The thing about fees (1) or your statement?

S1: In general, there are many things you have to pay fees for. Others are free and you should leave everything free and if someone takes longer- (00:22:35)

{short school bell}

S1: So and so many years, that he has to pay for university courses. There are many that study for 20 Years and still haven’t achieved anything-

I1: [Mhm]

S1: I think that is a bit too much.

I1: Mh and are there any. Well in some states of germany you have to pay, in others you don’t-

S1: Well it should be that-

{School bell}

S1: Federalism and all that-

Announcement: Good morning, this is Mrs. *Amsel*, the sports practice year 10 elective course of choice, with Mrs. XW-S please come to the football game. The course is on, (1) thank you.

I1: That was the secretariat?

S1: @No@ that was our old sports teacher-

I1: Mrs. *Amsel*

S1: @ Yes Mrs. *Amsel*@

I1: That sounded nice. Ok and fine (1) in general, your pleading would be (is something the matter with your ear?)

S1:(Yes, little beep. Always happens… {unclear}(3))-

I1: [It should] be alright, just swallow a bit. Ehm (1) yes in general your pleading would be, its a good system and you think its fair (1). And what is proven to be good, compared to others countries (2) how would you evaluate the german system? Is it one of the best systems or is it one that makes deductions (or it’s okay)?

S1: I am not to certain about education systems of other countries-

I1: [What] do you know?

S1: Sweden, in the netherlands its similar to here-

I1: Yeah I think so.

S1: There are differentiations, (they are) and we had these PISA studies, where Germany was only in the middle field or at the back. That’s not down to the education system, but the attitudes. If you look at the netherlands (well now we have to, thats the school) and in germany, we can do it tomorrow or not at all. Its more of an attitude thing that one has-

I1: [So] its down to pupils?

S1: Thats the bigger problem. I would not really criticise the system here-

I1: But you have probably (1) got a time attitude. Yes, good yeah sure learning is good, but i don’t know, is educations something important to you?

S1: Yes, well I think economically you can’t do much without education. (2) And job wise, not at all and (1) I could not imagine just sitting round at home and live of state benefits-

{School Bell}

S1: That would be an ethic Problem to me, others are paying taxes, so I can sit here and do nothing. That would be a (1) problem for me-

I1: [Mhm]

S1: I prefer to work myself and pay taxes for those that can’t do anything. It can’t be that a mother has three children and dad just leaves (1) and she can’t go to work, I mean its okay for that, but-

I1: //What would be your wish for changes (1) in society//

S1: Yes, there are many theories, check up on @ everybody@ whether or not they are inclined to work. Won’t work and I think is nonsense. With a guaranteed of job, that every recipient of unemployment benefit {Hartz IV} that each and everyone has to take. (1) Because I would not want to become an undertaker. (1) And if someone says, he wants to become an undertaker and has his benefits reduced (2) I think thats also kind of hard. And there is people that don’t want to work, and you should make sure that he only gets very little money and make sure you do something.

I1: Do you have own fears (1) concerning the future. Whether you may become unemployed or are there obstacles that you can see on your way?

S1: Not really afraid but respect if I say, I hope not, but with A-levels you have better chances of a job, than without. Because handymen don’t have the same prospects as a students in any case.

I1: Mhm

S1: That doesn’t automatically mean that you find a job. But fears that I can’t- I don’t really pay attention to that, I want to have my A-levels (1) and then I’ll see.

I1: Yes. Do you want to work in this region (1) or do you want to go further away?

S1: (I had quite a few ideas), the biggest was went I wanted to emigrate-

I1: [Yes?]

S1: That was fairly funny. (1) But @ ehrm@ but if I stay here, then I will stay in XY-Federal State of Germany. And close to this place of residence and maybe I will move to Frankfurt or something like that. And if not, I’ll go to Bavaria, its always fairly good there.

I1: Concerning police or what? (00:27:30)

S1: Concerning police and in general economically bavaria has fewer unemployed than berlin or the north-

I1: Yes thats true- yes of course that really is a motive somehow. Mhm (2) now I need a quick look-

S1: //I’ve got time- @horh ha ha@//

I1: Mhm (2) yes, we spoke of the work of the student body, what do you recon, we will keep it short somehow. (1) Are there other interests (1) did you have the chance to bring some interests into school?

S1: I was class-representative in primary school, but there was no Pupils-representation ({unclear (3) at the primary school}). And I am not sure whether or not its highly regarded with pupils-representation. The teachers are all tolerant and also for the pupils, (1) but if they want to pass something. I was that at the world-championship match, we did a public viewing in the assembly hall and on the piece of paper it said. Everyone may go, (that was at the (secretariats board, but according to all lessons plans, mandatory lessons.)

I1: The plans, pla-

S1:// Substitute lessons plans, there it said. Mandatory lessons for all pupils, so not off school, only those that had the lessons of could go-//

I1: [ok]

S1: And those that had teaching had to go to the lessons. How did it go, don’t know. I stayed at home and watched the footballt @ha hm@

I1: @Okay@

S1: Other than that, the work of the pupils-representation stays in the background. Sometimes they discuss really nonsensical issues. For instance, this carpet-party. So they measured some mites in the carpets and that was supposed to be so bad and-

I1: //Mhm interesting//

S1: And then some people came here from X1-City, the education-board of XY-Federal State of Germany, (2) ministry of education and cultural affairs-

I1: Ministry of education and cultural affairs. (1) Yes?

S1: I couldn’t think of the word, then we had a giant presentation here. And I thought of it to be quite laughable, as I could already guess that nothing would happen (1) The smart-boards were that expensive, that I don’t think hundreds of thousands Euros will be put into carpets-

I1: Well smart-board concern the issue-

S1:// I think its laughable, well seriously you could have done that in three or four rooms, but not Two hundred thousand euros. But a smart-board into each room, and the older colleagues (of the teachers), are unable to cope all with them.//

I1: Ja ok, so its not regularly applied -

S1: Down here its not applied in general. (Not yet) in every room, upstairs in every room. But I was down here when they set them up upstairs-

I1: //Do you pupils apply them?//

S1: Oh well, in the brakes we do to @watch@ youtube (ehm) that’s good as you don’t always have to get the TV-cabinet, that is an advantage, but why get a smart-board-

I1: [That’s] a bit costly- @yeah@

S1: // I think it was unnecessary, the money could have been invested better elsewhere//

I1: What would have been your wish. What else could have been invested for?

S1: General the condition of the school, could have invested into, just as teaching materials have been the same for maths for the past 20. years. If you have books that are totally tattered, then you are not really motivated (2) as would be if you are working with a book that has current issues-

I1; Everything is provided by the school-

S1: Yes, yeah that’s the case-

I1:// Ok, good. (4) Mhm (1) Eh (1) Yes is there anything, if you think back of your school time, that had an influence on your opinion toward politics, tolerance and society, culture? Current opinions and attitudes of your (2)

S1: (Dmmn) well not really actually-, I wouldn’t exactly join a party either. You have to see the overall package. If the SPD {social democrats} looks very tight {(unclear)} and if you look at the other side and see education (1) is being cut back, then you also think. Better leave that. In politics we had presentations on the political parties. And you could really see the inclinations of people. But I could not say that I really influenced me, (1) no-

I1: And concerning relations with other people, was there anything that influenced you?

S1: Yes, the death of my brother, back then-

I1: //So-//

S1: The death of my brother-

I1: //Okay//

S1: He did in an accident when he was 22. (1) That was 2001, I was in third grade an the issue of death concerned me more than school, but-

I1: [Ok]

S1: But other than that nothing really influenced me-

I1: //Ja, ok. Which issues are really important to you in politics, (2) what would be your, what would you say, (1) those are really two important topics-//

S1: [Peace-]

I1: //Peace, yes//

S1: And the other thing, would be economics.

{Background: Door opens, chair makes a noise.... {assumed}}

I1: And economics, yes. And are they adequately dealt with in current politics? (00:33:20)

S1: Well peace, first of all, not. But already good, the federal government is saying, that the war in afghanistan, where they always said, that they are calling it a war-

I1: [Yes]

S1: It was dealt with a bit incomprehensible. Oh we will send a few troops and they will sort it and then a few will die, its only an assignment-

I1: //@Hah@ its only an assignment//

S1: I thought it was a bit hard, but so be it. (1) Its a war there, I think the UNO or the NATO should do something, instead of getting in other countries, I think its a bit over the top. Especially Germany, is in it the most. USA and England are almost completely gone, or they weren’t, yes they were, ehm france, no news of them down there-

I1: //No, not really. And economy, whats up there, how do you assess that?//

S1: Hard to say at the moment. (economic crisis) {great depression} (1) until then the encumbrance was clear. Interest at a high of billions that requires discussion. But (ehm) (1) at the moment, no-one knows what to think. The US want to bring thru their savings-programme (2) Greece thats another thing. We will never again see the money anyway {wont get it back}-

I1: //Mhm, OK @ha he@//

S1: And you never know, how its going economically at the moment-

I1: What would you hope for, concerning these two issues, peace and economy, what would be your pleading (1) for the future, your wishes, incase you have any?

S1: That peace is not always connected to money.

I1: Mhm

S1: How i have heard from various sources; (ehm) the US didn’t go to afghanistan to find nuclear weapons, but to the oil-price at a dollar-rate instead of letting it go into Euro-price-

I1:@Hah hm@

S1: //Thats what I heard, don’t know if its true or not-//

I1: [Well] well its a thesis-

S1: Yes.

I1: That is being discussed about-

S1: [Exactly and there are] these things were you think (1) it could actually be. Logically the american system is only based on economy and you can see, how they are fighting. And no for gods sake-

I1: //Yes//

S1: And more levy @phha@ and thats the thing. I think peace should not be referred to as peace if its connected to economy or money (2) and economically. (1) I don’t know of any countries that have to pay reparation costs {for WWII}, whether or not we are still paying (1) I don’t know for sure. (2) Politicians should stand for their own opinion and not stand there for the political-party. They should stand there for the people, instead of saying. I am part of the SPD {social democrats} and the CDU {Christian democrats} are bad, all I want to say.

I1: Yes.

S1: I always think its a bit stupid {doof}, if its said like that-

I1: [Somehow] counterproductive-

S1: [Yes-] (1)

I1: And (ehm) do you see yourself, you know different politicians, do you feel represented by any person in particular as a citizen, or is it down to certain aspects (1)?

S1: Well sure, certain aspecst (1) one where I would say, that he would always vote, I wouldn’t say (1) its none existent-

I1: Ok good. Going to vote soon, there are-

S1: Yes I am going to be 18, (another four months),

I1: So you are going to go, its an issue-

{Overlapping S1 clearer, I1 unclear}

S1: //I would go, definitely, yes. //

I1: And ehm so in general, Family or social surroundings , how do you see voter turnout?

S1: Oh, hey all go voting as well. Some of them are in a party, my dad joined. (1) And he is voted for, even though he doesn’t want it. Yeah, I think its silly {doof}, but if he thinks so and thats his opinion then I won’t discuss with him-

I1: /Is that- //

S1: They need his opinion -

I1: Well, you won’t have to say which party, but is it an issue at home, (ahrgh) where conflicts could arise?

S1:[Unclear (1) mhmnm]

I1: Do you heavily discuss opposing opinions ? (00:37:10)

S1: No, well politically, we may discuss new laws, if its in the paper or that something is changed and we say, thats against it and he says. Well maybe its good. And I turn round and say, that and that is against it. (1) But we don’t get excited about it. But I don’t think according to parties. My dad as a member of the SPD {social democrats} and a [skilled worker], that used to be (1) that they said, we prefer to follow the SPD and the higher people go to the CDU, that was the case.

I1: How is it today?

S1: I think its still the same-

I1: [Yes?]

S1: Well I don’t know, well-

I1:(Well neither do we) @Ha ha ham@

S1:@ I he-@-

I1:@ (unclear (2)) JOKE @

{Overlapping; I1 unclear}

S1: I think the social party is more aiming at the normal citizens. (1) The lower classes and the CDU {christian democrats} (1) prefer the middle class, you saw that with Hartz IV {social benefit scheme} that was also a move of the red side {social democrats}.

I1: Ehrh-

S1: As opposed to the black side {christian democrats}.

I1: Okay mhm, yes mhm ehm, do you think its an issue that social classes, what would, it that an issue concerning you? (1) Voters-turnout and social class? Or that would be an open question?

S1: (3) Mhm (1) Foreigners, in our village, my dad is (head of the village) {Ortsvorsteher} he always counts the votes, and he can see who is new. If the votes increase, other than that, everyone in the village knows who (they voted for)-

I1:@ (Fair hehem he hm(1))@

S1: It is, (ehm) so to speak. We have many [citizen from country north of Europe] descended germans in our village. They always vote for the one that is not mayor of the village at the time. It was like this, they wanted street lanterns in the developing area and they did not get them. Since then they are voting for CDU, and if the CDU comes into office and they cant have what they want they will vote for the SPD again. I am not sure about the people and the parties, that are there. I think they vote for the person according to how its suits them at that time-

I1: Due to, how to you explain that to yourself?

S1: Well I can’t understand it, with the village mayors vote. (1) Federal elections are not concerned. Its a bit of a shame-

I1: //(Yeah)//

S1: Reasoning, I am not to sure, how I can say this. Whether they have emigration problems with people, that may be, but I can’t be the judge of that-

I1: Good, don’t know for sure, are there. Are there any, you said you live in a smaller village, probably near XXY-City {home town}, (there’s also X1-City-)

{School bell}

I1: Are there any social problems (1) you notice at your place of residence?

S1: Quite the contrary, everything has been made new-

I1: S1: @ha hmn@ {Overlapping}

S1: They people are good, neighbourhood arguments, hedge has been trimmed to short, (due to others {unclear}(1)) something like that, but others-

I1: [Not], well yes its more, more (1) ehm-

S1: [Other] than that, its really okay at the moment. (1) (Well the village community houses) are closed in the area. XXY-City {home town} is also, fairly broke and it is rented out every weekend. So money comes in and it stays there-

I1: [Yes]

S1: The youth has received a new building, payed with money from the EU and are founding it new. My dad wanted to stick out as (head of the village, but that won’t work anymore either)

I1: @Hah ha@

S1: The people can see, he is doing so much for the village (unclear (3))

I1: Ok good, so thats going fine. And are there any other areas that you are engaged into or that you participate in your community?

S1: We don’t have that anymore-

I1: [Is it] the (structure) in general ?

S1: Youth-group, we do the may-bonfire once a year (1) other than that we collect wood and then-

I1: [Okay] (4) mhm (3) was there any situation where you ever felt uneasy at school?

S1: (3) if you are denounced by the teachers, then @maybe@

I1: What would be denouncing? (4) Would be something-

S1: Yes, well it never happened to me. But I think it would have been (2) something that would have made me feel indisposed. But I never felt like that- (00:42:02)

I1: [Mhm okay]

S1: When I had a bad grade (1) and there was only bad grade, the rest was like (B’s) @so hah@

I1: (Thats, yeah chi-) Okay, yes, last question. A final question. (2) If you could do anything for a group in our country, (1) which group would it be and what would be your wish?

S1: (Pfuhh ) (4) Mhm (1) Maybe other colours, (1)-

I1: Mhm.

S1: That they are socialised here and tied in into society a bit more. There are many, so to say, brown people. They say damn {scheiß} foreigners and blacks for gods sake get rid of them (1) and deport them and stuff like that (1). And I think thats fairly hard, if you hear stuff like that. Maybe marked by the war. I only know so from my grandfather-

I1: //Yes//

S1: And I would like to help these people. Its a plan of mine, that I would go to africa and help some children-

I1: [Mhm]

S1: That’s what I always wanted to do and I was going to, but

I1: Yes.

S1: Doing this in germany is difficult as you have many rivals. And people in africa, yes somebody is coming to help us.

I1: Why is it an issue to you, skin colour. The criterion skin colour? Why is it so noticeable when singling people out?

S1: I think because, one thinks that foreigners take money and employment away ad (1) secondly social freeloaders. They are poor and come here and take everything from us-

I1: [Okay]

S1: And I don’t understand it. (1) I mean, if you are prosecuted in your country (1) and they come here and should be happy, that they can actually live here-

I1: Mhm

S1: And so to say, live in wealth. That they have money for food and a house or a place to sleep. I think its rather hard (2) that other people turn round and say, your a foreigner, your black, I don’t want you here.

I1: Mhm

S1: You don’t belong here and I don’t want you here. We are to multicultural for that here in germany. Every country is somehow represented-

I1: [Mhhm] yeah

S1: Its more of a trampers- country {Durchwanderungsland} looking at it like this @hah@

I1: @Yes@ thats true and you are saying for instance, your grandfather has a slightly different opinion. Are there some discussion points (1) that you have?

S1: No, I don’t argue with him (1) he is stubborn and you can’t get him to listen to you and yeah-

I1: [Yes]

S1: And I don’t need an argument-

I1://Yeah good //

S1: I have my opinion (1) and I think many are with my opinion. They say what do you have against blacks ? Thats what we used to see on TV as a child. And I thought the poor people (1). I want to help and donate my pocket money. But my mum said, we will donate 5 Euros more for your pocket money, you can keep yours-

I1: //Mhhm okay-//

S1: [That] was always-

I1: [Mh] good, (1) did you want to say anything at the end?

S1: Concerning @what ahah@-

I1: [Whatever] comes to mind, disturbed you (1) or were you engaged in the Interview?

S1: I did not understand one of the questions on yesterday’s questionnaire-

I1: [Yes] tell me, I have them with me-

S1: //Something about a chance for foreigners,//

I1: Mhm.

S1: Or equal opportunities for someone (1) did not really know, whether its meant concerning the school or chances for foreigners, I would not know. I think it was the other one, I am not sure-

I1: (Should be that one (2))

S1: Well well on the right side, up there somewhere (11)

I1: [Well so it was the ] do foreigners have same ehm (2)-

S1: //Education changes//

I1: Mh-

S1: [And] I wasn’t sure whether it would be chances coming to this school or the chances after graduation-

I1: Mhm

S1: It was a bit incompressible-

I1: [What] would you say to both questions? (00:46:23)

S1: Going this school, they definitely have same chances. If they do more and they are a bit intelligent, sure. Why should they not make it to grammar school and then there is another thing. (1) How is the boss of a company? Does he say I don’t want foreigners here (1) thats not equal opportunities. But if they say, you are good come here. I think its so and so-

I1: [Mhh] good okay, well here at the school, on the apprentice- apprenticeship market, would the issue of discrimination be a problem (1) but not at school, school (eh), school is neutral-

S1: [Here] we do not have the problem, we have maybe 5 foreigners at the school. That really is not a problem-

I1: Why mh, yes. Why is it only so few, is it down to the location-

S1: I don’t know. If I look at the other foreigners, that go to the secondary modern or comprehensive school {Realschule}-

I1: Mhm-

S1: [They wanna] show the girls (doing something for school). Prefer to be cool and party. (1) And dress up nicely and I don’t know and don’t dress with stuff from 500 years ago (1) I want to show off and I am the man and-

I1: [Mh] okay

S1: Thats influenced by home and usually down to the father. If he is more European orientated (1). That they can come here, but if he is strict, then maybe from there onward.

I1: Yes

S1: As a boy you have to be dominant and he wants to go to comprehensive school {Realschule} to show off instead of subordinating here.

I1: Ok, so that could be a problem? Concerning the parental home, well-

S1: [Yes well] i think education (1) is closely related to parents, (1)

I1: Mhm mh.

S1: Stuff coming from home-

I1: // What is, very last question, what do you think could be done (1) whether we can hope for something for the future? //

S1: (Mhm) well I have time, yeah-, we can carry on for longer, well @ha now@ (was going to watch football (2)), but its@ nicer ho ho ha@

I1; Yes, really very nice-

S1: //Yes @well@ at home, my parents both don’t have the high graduation. Good in those days it was not such a big thing. They are both from the rural area and didn’t have any great schools-//

I1: [mhm]

S1: Ehm, i think its more of a problem in larger citites, than here. Well I think of [large city in Germany], more of a social focal point {pressure area} or they are happy if their children achieve secondary modern graduation. (1) Where they go to school every two weeks and they don’t become drug addicted or something like that (2). I think they are things that are more that the social surrounding influences as opposed to the parental home. I you hang out with friends from the drug scene and then parents can be as good as they want at home-

I1: //Mhm//.

S1: If you then, yeah I’ll try and then become addicted then thats also a problem. yeah-

I1: [Mhm]

S1: I think its a giant complex (1) overall social sourrounding. I would not only say family, its a big factor-

I1: [May]be there are also residential quarters. The desification of ethnic groups in these quarters, to you also experience this in XXY-City {home town}-

S1: @We@ have the XXY-town- @ghetto@ but its only called that, everyone lives there [European Citizens]

I1: Yeah-

S1: [Ehm] yes in these quarters you find more blocks of houses (1). Many foreigners live there. (1) Focal point, and there is a lot of police about there (1) Its not really, its rather quiet there-

I1: [Yeah], XXY-City is also a bit more quiet.

S1: Drug city, not anymore but in the old days, it was a real drug collecting point-

I1: [Really] yeah, I already heard that and do you have here at-

S1: // That was laughable (the brother already did that) and was kicked out of school for that-//

I1: [Oh] well, yeah the boy ok. A yeah good.

S1: But he must have had good grades , so there, if you do something like that (1) after school or during parties. I mean if he can earn money then he can do it-

I1: |Well] did he actually pushing?

S1: We wanted to push here

I1: Ok

S1: Did not take any, himself I think, but I don’t know-

I1: [mh]

S1: Can be @ I @ also have people in my class, that get together at night from time to time and smoke a joint. Just to come down, or something (2) well I mean I don’t need it. But they aren’t selling it or are posing with that. And they don’t say, I am the big drug dealer-

I1: Well so at school there are no people that cross the boarder. Well I would define it as an addictive problem. Like smoking, alcohol also and other drugs in general. At some point you become addicted on something and you consume it- (00:52:12)

S1: We have many smokers

I1: Yeah, you can see them here anywhere-

S1: [They ] to the front, your not allowed to smoke back here-

I1: //Okay//

S1: Smoke free school. In front of school on the pavement. Thats not school-@grounds@ and no, I would not see any alcoholics. (2) Sure many people go to parties, and everyone in 12th and 13th grade does partying. But no addicts with cocaine or heroin, some have a smoke from time to time-

I1: [Ok] well

S1: Cannabis doesn’t cause addiction, as I have heard. I did not try it, but I don’t smoke @at all@

I1: I think it can cause addiction, if I look at some people from my school time, then I also think-

S1: @Ha he ha@

I1: That there is a danger of addiction, so I don’t know-

S1: [Well with one] i have the feeling and also his girlfriend said; if you don’t stop it, but he is still carrying on, i am cued up. (2) How it will go on. He is more of a nominal member and then he also wants to show it a bit and stick out. But he is at the wrong school here (1) no-one says thats what you do, (wow)-

I1: [Well] so there is not much recognition?

S1: Quite the contrary, (1) why are you doing shit {scheiß} like that-

I1: [mh] okay. good, then thank you, for a good conversation-

S1: @hah hah ha@

I1: Ehm, well as we said, it will be transcribed and your person can’t be recognised anymore-

S1: //Even if- @ho@//

I1: Mh. That is important

S1: [Well] i openly state my opinion-

I1: //Yeah-//

S1: //(If you meet people from XXY-City {home town}, your told so-)//

I1: For other opinions, (mh) in our study, (ehm) that is very important. (1) Usually people are tolerant that come for the interview or that have a different opinion-

S1: [Or] them that come to have off and then don’t show up @ also@

I1:@The@ one @didn’t show,@ yeah mh @good@, would you like to hand out some lollies-

S1; Do you have too many? Well- [is the] Uni Giessen that rich that they can- @hah ha ha ha ha hah@

I1: Not anymore @ but@ but before the university-covenant (overall there 2)

S1: Well I will take one for myself-

I1: //So good, your off to football-//

S1: To watch.

I1:   @ Well @ its only another two weeks

S1: Well (or maybe only one, a bit) maybe police, I am referee and football referee, thats also a bit of argue arbitration thats also about penalty and-

I1: Correct, law and order.

S1: Yeah.

I1: Ah sure, yeah good. So that would be something (that is preparing you).

S1: So police or (the)-

I1: Ok good.

S1: Shall I press a button?

I1: No no. I will switch it off-

S1: //Well sure//

I1: (...- press.)

S1: [Yes] good. Bye, have fun-

I1: (Will do-) Good ciao.

S1: Ciao.

54:34-5

**Interview 2 :**

|  |  |
| --- | --- |
| INTERVIEW NUMBER: | 5 |
| QUESTIONNAIRE NUMBERING: | GUif145 |
| NUMBER OF INTERVIEWEE: | 1 |
| DATE: | 25.06.2010 |
| INSTITUTION: | Upper secondary/ academic |
| SUBJECT OF STUDY: | Rural area, mainly majority, „Gymnasium“ |
| COUNTRY: | Germany |
| NAME OF INTERVIEWER: | Stefan Müller-Mathis |
| SETTING OF THE INTERVIEW: | Conference room |
| TRANSCRIPTION: | Julian John Hawkins |
| Attention: | Student had attended school for 4-5 years. Before she attended a comprehensive school. After one year abroad (High School year in USA) she returned because of the hurricane catastrophe Katrina.  Forms of school:  Hauptschule: Secondary modern school  Realschule: Comprehensive School  Gesamtschule: Comprehensive School {Gesamtschule}  Gymnasium: Grammar School |

I1: (And now- unclear (3)) So (6) well again, thank you that you too the time @hmha@ did you not feel like the football?

S1: (Mhm) yes but-

I1: (unclear No- someo- (2)) [Well are you going] to go?

S1: Yes well we will all go later.

I1: Yes its on all day.

S1: Yes until sixth period-

I1: //Ah yes//

S1: The are lessons today-

I1: [okay] (1) yes well I have a few questions that I would like to ask you. you can say whatever you like, talk about what you like. The interview is somehow a little biographical on the one hand we look at how you experienced school until now. On the other hand its also about current issues and events. Like in the questionnaire you already have an impression. Yes I would like to begin with an opening question or task (1), for you to describe what is good and what is not so good about this school?

S1: Yes, well (2) the atmosphere is very good-

I1: [Yes?]

S1: That pupils get along fluently at this school. I was at a different school before-

I1: //Yes?//

S1: That didn’t work as well there-

{SCHOOL BELL}

S1: That pupils get along with other groups of younger people. That would be an example for the difference to the other school.

I1: What was the problem?

S1: The problem was I XY-City-

I1: You were in XY-City?

S1: Yes it a very very high-

I1: [Mhm]

S1: Well I would be a minority and (2) all that-

I1: [What] (what what), kind of minority are you?

S1 I would not call myself anything, many refer to me as an Emo-

I1: [Aehm]

S1: And as a no idea what, punk. What do I know?

I1: Well, so these are things that are said to you-

S1: // They are just description, anyway the hip-hop scene was far more dominant.

So if you are in XY-City you are relatively easily put into an outsiders role-//

I1: [Ok]

S1:Thats not the case here and, (2) (aeh) yes, the teachers-

I1: //Why is not the case here?//

S1: (I don’t) know, (1) probably, because this is a rural area-

I1: [Well] @ha ha@ What does that@mean@?

S1: No more than a thousand habitants are here (in total)-

I1: [Ah is] that a common (denominator)-

S1: [@Exactly (hueh)@] -

I1: [That] correlates.(00:03:10)

S1: Exactly @ and (1) @ you see like four a so together and everyone is somehow different by their tokens. (1) And in cities people also adapt-

I1: // Yeah, ok //

S1: And (2) teachers there are many that are good-

I1: [Yes?]-

S1: //Yeah, well i have encountered worse Teachers//

I1: @Huh@ ehm- what did the bad ones do (aehrm) relatively bad?

S1: Ehm, my class tutor at the old school it was like this , (2) he was in a political party and he had to take care of that-

I1: [Mhm]

S1: And instead of caring about his lessons, he never made us take notes or anything. He never used the blackboard and then we also had a rather unfriendly song-

I1: [What] that you versified about him somehow.

S1: I would rather not talk about that, as it is not very friendly-

I1: @Hoh@ okay you do not wish to sing-

S1:@Ueh hoe hi hi hihe@

I1:@Hoeh hoeh@

S1: And eh well yes, (1) yes and yes the Organisation could be better. And things said about the headmaster is not really of highest-

I1: //What does one say about them?//

S1: That the new headmastership (Schulleiterin female) sued for her job-

I1: [As] Headmaster?

S1: As Headmaster. And eh yeah-

I1: //Why did she do that, (1) whats the story {/ deal. german Story} there?//

S1: The deal is as follows, a new headmastership was required. And a man and a woman were up for choice.

I1: [Yes]

S1: And it was supposed to be the male teacher, equal {gender rights} opportunities and in civil servants cases usually go out like this-

I1: [Ok] and ok so thats what she did and how do think about that?

S1: I don’t think its right, (1) and thats why that gentleman went to my old school instead.

I1: And rather liked him?

S1: Well I liked him a lot, the headmastership is very nice at the school.

I1: Mhm

S1: You just have to reason and then more or less everything is somehow mendable or doable, (1) but-

I1: [Mhm] (1) and just as an side question do you think men and women actually do have equal chances or (oeh)

S1: [Yes we]ll different chances are definitely at hand. I just think the should finally have equal rights-

I1: [Well] so in general-

S1: The Argumentation of the bible doesn’t go anymore-

I1: [Mh] @hah ha@ ok good-

S1:// Yes the (Organisation) is awful, here. Us down there have(2) relatively uninsulated building down there and it get sticky hot there in summer-//

I1: Yes I can imagine-

S1: [Them] up there have completely new buildings, they even have smart boards, opposed to us only using the blackboard. Even though we are the upper track {higher years 12 and 13} And we need to be prepared for later life (1) ehm yes, as we were born in a time when mobile phones just arose-

I1: [Mhm] yes don’t you have that at school anymore?

S1: Well yes, but we a few smart boards and the teachers don’t know how to use them ehm (1) and they say you do it-

I1: //Yeah mhm ok//

S1: That is something that you could blame the ministry for education and cultural affairs for

I1: @Okay he@

S1: That there are no training courses provided for these smart boards, maybe paid for. Well I don’t know-

I1: [Ok] yes, so that would be something that we could use training courses for- (00:07:45)

S1: [As] many teachers can’t really handle a computer and-

I1: [Yes mh ok,] they were born in a completely different time-

S1: [@he he@], there were no Computers then-

I1: //Thats rather fast movingly. (1) How would you say is a completely normal lesson?//

S1: Me personally, I am a fan {used in German} of theoretical, extremly dry lessons. Well @ha@ I am not a fan of great practical approaches and team work, as I quickly get into situations where nothing is achieved at all-

I1: [Ok?]

S1: (D’you) know {(Ne’)}, where you just sit around. Doing nothing, and your sat down and told; i tought you and not you do it separately-

I1: (Mhm) and why do you dislike this?

S1: Well, I just said so. As you quickly get into situations where you achieve nothing {doing nothing}. (1) And only some group members are really into figuring it out at the end-

I1: [Mhm], ohm ok how do your fellow pupils perceive this. Are opinions diverse-

S1: //Yes, well (unclear (1))//

I1: Or indifferent?

S1: Most of them enjoy group activities, (1) and we also did quite a few of the group work things in the past year. As we were only scrambled together at the beginning of this year-

I1: [Ah yes [mhm yes, you are in class 11 F-

S1: //Yes//

I1: How did you come to this school?

S1: It was by an outsiders role (1) at my old school. I did not fell to comfortable there anymore.

I1: Yes, you felt somehow uncomfortable ?

S1: //Not really, and then I said. I was sick for a long time and I could push it away-//

I1: [And] and was it also a grammar school? (1) Mhm ok. And in general, how did you. You went there from fourth year onwards -

S1: //No that was a completely different school//

I1: You were somewhere else-

S1: I went to the orientation stage-

I1: // Ah in the orientation stage of a -

S1: //Comprehensive school// {Gesamtschule}

I1: Comprehensive school, (1) and how did you perceive going from orientation stage to a further brach of the Comprehensive school?

S1: With me it was straight, I was supposed to. I was supposed to got to grammar school (2) I just decided for Comprehensive school (1) as I changed again after sixth grade to the grammar school and then-

I1: [Why] did you change from Comprehensive to a grammar school. What was your motive?

S1: My motive was that I was not challenged enough. In primary school I was regarded as a highly gifted child, (1) @but im not-@

I1: @Ok she is humble, he ha@

S1: @He ha he@ no really I am not. (ehm and ehm) I was already bored in primary school, just as I did in fifth and then I got really bad. So I though a bit of (furtherance) and then I thought I will be ready for the school I went to until tenth grade.

I1: [Ja ok,] and there is this Discussion whether pupils should be tought together or separated earlier. (1) What would be your tendency due to experiences you have gathered yourself?

S1: Well I tend do teaching all pupils together. One could just pay better attention to specific levels that are tought. I actually think that you should put the subjects into different forms.

I1: //mhm okay//

S1: And someone doing extremely well in maths for example. He should really go into a higher form {level} of maths. What good does it do to have all these easy tasks if he always achieves 14 {of 15= A} points, then he should go on to get ahead (2)-

I1: //Yes well so what you take from this is an individual furtherance for the classes-

S1: (unclear (2))

I1: Class context.

S1: Here the worse or better ones loose out and the worse pupils loose out even more-

I1: [Mh ja] good

S1: And yes-

I1: [Ehm] and what for example concerning the educative system, going one step further what would you estimate?

S1: I did a year abroad- (00:12:14)

I1: //Yes, where?//

S1: The USA.

I1: Yes in the USA

S1: Yes, it went a bit pear shaped-

I1: @Why@

S1: I got into the hurricane-

I1: [No]

S1: However, @he@

I1: Oh, so you were in the southern states-

S1: Yes, I went to [Large state in America].

I1: Okay @hoeh@

S1:@Ha@ I got into the biggest hurricane of all time, not Katrina, hurricane Ike-

I1: [Okay]

S1: And then I had to cancel enforcedly.

I1: Ok. And how long were you there for?

S1: A month in the end-

I1: //One Month//

S1: But I did receive some insight to the system of the USA, its not really particular. I do prefer the german one. Well in general (1) and pupils are also relatively coached individually, (2) all class forms have an equal lesson plan and (ehm) you could get into other forms if you were good enough.

I1: Ok, so that is something that you like, ok. (2) And in comparison what is better in each case?

S1: The educative system of the USA, the rules in germany-

I1: Ok-

S1: //As-//

I1: What do you mean the rules?

S1: Yes well, DRESS CODE in germany is due, fundamental law individual. Its stated in the constitution that every person has the right to freely unfurl their personality. (2) And is still the corporal punishment-

I1: In the USA?

S1: Yes

I1: And what does that look like?

S1: If you really behave out of line, (1) they may land one on you-

I1: Really?

S1: Yes-

I1: //WOW oh I did not know that@hiu@ well then thats the way it is so, (aeh ehm nehrm (2), ) What do the pupils say, did you ever ask or were you- //

S1: For them its normal, they don’t know it any other way. And in Russia, I went to russia for a short school exchange. In russia again its completely different. (1) The school I visited, started early in teaching languages, and I agree with that. I noticed in seventh, when I started french, I only managed to get by. I luckily managed to deselect french, but I only scratched along there.

I1: Mhm ok.

S1: An there, everything is like in the eighties, you would have to imagine-

I1: [(little)]

S1: or like when you went to school-

I1: //Well in the eighties, I went to @school@ in the @nineties hoeh he heh@

S1: Seventies, eighties, nineties.

I1: Like in (rank and file), somehow more organised, I would say. (2) Do you have any plans for later perspectives in life (1) for instance-

S1: //Law and the civil service//

I1: Ah yes so you would like to become a jurisprudent. An is there anything that prepares you for this in school-

S1: @Politics and economics@ Politics and economics

I1: Politics and economics, or only Politics and economics

S1: @Only Politics and economics@ with my old ethics and philosophy teacher, prepared us for this. We had to learn the constitutional law.

I1: And would you how for some kind of support in school-

S1: Well the job- internship, was kind of good. (2) Just to see, if the job is right. Since ninth grade my dream occupation has always been public prosecutor, for orientation purposes I-

I1: //looked-// (00:16:23)

S1: [Other than] that, there is nothing. Or you could go to a vocational grammar school-

I1: //Mhm//

S1: And if you require a standard qualifying A-level opposed to a vocational A-level, you have to stay here.

I1: Would you require such an A-level for law?

S1: As far as I know, I am not sure and at MA-School I could not get one for law.

I1: Mh yes, do you think that its fair? Or (1) something you find unfair-

S1: //I don’t know, (1) if you already know what you want to do later in life its good to do a vocational grammar school. If you are uncertain about your plans for the future or require this specific education certificate, As long as chances are equally spread its alright-//

I1: Yeah than its okay. And if you look back on your past eleven school years,

S1: Twelve Years, I am doing twelve-

I1: @The @whole twelve years, is there anything that ever was of any difficulty at all?

S1: French, MATHS @ha@

I1: Those two @hah ha@

S1: @Physics, CHEMISTRY@ and my laziness (1)was also (3) quite a burden-

I1: //Okay, so it was difficult for you. Are you happy in general concerning your choice of schools?//

S1: Yes well, going to the USA was not such a good decision. As I was a relatively bad pupils concerning school subjects-

{SCHOOL BELL}

S1: I was pedagogically moved up to next year-

SPEAKER: {female voice}: Participants of the ethic and philosophy course XY-, Year ten, meet in front of room 117. Thank you.

S1: Good (unclear (2))

I1: Ok. Until you went to the US-

S1: Yes a fairly bad pupil (2) was pedagocically moved up and then (ehm) yes I would have had to repeat the year anyway, but as I came back earlier. I could have also done the year if I would not have become so ill-

I1: Yes, ok. And aeh (2) well may we ask what made you ill?

S1: The hurricane-

I1: //So you were afraid-//

S1: [Afraid],- (3) yes traumatic experience-

I1: //Ok and how did you get by with this-//

S1: ((2) I went to a hospital, (unclear) Panic (unclear) candidate)-

I1: //yes//

S1: yes time heals all wounds and that,

I1: //Yeah//

S1: I can already look ahead again-

I1: Yes ok. Well it is really traumatic, people deal with it differently-

S1: Yes I know.

I1: Yes and don’t really-

S1: They took me from [city in large American state]- eh [large city in American State], that was the only way I could get home-

I1: //Oh God, oh well WOW, @hah@ well thats hard to image. Ehm yes, I will just have a brief look. Are there differences compared to other schools how pupils and teachers get along? //

S1: Yes (1) every teacher is individual, with his pupils. You can’t really compare, but its not as aspiring as my old school.

I1: yes ok.

S1: Yes and pupils are more easy-going among each other-

I1: // And are there any other groupings (1) among the pupils or are some singled out or singling themselves out or something like that?//

S1: Well its always the case (1) everywhere-

I1: //But its not that seroius//

S1: Its not as dramatic (1) like at my old school.

I1: [Ok ok] (3) yes and you said, that you would like to study law. Ehm, what do you friends or family think about that. Maybe family first, do you have the same ideas about your future?

S1: My parents support me in wanting to study law, Main thing is I won’t study medicine. My dad is a natural scientist and he does not like physicians- (00:20:45)

I1:// What does he dislike about them //

S1: He calls himself a real doctor-

I1: Okay so he is a doctor?

S1: Physics always have to ad M E D to their name, so they can be recognised as doctors of medicine.

I1: Yes, okay.

S1: All other doctors dont have to-

I1: //Ok so its more like a joke-//

S1: [Yes] for fun, he did so at university and still does so today-

I1: //And were there other ideas you brought forward concerning occupations that you disagreed on?//

S1: Yes, when I wanted to study marine biology-@ha@

I1:@huhm ok@

S1: And then I suddenly realised that I am not that good at physics and biology, so I decided to give that a miss-

I1: [Ok| ok

S1: Although it would really interest me-

I1: Yes thats probably interesting and you may live by the @ sea @

S1: Mhm and then I would also have my favourite animals around me-

I1: //@Whales@ -//

S1: [Sharks]

I1: @ok haha (2) ah yes@

S1:@he ha@

I1: Ok, and at your school, do you have a pupils body or representation?

S1: Yes

I1: Did you ever go there, what do you think about the work their work (2) does it work ?

S1: Yes, well the pupils need representation (2) thats important, so pupils are kept at mind. If the teacher only keeps an eye out for his interests, no does not look out for the pupils needs.

I1: Yes, do the Members of the Representative body achieve this at your school?

S1: I don’t have much to do with these people, i know the school representative, she is in my year. (3) But I don’t do (1) much with the people there

I1: Mh but you don’t notice as much-

S1:// Yes they keep in the background more//

I1: Yes good. What kind of pupils, are they? politically engaged or socially?

S1: Personally, I don’t know them that well.

I1: Okay you don’t know them that well. And other things, did you ever have the possibility to impart your interest in school?

S1: Yes in Elective courses, where you can say, I want to do that (1) if enough people are willing we can do it-

I1: mh, well do you see any prospects if you think about, an elective law course @ha@ or @Civil code@ @huh ha ha@

S1:@ha@ @that would be a bit silly@

I1: @hoeh hoeh hoe@ and 5 participants would be good-

S1: //One would be @good@//

I1: So its a bit to dry for most. Yes okay, but good. @hah@ At Uni you encounter people with same interest and than its very interesting what you can (find in the jurisprudent library) (2). Surely fascinating what you can observe-

S1: //What is there to observe?//

I1: In general little bags, with books and then you go through cases and apply the codes (1) then you argue, that is good. Well you will get interest and want to join in. And as a laity. (2) Are there other plans for the future, far future or fears that you have concerning something that could go wrong or obstacles you see?

S1: If I cant make civil service or I am not put in to office {made a civil servant}-

I1: Yes, why do you think there could be difficulties concerning this?

S1: As fewer civil servants are required

I1: Ok

S1: But crimes have been amounting in the past years. I would not want to account for it, but maybe it down to the upbringing of children-

I1: Yes and whats the Problem?

S1: In the past we were raised to respect authority. So you respect grown ups and are extremely respectful toward law-

I1: //OK// (00:25:40)

S1: Today people are not raised with respect for authority(1) and you loose respect for grown ups (2). If I look at have younger pupils behave, we would never have dared to do so when I was in fifth grade-

I1: //Ok and ehm do you think its down to the relationship to parents or the parental home (maybe)-//

S1: (Ehm well) upbringing begins with birth and ehm the first people you encounter a parents and if you are not (1) raised with a respect for authority. Then you won’t learn to respect adults or grownups. Well that is always case, (2) there are many children-

I1: [Are] there large differences between this and the social environment you encounter?

S1: Yes (2) well I know people from unemployed families, (1) that I don’t want to know-

I1: //Yes//

S1: Obviously there are also people from unemployed families, that I am glad to know. And from the middle class, I am not someone that is completely rich, and not completely poor. My neighbours are all unbelievably kind and (1) people in my age that come from a SOCIAL class, that is not particularly nice. But you notice who experienced love in his family and whom did not-

I1: //Mh ok ok, what would hope to improve in (2) in our society? //

S1: You have to stop thinking these poor children (1)

I1: //Mhm//

S1: Its

I1: Well (unclear)-

S1: // And they can be handled a bit sharper and not with a (1) totally long leach, now and again shorten the leach.//

I1: Ok, well that is something you would hope for (2) ehm again (1) in general back to the initial question that I had. (1) These are problems that you see for yourself regarding the economical situation. For the future or are there things in your circle of friends or the class community that you observe? Does the economical situation have an influence on the decision on choice of job with your friends or class mates?

S1: Yes, a really good friend of mine wanted to become a teacher and now he is studying law-

I1: //Because-//

S1: [He] is afraid he may not find a job as a teacher as the birth rate is recessionary.

I1: Oh and thats why he changed his mind and other cases-

S1: //Other than that there are people that have already been studying for a longer period or people that are unaffected-//

I1: [Mhm]

S1: That don’t change their mind ever two days-

I1: Ehm yes, (1) another question, if you look back on your school time (1) is there anything specific you ever learnt that had an influence on your opinion toward Politic, or Culture, Tolerance or society?

S1: My school exchange, gave me a (2) good opportunity to look at other cultures. And how it developed compared to us, and I could not find a large difference and yes-

I1: Okay (2) And what influenced you opinion? Mhm and other than that at a german school, is there anything where you thought, glad its like this?

S1: Yes, taking in migrants is good, yes-

I1: [Mhm] at grammar school (1) are the chances good to be accepted-

S1: //At my last school there were many, (1) turks, russians and on afghan girl//

I1: Mhm ok, and why does it work well there, how could you explain this?

S1: Mhm nope don’t know. I never really tried to explain it to myself-

I1:@Hah@ ok, no, okay on to the next question @ yes @ how is it concerning elections, do you follow political elections-

S1: [I] vote

I1: You are now 18?

S1: I voted in the last federal government elections.

I1: Ah yes ok, (1) and are the issues and interests in politics that concern you, or would you say-

S1: //Well I am not complaining about the Government. (1) i voted for someone else @ha@ yes and due to the current government, I don’t really care at the moment -

I1: //Mhm(1) ok//

S1: (And let them do it like they wont, they will do as they please anyway)

I1: Ja mh-

S1: [And] then everyone complains-

I1: //Yes and are there any issues particularly interesting (2) for you?//

S1: ENVIRONMENTAL PROTECTION (00:31:38)

I1: Environment? More should be done?

S1: Of course (unclear (4)) it is not the best sollution?

I1: Yes, yes thats true (2) ok also that would be an issue. And another question; the are many politicians, is there anyone that you feel strongly represented by (2)or would you say, well no I can’t say-

S1: Can not

I1: Well can’t say, yes its always a bit difficult?

S1: It is not given to one one hundred percent-

I1: //Diversified yes (1) and ehm, was there ever an event when your parents and teachers had opposing opinions?//

S1: (Mhm), that was in first grade, I was supposed to skip a year-

I1: //Ja mh- and your parents then//

S1: Let her skip to second year.

I1: Yes-

S1: [And] and the headmaster argued that no one has ever done so at his school.

I1: Ok?

S1: A few years later, someone did-

I1: Ok, yes thats interesting (1) well, I wasn’t on. And how did you perceive this?-

S1: I was only told a few years later (2)

I1: And how do you feel now? Is it something where you would say, its okay or it makes me angry

S1: I think its unfair-

I1: So there should have been the opportunity at the time ? (4) Mhm yes, another question would be (1) in general concerning your engagement? Are you engaged in your neighbourhood or do you have an honorary position you work in?

S1: Yes I am in the (Deanship XY) honorary member-

I1: //Yes and is it important for you, (1) or (2) friends?//

S1: Its just fun (1)

I1: Mh ok, and then you also find out a lot about the area. Is there social problems in the neighbourhood you live in?

S1: Well (2) I live in XY town, it shows that its mostly those people that had their opinion from former NS-times-

I1: Really-

S1: //In their heads-//

I1: [Ok] CRASS, how does it show?

S1: If you talk to them, you can quickly hear how glorious the NS-days were-

I1:// Ehm ok und Ehm (2) why was- I don’t know XY -town that well, is it a general problem in the area?//

S1: Yes do you know the XYK-town, they had a giant (2) Nazi-Problem-

I1: //Ok and is it organised?//

S1: Yes well in XYK-town it was actually organised, (1) not anymore it isn’t-

I1: [What] do other pupils of the school say, they probably-

S1: [Yes] well I did not know them then-

I1: What (what) how is that something or an issue that you discuss (2) a bit-

S1: Distanced somehow.

I1: Yes ok, but why are there so many reasons for right wing extremism (1) in areas of Germany, what is the reason, is it Tradition-

S1: //Well maybe, I come from an area where it is not so predominant//

I1: Yes so you moved here?

S1: Yes I come from near XKOE-City (1) a fairly large city,

I1: Where you shocked by the events here?

S1: Well I grew up with it and I live with it and think: People think! But other than that theres not much you can do-

I1: //Ok //

S1: //Yes and I think I bad that its always fixed to German. There are other countries with similar problems, chile for instance has had the problem for the past 30 years-//

I1: Well that is something that seems to bother you-

S1:[Yes] and they said, well the Germans, but other countries were just alike-

I1: [mh- mhm] ok yes and where you confronted with that in the USA.

S1: Mhm (00:36:40)

I1: yes?

S1: Yes

I1: And how for(2)?

S1: I was asked whether or not I was proud of my country. I said NO. And (2) An American did not understand. If I would have answered Yes I would have been a Nazi. And the Grandmother of my guest families daughter, was not the happy about me (1) because I was German-

I1: [mhm] yes ok, a bit difficult-

S1: //Yes a bit difficult //

I1: Yes ok. (6) Mh yeah. Then I have another question. A final question if there was a group in our society, the should have improvements or that you could improve the situation for, which group would that be and what would you wish for?

S1: Well poorer people are more disadvantaged (1), they say we want to cut back on unemployment benefit {Hartz IV} and rich people can move away. And don’t have to pay taxes anymore and nothing. Michael Schumacher lives in Switzerland, as so Boris Becker and (2) then you should take from the rich (2) the poor can’t really afford it anyway-

I1: // Yes okay, poverty or poorer people in general you would like to engage in to that. Well then yes, thank you very much for your time//.

S1: Yes, no problem.

I1: You can take a lolly, if you like @Reserve@ @hah@

S1:@He he@

I1: Yeah and I have the code-

S1: [then]

I1: Stopp (00:38:48)

**Interview 3 :**

|  |  |
| --- | --- |
| INTERVIEW NUMBER: | 9 |
| QUESTIONNAIRE NUMBERING: | GUiib036 |
| NUMBER OF INTERVIEWEE: | 1 |
| DATE: | September 2010 |
| INSTITUTION: | Upper secondary/ vocational |
| SUBJECT OF STUDY: | Urban area, hotelery, class for A-Level degree trainees, mixed |
| COUNTRY: | Germany |
| NAME OF INTERVIEWER: | Stefan Müller-Mathis |
| SETTING OF THE INTERVIEW: | Conference room |
| TRANSCRIPTION: | Vikram Singh |
| ATTENTION: | Hauptschule: Secondary modern school  Realschule: Comprehensive School  Gesamtschule: Comprehensive School {Gesamtschule}  Gymnasium: Grammar School  We changed the name of the hotel into the term “[hotel name]”. So each time this term appears the interviewee refers to his own hotel company. |

|I 1:Okay.

S1: Are we already recording.

I1:{approving} Mh. Yes, well as we already said, thank you for your time-

S1: [Yes sure. My pleasure-]

I1: I hope you wont miss to many @ lessons.@

S1: No, we have spanish at the moment and I am sure I can get back in alright.

|I: Ah, So you already spanish?

S1: [Yes.] My mother was born in [South American Country].

I1: //Ah, okay.//

S1: Theres my relief @@.

I1: Well yes, then it was a good lesson to choose-

S1: @Yes.@

I1: May I just, because we have the questionnaires-

//S1: {approving} Mh. // (extra in Extra Files //S1: Yes.// )

I1: Was this your questionnaire?

S1: Yes, I was number X, {approving} mh.

|I: X was yours, okay. Good. (2) Aehm, Does it fit? YES. Well concerning the interview, you already have a brief idea from the questionnaire-

//S1:{approving} Mh.//

I1: This is about the issue of social inequalities, aehm and how you experience this. How to you perceive this, what may need to be done; whats fair-

//S1: {approving} Mh.//

I1: Where there is no need for intervention; thats what this is about. And aehm, on the one hand its about your own biography. That would be how you went through (1) your school time-

//S1: {approving} Mh.//

I1: What did you experience and the second part focusses current events. The is no allegation, just things that concern you-

tigt ehr--

//S1: {approving} Mh.//

//S1: ( {unclear} ).//

I1: Would also be an issue, yes?

S1: @Good@ {approving} Mh.

I1: Okay, aehm, Yes, well then we can start. As long as you don’t have any further questions?

S1: Not so far, thank you.

I1: {approving}Mh. (1) Aehm, may so we can understand what context you work in? It may be good if you could describe some things about your place of work.

//S1: {approving} Mh.//

I1: And aeh, things you do there?

S1: Yes well, I am doing an apprenticeship in the hotel trade, at the [hotel name] here in XY-City. (1) I am in my second year of training now and (1) [hotel name] is part of the IHG. That is the head company, they have 7 chains; there is Grand Plaza and Holiday Inn, maybe you have heard of those-

//I1: YES.//

S1: @All one family@-

I1: Its on @ family@-

S1:[And aeh], and XY-City is the largest and oldest [hotel name] with 770 Rooms. Thats also above the normal European Average, so I would say its a very exciting place to work. We have large branches were much is to be observed when you pass through. And aehm, the IHG provides good conditions if employees want to travel, financially-

00:02:36-4

//I1:[Ah, okay nice}

S1: Enjoy taking these offers as you stay in the companies hotels and aehm. The flight is the @most expensive@ thing. And its a very large hotel, consisting of 43 different nationalities, so we have a wide array. This is vey enriching for my apprenticeship. As you meat and learn from different cultures.

//I1: {approving} Mh.//

S1: And, aehm, well I don’t regret the choice,-

//I1: Okay.//

S1:[The climate] is nice, working with colleges; Its a good team and the person in charge of my training provides feedback. If there are problems I am also apprentices vice representative [thats what they call it-]

//I1: [They have that-]//

S1[Exactly.] With a college, as the apprentice representatives team, we organize the christmas parties or we plan a works field trip. And also take care of people with problems. Especially if people come here from further away, we try to help and be there for them.

I1: What are the problems, maybe things that occur more often than others?-

S1: No really problems in the hotel, just questions-

//I1:[Ah.]//

S1: [Simply] simply, understanding the structure upon entering the company; aeh, especially for apprentices; how do you hand the book of reports. What do you do in the school period. What happens if I cant understand, but he may be judging me? Well (1) these examples provide cases where you would speak to the apprentices representation opposed to the personnel office-

I1: Yes.

S1: And they try to answer these questions as well as possible.

I1: {apporving}Mh. Due to what, would you say; do problems occur when two people [are]-

//S1: [Yes.]//

I1: [Not] getting along-

//S1: {approving} Mh.//

I1: Did you already have cases when-

S1: (1) I did not have one yet, thank god. But its always down to the people, how they want manage to handle the (1) situation themselves-

//I1: {approving} [Mh.]//

S1: [Or] they just accept that and manage to come to terms with it. So to speak: talk to the college decently in order to do the job-

00:04:42-7

//I1: {approving} Mh.//

S1: But, they really get up tight about some comments, but we have not had a hard case, thank god-

//|1: Okay//

S1: I am only saying, in case something like this may occur. We all try to mediate the situation-

//I1: {approving} Mh.//

S1: appearing.

I1: So this function you have, @@-

//S1: Exactly. In case something occurs-

//I1:[( unclear )]

S1: Yes.

I1: Aehm, How did you come by this place of work, how were the application procedures, (1) so to say. How would you estimate or describe the criteria of choice for the job?

S1: Well, I applied one year in advance for the apprenticeship. So my start at the company was last year in August, I applied in July[a year earlier]. I applied earlier as I knew that I wanted the job in the [hotel name], for the career prospects and the brand philosophy-

//I1: {approving} Mh.//

S1: It was not the only company I applied for, as you always have to assume cancelations ,-

//I1: Jo.//

S1: Accordingly I applied for other companies, but was invited to a personal job interview end of, mid of august. And I was told to do an internship in my autumn break and go to an assessment centre as part of the classic application procedures-

//I1: Ah, okay. Very classic.//]

S1: ( ) Exactly. Having to go through this and so on, and the personnel clerk said that: "It was a shame that I applied for the job next year, this year they would have had a Bachelors-Place for Hotel management. They only have this every three years, but I would have already had my Abitur {German equivalent to A-level} then I could have also had that, if I would have been ready for it-"

//I1: {approving} Mh.]//

00:06:57-9

S1: But then I said to myself, I want to stay in this line of job and I could always do management at a later time-

//I1: {approving} Mh.//

S1: I did my try-out internship (1) the manager of the branch gave me the chance of working as a stand in. And in November after the assessment centre, I had my positive answer one day later. Aehm outside of competition , because I went to a program for february so I was the only person they employed in august, so I was pulled forward so to say-

//[I1:Yes.]

S1: And then I could cancel the other hotels, that also offered me a job. I was a bit difficult because I wanted the [hotel name] hotel and had to wait and see about the others. When I received the answer I had my assurance.

I1: Okay-

//S1: [These are] the application procedures-

I1: Those were the application procedures and what would you say. Which competencies or qualifications are relevant for working in an [hotel name] hotel?

S1: Well so to say, "Yes in Hotel, you don’t require a good education qualification-

//I1: {approving}: Mh.//

S1: But chains of hotels like [hotel name] and the bigger ones, choose their people carefully. Abitur {German equivalent to A-levels} is of advantage. And with a vocational A-level I could also work, depending on the job you are applying for-

//I1: {approving}: Mh.//

S1: And personal engagement, appearance, additional functions, I call them. Additional engagement above school, that is my personal way of accounting for my school report and results that you apply with. The requirement for the job interview (-pardon me-) is the report. In the job interview you wont be talking about the school results for an hour. Interests, hobbies, personal career, experiences and so on.

I1: Okay.

S1: And, (ehr) things that you bring with you-

//I1: Can you achieve things like this.//

S1: Exactly.@@@

I1: @Good.@ And how would you describe the colleges that you encounter everyday. How describe this (1) group of people, with different cultures as you said.

//S1: {approving} Mh.//

I1: As you said, many people probably come from abroad-

//S1: Yes.//

I1: From partner companies, and are there people (1) are treated unfair or especially for in situations? Both cases?

S1: In general we all have to sign the AGG {general law on equality}-

//I1: {approving}: Mh.//

S1: When you start the. Above this, if you are in hotels that not only have personnel but also guests from abroad, there are maybe 5 percent of people that are natives of the country. And everyone else comes from other places of the world, so that you can’t be prejudice is this branch of work-

//I1:[(None specific-)]

S1: [I would say] there, because its everyday work-

//I1: {approving}: Mh.//

S1: There are some challenges if the are colleges that have been working in the company for a longer period and still cant manage to describe the working procedures that we have to learn-

//I1: {approving}: Mh.//

S1: But those are the challenges where you ask and where you receive the theoretical backgroandat school.

I1: Yes.

S1: Well its a large cultural mix-

I1: Yes-

S1:But I think its an advantage and I am a “mix" {gemisched} myself

I1: Yes-

S1: @@

I1: Well so you appreciate that-

S1: {approving} Mh.

I1: Were the, any situations in this time, when you said yourself, well thats unfair. Thats something (1) that makes me feel-

S1: Not really. I had a clash with a manager that I reported to the personnel branch. Where you perceived a extreme backing support as an apprentice and the problem disappeared. It was a great example to find out that someone is behind you. And even if something comes up, they are there for you. But other than that nothing happened.

I1: Okay. (1) That soandfairly good.

S1: Yes. @@

I1: Ehm, okay. If you look back on your own school time-

//S1: {approving} Mh.//

I1: Could you describe what kind of school you went to before? What- How-

//S1:[Well-]

I1: [How is your] flight path?

S1: Yes.

I1: @@

S1: Ehr-, I was born in XY-City and went to elementary school there. Then I went to [Large city in France], to the german school in France for two years-

I1: Oh really?

S1: My parents were posted. Came back to germany again and did a bilingual grammar school for french

I1: Yes

S1: With an intensified french branch, another subject aside from french that was taught in french. History, economics, what ever (1) in french. And an additional certificate allowing studies at french universities without language (rhythm)-

I1: Did you do the french BAC {baccalaureate}?

S1: Ehr, ehr no, its no a real [European Country] Abi-BAC @. Its more like a German Abitur {German equivalent to A-levels} with additional qualifications [french so to say.]

//I1: {approving} Mh. Okay. Yes.//

S1: And, aehm, yes and I stayed there until 13 grade and did my Abitur and got my apprenticeship.

I1: {approving} Mh. Okay. And. (2) you said that your parents were posted to France-

S1: {approving} Mh.

I1: May we ask what line of job they are in?

S1: My mother is in education.

I1: Ah.

S1: Was posted to [European Country]. And we lived there for two years 00:13:06-5

//I1: [( unclear )]// 00:13:06-5

S1: And came back for seventh year. Yes 00:13:06-4 00:13:12-0

I1: Was (1) there every a situation at school when you felt uncomfortable?

S1: In [large city in France]?

I1: Well in general-

//S1: [Right.]//

I1: At school or was it never the case? Was school a pleasant place for you to go to?

S1: Hm, I never really had problems with my school as an institution. My line of thinking, putting myself under pressure. Trying to achieve one hundred and fifty percent, cost me a lot of energy. I the earlier year I often copied things into my exercise book until they were immaculate. And my activities were not finished after school. In XY -City I was in the youth representatives-

//I1: {approving} Mh.//

S1: Delegated from this ( ) youth forum, as it was called. A citizens initiative. And jobs on the side like dancing school of the state theatre in XY -City.

I1: Yes, ( )-

S1: So I had to get my priorities righ. (1) And in eleventh grade, I went to paris again for language courses, to prepare for my language diploma and got my Abitur {German equivalent to A-levels}. Well maybe from the pressure, that I put myself under, I thought about (1) leaving school one, two or three times-

//I1: {approving} Mh.//

S1: I had it all under the roof. I am someone that structures and organises well. And after I tried this job I went back to school and wanted to do my A-level. And that was the time when I shifted from twelfth to thirteenth grade {snips his fingers} was the moment when I got a hang of it-

//I1: Yes, okay-//

S1: [Aehm], I did my Abitur {German equivalent to A-levels} somehow as a negative-

I1: Not-

//S1: [No.]

I1: What about your decision. Do you like decision making or do you talk to friends and family a lot about plans - do you ponder for a long time [( )]

//S1: [Well ehr] that is-//

//I1: [(Thats what it is.)]

S1: It finally comes, but I think about things very carefully. Well I look at everything before I make my decision, so that if I decide then its fact and I stand by my decision-

//I1: {approvoing} Mh.//

S1: But I don’t decide first and then I think: Ehr, what is this about (1), talk to best friends and my closest circle of friends and family, yes-

//I1: {approving} Mh.//

S1: So really it is pondered upon.

I1: Okay. And if I may ask about your family again, do you have similar or equivalent expectations as your family-

S1: Well, it was new to my mother that someone did not want his Abitur-

//I1: {approving} Mh.//

S1: Ehr-, but as my mother is personal that supports me in all my decisions, so I can take power for new ideas. And my mother got used to the idea and supported me to do my vocational A-level. And I even got her go to, to the new job. @@

I1: @ Okay. @

S1: But she was happier and she also knows me, so she was glad about my decision to do my A-levels-

//I1: {approving} Mh.//

S1: And then (1) without her I could not have passed my Abitur {german equivalent to A-levels} @@. Well there is really support there to the end.

I1: {approving} Mh. Okay. Well that is good. @@ And ehr, as you already said; how did you decide on doing an apprenticeship first -

//S1: {approving} Mh.//

I1: Did you also think about going to uni [( )]-

//S1: Definitely yes. // On the one hand, it was down to my father. He is from asia originally-

//I1: {approving} Mh.//

S1: Possibly aehm, either flying, he is a flight-attendant or engagement in the development sector, they would all be plans, as you can see. I have a few things in my repertoire. (1) Flight attendant is not a recognised job in germany, so for me it was important to say. That was the reason for me to say, all we need is a second eleventh of september. Everything goes downhill and he is back on the streets again.

//I1: {approving} Mh.//

S1: And has no qualification. Really what I wanted was a graduation that opened all possibilities. The first, as a base was my Abitur {German equivalent of A-levels} and my mother also respectively prophesied that-

//I1: {approving} Mh.//

S1: The second is simply, that I will have a completed occupational trade upon which basis I can do a lot of things as it is very diverse. Purchasing, Sales, Personnel administration, the service- branch-

//I1: {approving} Mh.//

S1: From my national service, I was decommissioned thank god. I that I had a year of -elegant- @@

//I1: Saved.//

S1: Saved, yes. I am relatively open. We are doing a project with our school, for a partnership. Maybe after the apprenticeship I could do a year I a sister-hotel {of IHG} to the country for a combination of job and project (1) well there-

//I1: {approving} Mh.//

S1: That was my motivation, passing a qualified education that will not harm your prospects on later life. Upon a basis where on can decide himself.

00:19:13-1 00:19:11-4

I1: {approving} Mh. Okay. And after that, do you know how you will continuel?

S1: Uh, well @@-

//I1: Or is it-

//S1: @@//

S1: A longer thinking process-

I1: [Its like] I said, the practical experience you gain by the apprenticeship. And staying in the position you are in, also in foreign countries if the respective job is offered. I wouldn’t mind to go for to years, and see if its my line job (1) whether doing hotel management could be interesting. Or you see after a few years of transfer and overtaking that it is not really the deal and you say; “No, thats enough” and then you change directions to exterior service-

//I1: {approving} Mh.//

S1: Well there are also university studies.

I1: Okay.

S1: Definitely. As the complement of my apprenticeship will not do for me-

I1: Okay. Well so you would like to go on a bit further-

//S1: {approving} Mh. Definitely.//

I1: Aehm, (2) Aehm that was something. Oh dear {German Mist}. (7) yes I forgot to ask. Aehr, (2) (yes and then) then when (you said you are) doing this with engagement -

//S1: {approving} [Mh.]//

I1: Other than that what motivates to do more?

S1: Ah thats a good question-

I1: @@

S1: @@ Sometimes I don’t know where a get all the energy and strength for this determination-

//I1: {approving} Mh.//

S1: I don’t know how {({sic!}) appropriate?? Hawkins)} , i just think if you are better of the you can give something back in return horary-

//I1: {approving} Mh.//

S1: As long- as you can, I would say. As long as you can and additional qualifications are not just, something foandin the school, but something you can personally comment on. You gather experiences, things experienced, I get into contact with diverse people here at school and that is exciting. We never had that at grammar school, my old school that was a different way of learning, ehr-

I1: How is the cliental here at school, how would you describe that ?

S1: God, well here you learn about the realities of other population stratums. That are, so to say (1) not as dominantly foandat grammar school-

//I1: {approving} Mh.//

S1: By offering the apprenticeship, things are offered here for people that you would never (1) at grammar schools. These people cant be foandthere-

//I1: {approving} Mh.//

S1: And i simply think it is really fascinating, how to get along with these people in general and I am very positively astonished to see what engagement brings out in people. Basically having an idea and people are joining in.

I1: Very nice. Good. Do you have examples for situations that could [be better at this school?]-

//S1: Yes sure @-

//I1: @@ [I have only been here for two days.]-

S1: Yes sure, I can understand. I have been here since two years and I am the pupils representative. And I managed to make an email list for the pupils representation for contacts. At schools where there a diverse forms of school it is difficult due to school and working weeks for getting into contact with people-

//I1: {approving} Mh.//

S1: So we have like a contact within the pupils representation. (1) We also have full-time classes, that are doing their vocational a-level, pupils from comprehensive schools {Realschule}. They are also doing occupational information days. Some come here with the job centre {Berufsagentur} to get people into closer contact with the application processes-

//I1: {approving} Mh.//

S1:We donated blood for the red cross. And we also started a partnership with a school that is supposed to start soon-

//I1: {approving} Mh.//

S1: Yes. Well really this school partnership was a key experience as I put a lot of effort into it or I am also going to put a lot in. I started the idea and it spread like wildfire. People saying: “Well yes we have cooks at our school, we have confectioners, we have bakers. We will make a cake and sell it, we will do the dinner invitations for parents and a gala-evening. We also have hotel trades that could do the services-

//I1: {approving} Mh. Yes thats-//

S1: I stood at the front and-

//I1: [@@]//

S1: Totally speechless. Because I thought: “ Well we could do cakes in the brakes, yeah?” And then it started, if you started the igniting sparks its astonishing to watch, what may happen-

//I1: {approving} Mh.//

S1: In the end.

I1: So it develops [very fast]-

//S1: Yeah. Yeah.//

I1: Okay. ehr, (2) and the diverse clientel that gets together here, whats happens there. How do you perceive problems of other pupils, job market, finding a job, chances or in general problems, that you encounter-

//S1: {approving} Mh.//

I1: And that could negatively influence the whole thing overall-

//S1: Yes.//

I1: Ehr, what did you encounter?

S1: {thinking} Mh, very diverse, there are always cases that you encounter-

//I1: {approving} Mh.//

S1: Emhr, (1) That you did not know before. A different reality, that you are presented with here. With some people I just think: " Wake up!", yes, because it is their own life they are making the basis for-

//I1: {approving} Mh.//

S1: And to some thats no so clear-

//I1: Yes.//

S1: And I think that its not properly transmitted(1). Here its too late, you have to do so in prior schools-

//I1: {approving} Mh.//

S1: On the job market its all about, personal engagement and personal accomplishments. And additional qualifications are vital.

//I1: {approving} Mh.//

S1: And not like you would say in new-german, “I gonna chill {chill’} for a bit.” Or something like that, but then I turn aroandto myself and say “hope the people know, where they are gonna end up. “ Yeah?

I1: And? Do they know?

S1: Good, well I work it out. If someone has so and so many missing-lessons and if he is there then he disturbs class-

//I1: {approving} Mh.//

S1: And so on. And I am cheekiness to think, that these people regarding the current job market, where people are secluded due to smallest problems. They should be aware of the relevance of self qualification.

//I1: {approving} Mh.//

S1: You only have to be one year to old for a deadline and then its over. (1) Its not your own fault. Yeah? And if you can say; well I did so and so, then you have later prospects. But if you look at the overall socio-economical situation (1), you have to qualify to later have a good job-

I1: Yes. ({disturbing sound}) Well sure. Ehr- but the backgroandsituations can always be very specific-

//S1: {approving} Mh.//

I1: Well are there any, I don’t know. Backgroandsituations that you perceive or somehow observe?-

S1: They are very diverse. And you can always see who is left alone with there apprenticeship salary (1) and has to live sparingly-

//I1: {approving} Mh.//

S1: And eh its not really much, so to say. Especially as you live alone and you don’t have any support by your parents. Although I think, if you want to do something there are always certain possibilities of achieving this. Be it support of the federal government or the governmental foandfor schooling, or from the place of residence that could support your residential expenses-

//I1: {approving} Mh.//

S1: Even if its not due to the apprentice salary that you have problems, that is always the one side. This does not have anything to say about the engagement or willing to participate at school or work-

//I1: {approving} Mh.//

S1: If I am unhappy, I can always find something or way to make it work. And us in germany, specifically at state schools. Have a chance of being aided by the government, so to say-

//I1: {approving} Mh.//

S1: I could have done my A-level on the papers that had been certified and stamped for me, yes? But I would say, I there is not paper for the project idea, you can get it elsewhere, may the secretariats office-- They will give you some paper and a pen -- I stand for the chance that there are enough chances-

//I1: {approving} Mh.//

S1: Of achieving things, even if you don't have the exact requirements. With which it could be easier at first sight.

I1: {approving} Mh. Okay. There are these, may I will ad this, there are these (1) public discussions concerning the educative system-

//S1: {approving} Mh.//

I1: Right? Is it fair, is it a fair system or is it unfair? What would be your estimation?

S1: Well in XY-Federal State of Germany, changing to G8 {German program for passing A-levels after 8 opposed to 9 years} somethings were left out. In Thueringen where they did so, as far as I know. They made new teaching curricula (1) and said these topics can be changed, excluded and so on. Whatever happened in twelve years, needs to be achieved in 13. I gave tuition to someone for many years in french. He is doing G8 and ueh. When he had lessons in the afternoon, we looked at what he is carrying in his bag on the back. I never really like that. And I am happy to have been a G9 pupil- @

//I1: @Me too.@//

S1: But @@ what I see is that (1)-

//I1: Yes.//

S1: Well first of all I think the federal organisation is hindering many decisions-

//I1: {approving} Mh.//

S1: Especially compared to France, where they have Éducation nationale. Where you can move from [One city to another city] to some island, and basically they have the same teaching content.

//I1: {approving} Mh.//

S1: And in upper form {12 and 13 year}, it is not even possible to move within germany, as the a-levels are different in every federal state (1) in the end you don’t meet the requirements.

|1: {approving} Mh. Okay-

//S1: [Well-]//

I1: Well so you would hope for some adjustment?

S1: Yes. More control, as opposed to governmental influence

//I1: {approving} Mh.//

S1: And maybe bring in a chance of transparency, as I think that teachers have too much freedom to change things about. If somebody has done the job for a long time, they may not be as excitable-

//I1: Yes.//

S1: (To then see), this may be a problem? Aeh, its always far too influenceable by the teachers.

I1: {approving} Mh. Okay. And what would you say concerning this aspect? Well G8 is one-

//S1: {approving} Mh.//

I1: (Thats) shortening by-

//S1: {approving} Mh.//

I1: Of the grammar school time. And on the other hand there is the educative system with secondary modern and comprehensive school {Realschule}?

S1: Yes. 00:30:45-1 00:30:47-3

I1: What would be your opinion (3) what would be complaints or improvements that could be placed?

S1: {melancholic} Hm. Two things: @@ Well one thing is a name giving thing- and the other cases its difficult if pupils can’t achieve the requirements of the school. All parents want is, my child is on a grammar school.

//I1: {approving} Mh.//

S1: And they try really hard to make the child attend grammar school, they push, tuition and so on, but it doesn’t work. To admit that my child (1) as the nicely put it (1) ehr, well whatchamacallit? There are higher educative schools, would you call those lower educating schools @@-

//I1: @Nope, thats not [(what its called)]-//

S1: No idea, well just another one then-

//I1: [There is only that name.]//

S1: Type of school, @yes@. Admitting its another type of school-

//I1: {approving} Mh.//

S1: Well that could be a descriptive problem-

//I1: {approving} Mh.//

S1: Classing people or pidgin-holing according to type of school attended.

//I1: {approving} Mh.//

S1: On the other hand I think it justified, because I don’t want to do material in class for the third time, just because someone did not manage understand regularly. Maths I mean okay, five times. But-

//I1: {approving} Mh.//

S1: I would say its okay, as also others had problems with curve discussions and functions and fun like that; I am a solemn speaker. And I go to this school here and there is a slight disadvantage, I think its a shame-

//I1: {approving} Mh.//

S1: Because its the chance to learn at that speed that is best individually-

//I1: {approving} Mh.//

S1: But next to this slight disadvantage, saying: I am at a comprehensive school {Realschule}and I would like to. Well thats both sides of the medallion.

I1: Okay. And aehm, What are things that you hear day to day, when you speak to people? If they say, I have a certain picture in my head concerning this or other school form or types-

//S1: {melancholic} Hm.//

I1: [Relations]-

S1: We made sure. We had a secondary modern and a comprehensive school {Realschule} next door to ours and we wanted to demand fences and walls-

//I1: Okay.//

S1: And the that went their were out of control and then the school was closed-

//I1: {approving} Mh.//

S1: And aehm, now we got the building. @@ And we strongly took part in this (1) and it was also done at the grammar school.

//I1: {approving} Mh.//

S1: Well-

I1:That soandlike an interesting aspect, having two schools next to each other-

//S1: {approving} [Mh.]//

I1: Could you go into that a bit more. What happened there [well how]-

S1: Well, harassment during school breaks and missing teachers-

//I1: {approving} Mh.//

S1: From the other side, to little action if somebody was encroaching or throwing snowballs to heavily. And they could hit you in a bad place-

//I1: {approving} Mh.//

S1:I think they were missing a guiding hand-

//I1: {approving} Mh. Okay. //

S1: To say, if snowballs fly so and so could happen. Done. And we were very pleased when the school disappeared. @

I1: Okay. So how was the behaviour (and well)-

//S1: [Behaviour]-//

I1: Behaviour of others-

//S1: Aehm-//

I1: Different (your)-

S1: Behaviour, education -

//I1: {approving} Mh.//

S1: In relations.

I1: How did you notice- what was the third

S1: relations.

I1: relations, ah.

S1: well-

//I1: [How did you notice-]//

S1: [relations to other pupils], stupid comments: "What are you looking at?" and, yes and the other classics-

//I1: {approving} Mh.//

S1: Aeh, and aggression instantly. And education in the sense of: We allowed ourselves to recognise this by form and manner of speech-

//I1: {approving} Mh.//

S1: Yes.

I1: Yes. [Okay.]

//S1: [Thats what it was like.]//

I1: And ehr- (1) could one (1) do you have any other descriptive criteria for the two mentioned groups of pupils?

S1: Manner. (Wa) the manner-

//I1: The manner.//

S1: Behaviour and appearance.

I1: {approving} Mh. Okay.

S1: Yes.

I1: Well so it was there [( )]-

S1: [(Clothing)] Yes.

I1: So. Okay, and it was closed. And why was it closed?

S1: Oh that was @I cant remember why.@ I think it was somehow put together with another school.

//I1: [Together (mixed, okay.)]//

S1: Somehow, yes.

//I1: Okay. //

S1: (?) with us.

(4)

I1: I have to take a look-

S1: Yes, crib.

I1: Yes. @@

S1: @@

I1: Ah yes, there is another topic that is connected to the rearrangement of our whole-

//S1: {approving} Mh.//

I1: Educative system, that you should actually pay for education-

//S: {approving} Mh.//

I1: Must or should. What would be your opinion? What are the thoughts that flow through your head about this?

S1: Well, @@ Your a student and my best friend is starting now and I think its good. I will be totally honest-

//I1: {approving} Mh.//

S1: You cant expect the state to, well that ehrm-, as we said. The fundament education is payed for and thats good the way it is. The circumstances that I spoke about earlier, if you need help you will get it and that is also good. But to expect the state to carry everything for you and if you want a good job later in life you have to put something toward it. For all I care, do something in the semester break and make coffee somewhere one or two days a week (1) and do something for themselves. So they can say: “Here look, I payed for university myself-

//I1: {approving} Mh.//

S1: I accomplished this myself”, so to say. That would be something to be proud of. (1) Or there are other possiblities of sourcing, so to say, good.

//I1: {approving} Mh.//

S1: I am not completely sure as I don’t want to study for another few years-

//I1: Yes.//

S1: So to say: "Okay there are possibilities of sourcing"

//I1: {approving} Mh.//

S1: But ehr-, (1) But there are both sides of the story. Sure

I1: Yes.

S1: Ehr,-

I1: The other side would be to question: Whether or not some population stratums may not be to keen on studying at university?

S1: Good, one should consider if he would be suitable for studying, I would say. As I heard from many of my friends that are sitting in the passages and hearing lectures-

//I1: Yes. Yes //

S1: Listening in, yes? As the ah the Audi- the Auditorium is filled with to many people.

//I1: {approving} Mh.//

S1: I think a bit of selection is not bad. Just so there are fewer people there that turn aroandand say: “There is nothing here”, yes?

//I1: {approving} Mh.//

S1: Just so you can arrange all the book. My friend is studying medicine and she needs shelves filled with books-

//I1: Yes.//

S1: Technical literature. It costs a fortune. And its also supplied by the library. But these study fees, I don’t think they are good. No thank you- just dont think they are good.

//I1: {approving} Mh.//

S1: Semester tickets, if I look at the lifestyle of my friend, he is a student. “Well if I don’t feel like lectures then I wont go. And I have a semester ticket for the whole tariff area. And ah here student parties, and I say: Boy, do you ever go to uni?” With me its different, doing the apprenticeship, we have shift plans to go by-

//I1: Yes.//

S1: But I think a certain sum - it does not have to be 500 Euro per Semester, for god sake -- but some kind of price should be there for the pride and putting something toward it. To say: "Well 100 Euro.", yes?

//I1: {approving} Mh.//

S1: "I earned and payed it myself."

//I1: {approving} Mh.//

S1: That this decision is a bit challenging and not: "I don’t know what I want to achieve or do" - "I am a student."

//I1: {approving} Mh.//

S1: Because those are the people that are sat in passages and they are secondary to those that say: " I want to study, I want to do this."-

//I1: {approving} Mh.//

S1: Saying: "I couldn’t find a job, I’ll go to uni." There’s those.

I1: {approving} Mh. Yes.

S1: @@

I1: @@ Yes. Well you are right. It always the question ? Aeh-

//S1: Sure.//

I1: More germans are supposed to go to uni and more learners-

//S1: {approving} Mh.//

I1: That are lead to university-

//S1: {approving} Mh.//

I1: In the end, there could be a dilemma -

//S1: Yes.//

I1: For those and the elementary student numbers are going back.

S1: Yes sure, everthing in Germany is going back at the moment @@@ 00:39:50-4

I1: [@@@ Yeah. Okay. @@@]

S1: No, no (I wanted) to say something I mean.

I1: Ah yes, true. @

S1: @ Them as well.

I1: Okay. Are the any other influences of your school time that had an influence on your opinion. Things that made you the person you are. May it be Politic, society, Tolerance, Culture.

S1: You mean my course- @

//I1: Yes.//

S1: Well, I have been in pupils representation since seventh. No I think I already did that in [Large city in France]

//I1: {approving} Mh.//

S1: Always the class representative. Then there were also other representatives but I am not going to bust a gut for these people. And I try and it may be and I know how I appear

and that some people dont like that, I dont have it here at school. But at our grammar school it was a pure competition. Total competition, jealousy and ending up better and that. Yes? We participated in the french youth novel prize. And it was about, who would go to leipzig for a book exhibition. Where I was chosen for my french acknowledgements; the council {Fachschaft} the conduction {Direktion}, for all that I would go there. And the course had a silent, what is that called-

I1: Reconcilement.

S1: Reconcilement, thank you. Aehr- Where my best friend and I voted for me and the rest that I was at I was having a hard time with.

I1: Okay.

S1: Just to dish one out to me. Did not care about competence and representation at all, just for -- we’ll show him.

I1: Okay.

S1:And that was the moment when I said: "Look people, all of you, yes? And without a word I left the course after the twelfth. I was in a justification problems, as I came back after a few weeks into thirteenth grade. And then “Why did you not let us know?, but that it was enough-

//I1: {approving} Mh.//

S1: So I tought to myself: “Thats enough.", yes?

I1: {approving} Mh. How would you explain that the competition principle was the way it was?

S1: Fighting for points and a better A-level average. I think the educative system is something where things are lost. “ We take care of the topics, that are of interest, and that one would like to additionally

//I1: {approving} Mh.//

S1: And this haggling, "my exam is 13 {of 15} not only 12 points as it all accounts for the Abitur {a-level} grade, by the twelfth grade.

//I1: {approving} Mh.//

S1: And I think its a shame that you study for the Abitur and not for yourself-

//I1: {approving} Mh.//

S1: That would be a central that you could think about-

//I1: {approving} Mh. Okay.//

S1: Because in the end it did work. My ex-girlfriend was missing one point and was not accepted by the university. For example, everyone begins to {veitzen, german is not a real word}, as they know they require the need the points and if I won’t get them it will be bad-

I1: {approving} Mh. Okay. Yes. Okay, that would be an explanation. Aehm, and where there every any people that were not concerned, or that totally gave up?

S1: A few that went by the opinion of, “Pf. What should I do?”, Yes? That were on track- everyone will find the right path. And they know where they are and want to be in 20 Years and some don’t know what they will do tomorrow afternoon. But I am certain that in a way everyone will make it. And some said due to the requirements: “Pf. Well not on”, yes? And gave it their best shot.

//I1: Yes.//

S1: And my god, so they have a C-average Abitur {A-level}. Thats not bad.

//I1: Yes.//

S1: Abi is Abi. {Abi-tur}

I1: @Abi is Abi.@

S1:@@

I1: Okay. Ehrm (6) what, what was this opinion that you learnt?

S1: Eh, Hotel management [you mean ]-

I1: No for you opinion. I had the Ques- {German was an F- like frage (question)} i am a bit stuck

S1: Well-

I1: (I did have) the question-

S1: AH, by this key event -

//I1: {approving} Mh.//

S1: Well, yes I am willing to help other people-

//I1: {approving} Mh.//

S1: If its not, if its not payed for- otherwise I wont do it.

//I1: {approving} Mh.//

S1: Just so its not looked down upon.

I1: Okay.

S1: I don’t need thanks. I am happy if I can do something, its a pleasure and I have empty hands. Don’t require too much thanks for god sake. But if its not looked down upon, as it is a additional work.

//I1: {approving} Mh.//

S1: If you think you are to good for it, leave it. But don’t look down on it

//I1: {approving} Mh.//

S1: That was what I learnt.

I1: Okay. God, well that is quite a bit.@@

S1: {approving} @Mh.@ @@

I1: Ehr, maybe another issue (1), are there any {disturbing soandin recording } ( )-issues, that you would say are missing in politics or you would hope for those or is everything fine the way it is?

S1: {thinking} Mh. I am missing (1) speed or time it takes, for things to be passed-

//I1: {approving} Mh.//

S1: To be acquired in the end. Due to the over-democratisation in germany many things take a lot of time. And then citizens come to account that want to unfold their influence. Well, we had this in youth support in the city, they always have meetings. And voting rights were never given to us, speaking rights in front of the town hall at all. We had to fight for it. That they are just things that take too long-

//I1: {approving} Mh.//

S1: Because I mean, democracy is the worst, ehr- the best of the worst langua- {Sprach-}- eeh-

I1: Form.

S1: Form of state -- now I am stuck @@, but, my god; which others forms of state could we have, yeah?

//I1: ( )//

S1: And there is always the danger of losing effectivity, because the is always lots of talking and then there is the free press and finally we a new law. And if somebody smalls his fist on the table and wants to burn the koran, we can see what will happen. Or like the good Mister Sarrazin said in his book, there is always an outcry in the general public-

//I1: {approving} Mh.//

S1: When I think if it would just be faster to put it into action and then-

//I1: {approving} Mh.//

S1: if its said with my own perception-

I1: How, would you rate that?

S1: Ehr, if I need special acts to repair a street, then it is still in the same bad condition for another two years. Before anyone at all comes out and has a look.

//I1: Yes. Okay.//

S1: Because methods are but through and then no-one is responsible.

I1: Yes.@Okay. Ehr-, would you suggest another topic that is missing?

S1: Here?

I1: Yes, in politics.

S1: Well @.

I1: Here in ( ){drowned by S1s laughter}-

S1: Ehr-, in politics (3) {nachdenklich} Hm. Actually, I am missing this, I am a bit of a proud European, so to EU is a closed community - if you know what i mean- opposed to others like China, Russia and the USA-

//I1: {approving} Mh.//

S1: If you speak of Europe you are talking about 27 states, that are tangled up in too many decisions and are not willing, to let go of their national rights for the EU-community. And I think its a bit sad, because in Future it will be about those four great mights. And Europe also has a central geographical position, and this is wasted on sometimes two countries refusing to agree. (1) {thinking} hm, There is this discrepancy between national and European rights.

I1: {approving} Mh. Okay. -

S1: Well, I think the EU should be supported more and propagated-

//I1: {approving} Mh.//

S1: Also in schools-

I1: Well and schools was it an issue or for the school.

//S1: [Yes. Yes. Yes.]// Bring people up as Europeans first and then germans.

//I1: {approving} Mh.//

S1: And then there is people that say: "Ha, the german national is being lost."

I1: But thats an interesting thought. (Ehr-,) Could you also ? How can I imagine, first as Europeans and then german?

S1: Glo- GLOBAL thinking! {German wording} Thats what they call it nowadays @@. In german you would say, raise people globally. Go beyond the edge, if they are not doing so due to own experiences or opinions.

//I1: {approving} Mh.//

S1: That you activate people by saying, ehr-, the french and the english, they aren’t bad people. Better would be to learn a different way of thinking straight away; Europe as unity-

//I1: {approving} Mh.//

S1: And Germany as a part of the EU-

//I1: {approving} Mh.//

S1: Holding on to own conventions and so on, remembering the national identity and that things are not lost due to the EU. There is a different chance of global economic competition and you could also find a job in the other countries of the EU, without problems-

//I1: {approving} Mh.//

S1: And they are actually achieved goals, that my grandparents would never have thought of-

//I1: {approving} Mh.//

S1: And it is really an accomplishment putting through the Euro, so to say and I mean, we travel a lot and ehr-, we notice, having to exchange currencies.

//I1: {approving} Mh. Yes.//

S1: To us it has become self-evident, that you should improve an eye for and say, those are really things now that we perceive as self-evident. Those things would never have been possible in the past

//I1: {approving} Mh.//

S1: Well its a bit, what I mean by that-

//I1: {approving} Mh.//

S1: And understand.

I1: Okay. Well so, that would be an aspect and ehr-, (2) and this upbringing in a national frame, (what would be) tokens, that you see, when you think; That requires-

S1: How do you mean, ehr- (1) compared to the european identity?

I1: Exactly. Well we just described the european-

//S1: Yes. Yes. {approving} Mh.//

I1: [identity, yeah?] What could it be? What should it be like? Ehr-, what is interesting or disturbing to you-

S1: @@ Well if I think about scho- and national identity , @@ I always have to think about Oktoberfest and the pidgin-hollers. Yes? @@@ How are germans seen abroad? With a pretzel and a mug of bear, Yes-

//I1: Yes.//

S1: Well, maybe think above the ideas of these national clinches, knowing about the own national History-

//I1: {approving} Mh.//

S1: What ever happened. And that is also important for the processing of these facts. Ehr-, being ware of what happenend in the own country and connecting this to other countries under the aspect, of depicting that what is bad about the other hand. Better would be to show that we are one and improve from this fact-

//I1: {approving} Mh.//

S1: That people say: "Thats the EU today."

//I1: {approving} Mh.//

S1: "And how it developed".

//I1: {approving} Mh.//

S1: And not last tracks of school saying: "People we got to up to 1950 and no further in the lessons. Its a shame because, history closer relates, to the near past-

//I1: {approving} Mh.//

S1: And not things that happened to the good Kaiser Friedrich.

I1: @ Okay-

S1: Also.

I1: And the aspect, that you also mentioned not one learning that is undertaken, but learning from others. I think your example the english are so and so-

//S1: {approving} Mh.//

I1: The french beret-

//S1: Exactly. Baguette under their arm.//

I1: Well learning from other and making self understanding better-

//S1: Exactly. Yes. {approving} Mh.//

I1: Yeah? Yes very often, I don’t know - do you think it goes in hand with degrading? Stereotyping was already mentioned.

S1: My god, that would be something where I would speak about the educative inequities-

//I1: {approving} Mh.//

S1: Because I, maybe this was misapprehend by my questionnaire, I thought yesterday, when you pulled it out: “For God sake” @@ but i do not differentiate between cultures (2), racial factors in my mind, to name and distinguish the religions would be wrong. I think of educative level.

//I1: {approving} Mh.//

S1: And it is- you get along , ehr- Spaniards, ehr- Singaporeans, partially with people at school, in your class where you think to yourself, did these people understand what I told them three times.

//I1: {approving} Mh.//

S1: And ehr-, then these people also know, if they are a little educated what goes on outside of germany in the rest of the world-

//I1: {approving} Mh.//

S1: But ask people about the french person and all you get is, exactly what I told you, baguette and red wine.

//I1: @@ Okay.//

S1: And at school you could hold projects to extend this and be able to say, look its more than baguette and red wine

//I1: @@ Okay.//

S1: And I mean financial founding there would surely be ways to make ends meet. Its a circle that closes itself-

//I1: {approving} Mh.//

S1: I ehr-, know about that (1) and thats basically my form of distinction.

I1: {approving} Mh. Yes. Okay. @ You have to somehow classify the world.

S1: Correct@@.

I1: Less, less pidgin-holes-

//S1: [Yes, @@]//

I1: Yes, yeah , okay. And ehr-, (1) we already had this earlier, if you say classify, then how do mean mean into ehr- ehr- less educated

//S1: {approving} Mh.//

I1: And higher educated. Ehr-, then you said earlier one aspect would be achievements-

//|S1: {approving} Mh.//

I1: Motivation, so that everyone could do something for it- better educated or other problems aside from that, that you would see, that that are in the, that you would keep in mind, well where you structurally say, occur in the everyday life; Discriminations, in the sense of that-

S1: Yes, I think its down to german integration politics, that is compared to france far better accomplished. @@@@ Well (1) Sure, maybe there are problems, yes that you would call (3) being but onto some step to some extent.

//I1: {approving} Mh.//

S1: I mean when I am on the bus or out shopping and there is a group of half- pubescent youngsters

//I1: {approving} Mh.//

S1: I mean don’t ask me why, I am no behavioural scientist, youngsters of mixed nationality; these people appear positi- ehr-, negative, the people that are kicking up a fuss.

//I1: {approving} Mh.//

S1: And ehr-, thats what we learned at school. If I had a nice stay at a hotel, I will tell 3 to 5 people. If I had a bad stay, I will tell ten. And these the negative outcomes or experiences play into that-

//I1: {approving} Mh.//

S1: That bears a certain danger in it. “If you say so and so, or this and that”, yes? But I would say people from lower stratums play into it.

//I1: {approving} Mh.//

S1: In germany its the same. If i look about and see the people that hang aroandtown, where I think to myself, you kids all don’t have a future-

//I1: {approving} Mh.//

S1: And ehr-, maybe you should intervene and and search for the reasons.

I1: Okay. And ehr-, thats something you said ( ), but still its better than france-

//S1: Yes.//

I1: So now, and what do you think is in France?

S1: In France, people were but into (districts) ehr- yes. They are burning cars, regularly. And if you come in from the airport in Paris there are also skyscraper areas-

//I1: {approving} Mh.//

S1: That is amazing. And there -- of course, there is only poverty, or not poverty but if there only is a specific way to live and you can’t be bother to get civilised. If you are among yourselves.

//I1: {approving} Mh.//

S1: But there is the question about education.

I1: Yes. Okay. (3) Yes. 00:57:39-4 {this part can not be made out, due to disturbing interferences} 00:57:48-1 Yes, I will just look if I forgot something @. (22) No ( )

S1: {approving} Mh.

I1: Ehr-, (4) Yes, good. Then the final question. If you could improve something for a disadvantaged group in germany, if you could make a wish. Which group would it be? What would you like to do?

S1: {thinking} Hm. Thats, a good question @@.

I1: @@ Thank you.

S1: Let me just brood on that [for which groups]-

I1: Ever- Everyone answers differently @.

S1: {approving} Mh. (1) My god, I wold have to think about that, groups like education, yes? (2) {thinking} Hm. (5) Maybe - its a hard question @.

I1: You can also take two or three.

S1: @Well@. Generous today, maybe really for them now (1) now I think about it maybe orphan children.

//I1: {approving} Mh.//

S1: That have a specific role-

//I1: {approving} Mh.//

S1: Yes, well now I mention it. @ Because really, the position I am in now, I could have never done so well, without my parents.

//I1: {approving} Mh.//

S1: And I think if parents are not there, its very sad. You could try to provide a safe basis with state funding, not financially, but in a humane way, to achieve a certain status-

//I1: {approving} Mh.//

S1: Be it, a check up by the authorities, for the well being of children with adoptive parents. That there is a very outcome orientated placing of orphans, that are willing to adopt. And all aroandcare, as there is no-one you can come home to and tell, this is how I feel and how is that-

//I1: {approving} Mh.//

S1: I just think its an important issue.

I1: {approving} Mh. Okay-

//S1: Yes.//

I1: Your answer would be orphans.@

S1: Yes. @ I would have thought so. @@@

I1: @@@@ Its all new @.

S1: @Yes.@

I1: @Good.@

S1: @ Sounds good, yeah? @

I1: Good, Thank you very much -

S1: [Yes, with pleasure.]

I1: You can take some-

S1: Oh thats nice, i think these sweeties-

//I1: Yes.//

S1: Are you laughing at me? Is there another after this-

I1: Yes, well I am going home now. Its one o’clock

S1: @Yeah yeah@@.

I1: @But I am here at school.@

S1: Yes I forgot. I have to work tonight.

I1: Hm?

S1: I am working tonight.

I1: Today?

S1: Yes, I have the day off. Thats why I don’t mind. (2) So we will meet again, sometime? If you continue the surveys-

I1: Ehr- I don’t know if I can get into that class.

S1: Oh, that was one time. Yes

I1: [Yes.]

S1: Good, it was a pleasure to me.

I1: Probably the other long-term study @@

S1: Oh yes I forgot about that. Thank you very much and all the best.

I1: [Thank you very much. Thank you.] Yes.

S1: And, yes. Hope you will succeed-

I1: And also the best of luck to you.

S1: @Yes. Goodbye. 00:00:00-0

**Interview 4 :**

|  |  |
| --- | --- |
| INTERVIEW NUMBER: | 8 |
| QUESTIONNAIRE NUMBERING: | GUiib050 |
| NUMBER OF INTERVIEWEE: | 1 |
| DATE: | September 2010 |
| INSTITUTION: | Upper secondary/ vocational |
| SUBJECT OF STUDY: | Hotelery, boarding school |
| COUNTRY: | Germany |
| NAME OF INTERVIEWER: | Stefan Müller-Mathis |
| SETTING OF THE INTERVIEW: |  |
| TRANSCRIPTION: |  |
| ATTENTION | Forms of school: |
|  | Hauptschule: Secondary modern school |
|  | Realschule: Comprehensive School |
|  | Gesamtschule: Comprehensive School {Gesamtschule} |
|  | Gymnasium: Grammar School |

{unclear} (7)

I1: Yes, well thank you that you are prepared to do the interview. (Ehm) (2) yes, it is about the issue of social inequities. On the one hand I would like to ask you some questions. Concerning your biographie, how practically, went through the educative system. The school factory {betrieb} @he@ and on the-

S1: [(Mhm.)]

I1: On the other, about current issues and events-

S1: // Yes. //

I1: What did you find fair, or unfair, there is no {unclear}

S1: // Yes. //

I1: Yes. (1) okay (ehm) first as an opening question, I would be interested in what kind of company branch you are working in-

S1: I work in (ehm)-

I1: [{unclear}]

S1: So the type of company or the name-

I1: Both-

S1: (Ehm) (1) well i work in a hotel (ehm) the XY-Hotel in XYF-city at main station (1) and (ehm) i actually like it there alright-

I1: // Yes. //

S1: Well i fell well trained there and also rather well looked after concerning my apprenticeship. Yes-

I1: What kind of hotel is it (1)

S1: // Its a(n)- //

I1: (Can’t call it) describe

S1: We have two wings. (1) One is very business orientated. The rooms are not as luxurious, because people -

I1: // Yes. //

S1: Are really only there to stay for one night. (Ehm) and then we have the old building, that is rather pompous and very grand hotel like, in its style.

I1: // (Mhm) //

S1: And (1) (ehm) yes, thats just dependent on what you are looking for. A stay for two night, or if you want to stay a week. The beds are the same, its just the size and furnishing of the rooms-

I1: // Your allowed into both wings of the hotel when you {unclear} (1)-

S1: [Yes that possible] well it goes over flowingly, there is no {exhaling} its simply down to the rooms. And there is no cut, where it says, you are now in the old-building . So-

I1: @he@ @he@

S1: Its flowingly integrated -

I1: // (Mhm) okay how long have you been working there now//

S1: I have been working there since pretty much something like one year now, yes one year in september, I started then- yes.

I1: Yes good okay and how did you decide on this apprenticeship-

S1: I am somehow biased, so to say. My father is a hotel business manager-

I1: // (Mhm) //

S1: (Ehm) (1) my mother (1) (ehm) is not trained in a hotel, but my grandfather on my mothers side, built a hotel and thats why I am relatively-

I1: // Well so a still a bit- //

S1: Slipped into it, quasi- #00:02:49-7#

I1: Slipped into it, yes (1) (ehm) did your family decide with you, what that important to you?

S1: (Ehm) (2) I have, I had started thinking about it in eleventh grade, what I wanted to do sometime-

I1: // (mhm) //

S1: I did a job suitability assessment (1) privately and one with the job centre/ career agency. And (1) then I spoke to my mother and (1) different family (members) and in the end it turned out that I was apparently well suited.

I1: // (Mhm) @okay@ @he@ could you say something about selective criteria that you met in the company? Well was it very important to the company what skills and qualification you brought? //

S1: Well it think especially important was foreign language knowledge, at least in english. That one could converse fluently and not stood there stuttering. And then also intelligence was somewhat of a precondition-

I1: // (Mhm) //

S1: (Ehm) a flawless knowledge of german and (1) (ehm) (2) don’t now if A-levels {Abitur} is a precondition (?) (1) We also have apprentices with a {german equivalent of } GCSE {Realschulabschluss} , that are doing the apprenticeship, thats no matter, (1) but the-

I1: // (Mhm) //

S1: That was it more or less

I1: You now also mentioned (ehm) intelligence-

S1: (Ehm) Yes {unclear} (2) -

I1: That was a(n)-

S1: If you can take A-levels {Abitur} (1), also an indicator, well or the educative knowledge, as an indicator. (Ehm) I think that it played a role-

I1: Yes, so you have better chances-

S1: Yes well I think so-

I1: Is there any (ehm) did you well you said that also apprentices with a car-

S1: Yes-

I1: Do you see any difficulties in your company from your perspective? In general or for you, you could in general (1) well are there people that have problems in your company? Getting on?

S1: Well I think (ehm) if you stick to one level, the hotel-branch (ehm) or just doing an apprenticeship and working in that field, I think there are no Problems- well there are yes and the vocational school is set up so, that you can pass with every graduation level-

I1: // Yes. //

S1: (Ehm) (1) but as soon as you get to the higher levels, such as management and that, there are differences. Definitely, that it could be more difficult for people (1) that have a lower [school-leaving qualification](http://www.linguee.com/english-german/translation/school-leaving+qualification.html)  {Schulabschluss}, I would say definitely-

I1: // (Mhm) //

S1: Well I think so-

I1: Well is that something that you see somewhat difficult-

S1: Yes, well I mean there is a reason, that is separated in such a way-

I1: // (Mhm) //

S1: But surely that is no indicator for intelligence or grasp-

I1: // (Mhm) //

S1: Yes-

I1: (Ehm) is there any, do you have any idea (1) what one could do to (1) make more equality or is that something that works by itself in a fair manner?

S1: (Ehm)

I1: Or would you say that there are (that it is fair-)

S1: Well I think it is. I am rather happy and with me it was the case that I got a letter of recommendation for the grammar school {gymnasium}. Thats what the teachers made and and then we decided for the type of school-

I1: // (Mhm) //

S1: Thats why I recon, well teachers that have been with you for four years can more or less make that out quite well-

I1: // (Mhm) //

S1: And according to that, send you the correct form of school-

I1: // (Mhm) //

S1: Surely there are other educative systems, like **Rudolf Steiner** schools {Waldorfschule} for instance. But I don’t think to much of the. As you don’t get feedback according to your accomplishments-

I1: // (Mhm) //

S1: Well at least no, none that you could really construe. With grades its like, the evaluation is the way it is. Thats is somewhat construable a bit-

I1: [(Mhm.)] okay- #00:07:25-1#

S1: And thats you I think that is well sorted-

I1: // Yes well, the educative system you seem fine with that- //

S1: Yeah-

I1: From the change between primary school and next schools (When you went to grammar school) {gymnasium} )?

S1: Exactly, correct. And then in the eleventh grad I had to unfortunately leave the grammar school {gymansium} due to various events. And I then went to a boarding school-

I1: // (Mhm) okay//

S1: And was again more pleased as it was smaller groups and (learning) group, well. The teacher was more supportive (ehm) and (1) yes, thats what one would call elite education-

I1: // (Mhm) // {laughing??}

S1: No, because boarding schools cost money, yes and not everyone can afford it. Its not accessable and (ehm) (1) one does receive a different, according to my perspective, education (or) a better education. Because its simply always that you learn (1) with people that assist. That (ehm) (ehh) in some kind of form, well the teachers are also stayed there until nine to help. Yes-

I1: //(Mhm)//

S1: And that is an individual education. Definitely -

I1: //A good support - //

S1: Yes @he@ @ha@

I1: Yes and (ehm) (1) then how did you say you had to leave the grammar school {gymnasium}. May I ask what the difficulties were-

S1: [Well] that (ehm) (1) well (1) it was not about the grammar school as type of school, more like about (ehm) (ehm) the school itself-

I1: // (Mhm) //

S1: It was a christian school with a monastery next to it-

I1: // (Mhm) //

S1: And then at some point in my life I decided that I was not for me (Ehm) Religion and (ehm) and (ehm) (1) in general. Well catholic church makes out (2) And if they are a bit critical, very critical. And I {tried to} set an example. And then I was advised to change the school.

I1; Ah okay. What can one (1) image as situaion is this case? If you say you set an example- s

S1: Yes that (ehh) is like, just a brief on a situation (ehm) (1). Yes. Religion lesson. Well it was simply about not being to deselect religion {certain subjects can be regularly deselected in the german abitur} . So I would have had to take it into my A-level {abitur} and so I complained as it would not have done anything for me-

I1: // (Mhm) //

S1: Then (ehm) you were somehow squeezed. Because I started questioning things and how the school is being lead. And also in religion lessons starting discussions on abortions. Where its clearly polarized, if your in front of a friar, that is teaching in a frock. (1) I don’t think it will do any good, if you discuss on abortion with a friar.

I1: // (Mhm) //

S1: Then one stays with his opinion and there other sticks to his-

I1: // Yes. //

S1: Well so nothing will change. And (ehm) (1) yes, and the it didn’t suite me anymore, how things were handled there. If (its not accepted) that one has an own opinion, I (got up and left)-

I1: // (Mhm) //

S1: As I could not cope with it anymore-

I1: So you encountered difficulties

S1: // Well so somewhat frictions //

I1: What lead to conflicts? A bit and how did fellow pupils react in that situation ? Where they on your side or were there also opposing arguments from fellow pupils toward you-

S1: [I had much] (ehm) well many said, you just cant get up and leave, but it was the opinion of many (1) I would say the majority. (Ehm) yes, well I have the opinion that if you actually do become pregnant unwillingly, or if its rape. That you should (1) definitely have the option-

I1: // Yes. //

S1: And many just said (1), that is not all in line with their in opinion. Or it is (1) their opinion, but they are not daring to stand for it.

I1: // (Mhm) //

S1: And that why I always got relatively positive feedback, other than from teachers. @he@ @he@

I1: @he@ mhm. well was there no situation among fellow pupils where you felt uneasy - #00:11:38-4#

S1: Well I really have to say (I have never) {unclear} (1) in my school career, well actually (1) (ehm) (2) mit (1) i was (1) befriended with everyone and also had my (1) solid group and with others it was like so. (1) In exchange, if there was a problem, in any kind of form, that someone was pushed aside. (1) Well-

I1: // (Mhm) //

S1: Was like more part of the {middle}

I1: @he@ ah @he@ @he@

S1: Yes, @he@ well not as bad

I1: @well@

S1: There is worse-

I1: Well quite good (Ehm) (1) is there any (1) from your school time, from time of your primary school up to now and also here this school, any groups that were specifically prominent to you at (1) at school (2) that (ehh) grouped or formed somehow, as (1) with a specific token, that could be discussed-

S1: Eh (1) well good. There is always (1) youth subcultures. Surely on the one hand there is punks (1) with leatherjackets and the HipHop Cultures, with their baggy trousers. So you can make it out by clothing style.

I1: // Okay //

S1: There there is definitely (1) And thats always been, I don’t know if I can say so. That youths with migrative background always move in an own group. (1) How to say (1) in their own native group, with their people or how could one phrase that. Or with other youths of migrative background. That are more orientated in this group (1) and expanded. And that happened in germany and it came to a real mingle.

I1: // (Mhm) //

S1: Surely, we said good morning, when you met at that time-

I1: // (Mhm) //

S1: But it was more like (ehm) you stayed among yourselves-

I1: (Mhm) like Peergroup - //

S1: Yes-

I1: As a token (1)-

S1: Good and then somehow, something {unclear} (1) (ehm) with (language) and the whole (ehm) you also have that at german school.

I1: // (Mhm) //

S1: Something (1) liek that, where you can-

I1: // Okay, did you also have pupils with a migrative background a grammar school {gymnasium} //

S1: Aeh- at the (ehm) (1) at the (1) not that sure in XYK-city. It was a bit wit approximately 350 pupils well (ehm) 5 or 10-

I1: // How would you explain that? //

S1: I cant really say- Well I don’t know. Well (ehm) the only thing I could explain is that (1) the boarding school in some kind of form is not accessible to all. And really it should be that in germany everyone has equal opportunities. I don’t know, cant clarify it to myself any better-

I1: {unclear} (1)@ he @ @ he @

S1: @ he @

I1: Okay (ehm) (2) good, (2) (ehh) was there any other situations in your school where you thought. This student or the student is somehow beeing discriminated or treated (ehm) differently. Could you give an example -

S1: Yes, at boarding school, it was quite extreme there-

I1: Yes, very [extrem]?

S1: Because you together approximately fourteen hours a day-

I1: // (Uh-huh) okay //

S1: Well, we had a young man in the class who was a homosexual -

I1: // (Mhm) //

S1: And (ehm) yes and then he also had various other kinks. He sang loudly at night around two clock, so none of us could sleep. So @ he @ so a few kinks were actually not that bad, and well the homosexual- And he always became rather-

I1: Yes. In what way?

S1: Yes, well, it always went off with (ehm) (ehm) stupid comments that were always there in between. I find that really sad (now I have no example) - but another problem was just that when he was among people. He was very agitated and nervous and he also began shaking. And we have watched film French class. The camera was very shaky and then someone said something like, yes well XYP was on the camera -

I1: // (Mhm) // #00:17:00-3#

S1: Just comments like that then. But it never came to physical violence. (1) But just-

I1: // (Mhm) //

S1: An oppressing, into the corner. Often, someone bought a salami, at REWE {Germany equivalent to sainsbury’s}, yes. And carved a phallus out of it and then ran up to him

I1: // (Mhm) //

S1: And was then pecking him with it. And that was not always easy many a time-

I1: That was then already form of verbal violence

S1: // Yes, I certainly would call it something like that /

I1: So you would say homosexuals have it more difficult in our society. Or still have difficulties?

S1: (Ehm) would believe so. Homosexuals have been accepted, but are disadvantaged in many areas-

I1: // (Mhm) //

S1: Whether it be adopting of children, getting married. Whether (1) it be, well its no a marriage, no marriage that is being lead there. What is it life partnership.

I1: // Life - (ehm) (1) -

S1: (Ehm) (1) well its not recognized as a marriage. Its only a registration, a registered life partnership, well. And therefore, (ehm) I recon homosexual are disadvantaged -

I1: // (Mhm) okay //

S1: I am not sure about career aspects. By now I have not {unclear} (1) experienced that case-

I1: // (Mhm) //

S1: But I could imagine so

I1: // (Mhm) are there any cases or issues in your company //

S1: We have a- (1) (ehh) (ehm) in our restaurant a (ehm) (1) (unclear) (1) (ehm), i.e. on of the employees. Is (ehm) homosexual-

I1: // (Mhm) //

S1: But he has absolut, (1) well I did not notice. In day to day workings

I1: So he has no, somehow none (1) -

S1: Well, absolutely not. Everyone knows that and it's good the way it is-

I1: [OK] (1) (ehm) (2) yes. (2) Yes, maybe back to the with the school time-(3) again. Were you pleased with your decision. Were you satisfied?

S1: (Ehm) (2) surely yes-

I1: Yes (?)

S1: Well I really have to say. I always had the great advantage that my mother has been supporting me. With everything I've done, like. But its always been like that. I never had a thing when I said that I would not go on to grammar school {gymnasium} anymore -or stop boarding school, well never had that-

I1: // (Mhm) //

S1: I was always satisfied.

I1: And how can one imagine regular lessons from your point of view. How was a normal class organized, (1) {unclear} in (somehow) -

S1: (Ehm) again a good question, well at the normal school, the [Faith] school or boarding school?

I1: // (Mhm) //

S1: A the [Faith] school it was just that we were always in relatively large groups. Before we came into the course system {elective courses make up the lesson plan, opposed to fixed lesson for whole classes} during eleventh in class. We had 32 people sitting in the class room-

I1: // (Mhm) //

S1: And then all just been so, if you did not feel like you could also just dive times. Yes-

I1: // (Mhm) {unclear} //

S1: That's right, (ehm) I always perceived normal lessons as very loud. Because the teacher in front did the lessons and the pupils in the back were always prattling on about something, yes. And so on, so to say.

I1: // (Mhm) //

S1: It was somehow not compatible. Therefore, my only, my only perception of normal lessons was always loud, loud and (ehm) unobservant. And I even caught myself, beeing {unclear}

I1: // (Mhm) // #00:21:07-4#

S1: Because I just couldn’t follow the teachers idea, because he was so far away. And others behind me talking loudly to me and others spoken about more interesting issues.

I1:. // Yes //

S1: Exactly. {Coughing} at boarding school it was the case that. Then there was only 15 people were in a class. And more likely even less and then its simply impossible, to hide in the crowds, yes-

I1: // (Mhm) //

S1: That was impossible because the teacher, (ehm) always had you in his focus. And, the classrooms were all designed in that way (ehm) therefore, my perception is always loud. I think this is also because of a lot youngster beeing among each other. (Ehm) and especially. I've always, I could concentrate as well (1) as I wanted.

I1: // (Mhm) //

S1: When I did not feel like it, then it was the way it was. Yes. But if I had not understood what it the teacher did and I could always go and ask or get help. Well I had several of the teachers phone numbers and email addresses of those who taught me.

I1: // That is quite a bit {unclear} (1) - //

S1: Definitely.

I1: // Could you imagine something as such a (thing), for normal {public} schools? //

S1: (Ehm) -

I1: (Ehm) private {unclear} (boarding) -

S1: (Ehm) yes, I could. But its difficult-

I1: How come?

S1: Due to the shortage of teachers, and if (i think about it now) -

I1:. // Yes //

S1: I assume there are about three hundred to four hundred pupils here and there is a total of I think 50 teachers, 60 teachers. maybe a few more-

I1: // (Mhm) //

S1: That's not enought.

I1: // (Mhm) //

S1: So, if you really want to have something individual and supportive. The School should start at eight in the morning until seven in the evening. And more teachers, more education professional-

I1: // (Mhm) //

S1: I could imagine-

I1: Yes good (ehm) (1) that would be your practical approach to better educational opportunities, then what about a fee-

S1: // Yes, so there was a school money and what upbringing money, because we were fully supplied with foods. There were three meals per day. Noon then (Nutella sandwiches) and sports and everything was included in it. Uh (1) what else . That's always the question, that's me again (slipped out (again, could you repeat the question, please - //

I1: {unclear}

S1: Yes, (1) yes.

I1: Yes, good (ehm) there is also a general debate in society, that we should pay for specific education, or even have to, what do you say? Is it a good idea?

S1: Well, I think I find things for general education and languages, should free of charge-

I1: // Okay //

S1: Absolutely not. (Ehm) if you pass something like a sailing license, (1) (ehm) you should have to pay-

I1:. // Yes //

S1: Its not for everyone. So you should already be pay for it. In any case -

I1: // (Mhm) //

S1: So that's, then away from education. Otherwise, (1) in school (2) I think you should actually not have to pay anything. So (1) good if you want a special learning program, then yes. But otherwise for regular lessons (1) no-one should have to pay-

I1: // (Mhm) okay. Why not? //

S1: Because I think that education should be accessible to everyone

I1: // Okay, so all should have(1) - //

S1: Regardless of social status and of what the parents and regardless or other factors. So I think it's just important that everyone can get that education.

I1: // (Mhm) // #00:25:15-3#

S1: If one needs and wants to-

I1: Do you think that you get through your school diploma you have better chances, perhaps for jobs. What did this bring you ?

S1: Yes, I (ehm), I think I am extremly fortunate, yes because I just think of. For our English course we went on a trip to (1) London, where it really does not like a normal course where you will go to the museums, and we also visited friends our teacher. And we spent one or two days there. And (ehm), we had a private guide to London, who has to really competent and fully focused on us. He asked what we wanted to do and then made offers accordingly.

I1: // (Mhm) //

S1: Yes, that's it, that was something else-

I1: // Yes. @ he@ @ he@ @ hm @ //

S1: {unclear}

I1: And then you graduated from grammar school {gymnasium}-

S1: // (Mhm) //

I1: (Ehm) because you had the option of studying or university-

S1: I'd like to do that after my apprenticeship.

I1: Ah okay.

S1: Because I'm just saying if it were not for some specific field one should work, I could do an apprenticeship and still work. And could work if I should need money during the studies for any reason

I1: // (Mhm) //

S1: Can I still work on the side and have completed my apprenticeship and have other money earning opportunities.

I1: // (Mhm) okay, so you build up on that-//

S1: Right-

I1: First apprentice, then study-

S1: // Yes //

I1: And (ehm) are there, what so your plans for the future, you've got as a target or goal that you want to reach?

S1: Yes, that is my rough target would be. (1) I (2) (ehm) (1) In any case, management, whether in the hotel branch, would be the other question. But I have to think about it (ehm) if I was going to stay in the hotel branch, at least (1) or so is that at least hotel manager. If not even further in a large chain, somehow the Management or similar.

I1: // Okay //

S1: Yes.

I1: So even with a larger target. Do you see any obstacles or difficulties that you may have to cope with on the way?

S1: Not really, unless i fail the test, not really, no-

I1: // (Mhm) okay. Other than that what do you have in your circle of friends, your company, school. Are there People that may have troubles? //

S1: Yes. In any case, I have a friend who is training for the mutual fund trader {Investmentfond Kaufmann}, and (ehm) who has the big problem, in selling himself.

I1: / / (Mhm) / /

S1: He is very shy and introverted. He definitely has the problem that he must first find a way out of himself. To, (1) be able to talk with a manager of one eventually employ you. So I think that there is already a degree of personal prerequisites, or, are simply given to you-

I1: / / (Mhm) /

S1: There are always people that are more extroverted and (ehm) -

I1: Now would be a personality trait that one has-

S1: Yes.

I1: (obstacles) {unclear} -

S1: And besides (1) I do not think the (ehm) (ehm) anyone can be hindered. Then what do you want to do. Sure if you want to go to university with a secondary school diploma, surely it is difficult. Except one is prepared to pass his A-levels or high school diploma afterwards-{Abitur}

I1: / / (Mhm) / /

S1: But I don’t see any obstacles, because one could if he wanted to-

I1: / / (Mhm) / /

S1: It would take longer. (Ehm) so I do not think anyone has any obstacles, beside personal requirements. # # 00:29:43-3

I1: / / (Mhm) / /

S1: {unclear}

I1: Good. Then I just need a quick look (6) okay. Yes {unclear} (1) you had in your school time. You said it was at boarding school this {unclear} {(2) (Case), but somehow otherwise was there funding that have had you had at that school-

S1: / / (Mhm) I (ehm) at the last school, just had the offer, of doing French language certificate. And (ehm) in English, I did not do it, unfortunately. And they provided the opportunity to go in as a homework assistance and tuition. Because my mother was working full time. (Ehm) Yes that is because I've always tried to take all offers made by the school //

I1: {Unclear} So these general offers and supports made by the school?

S1: (Ehm) so it has already accepted people, but they have, for instance, language tests. Many have said that's too stressful. And next to the school what will it bring me. Yes, and I've try to take each qualification on the way, that could come in handy one day-

I1: / / (Mhm) well. Was there any other, at your school, something you learned that had an influence on your personal attitudes on politics, culture or society. Is there anything that you consider worth mentioning. Since your attitudes have changed or developed. / /

S1: (Ehm) we made went on a trip to Berlin and there (ehm) (1) we spoke to a SPD {Social democrats} politician, I unfortunately forgot his name-

I1: / / (Mhm) / /

S1: Discuss about different issues that came to mind. About more recent topics (1) and (ehm) sat with us in a room with us a grammar school class {Gymnasium} and a secondary school class {Hauptschule}. That actually did influenced me-

I1: / / (Mhm) / /

S1: Because the views are so different (1) so far apart because we are a fairly closed grammar school {Gymnasium}, one says that hinderances should not exist but there may be-

I1: / / (Mhm) / /

S1: The secondary modern school {Hauptschule} class said, we have absolutely no perspective and will get to nowhere in any case. And I thought great, pull yourself together and get your arse up {krieg mal den arsch hoch}.

I1: Yes, how did the -{unclear}

S1: Yes, (ehh) (1) the one related the topic of education to minimum wages.

I1: / / (Mhm) / /

S1: And in education, it was as you just said, we are much less likely to have good chances than grammar school pupils {Gymnasiasten}. Because we have older and worse schools books. We are poorly equipped. (Ehm) (1) and in minimum wages, it was as much in vice versa. The secondary modern pupils {Hauptschüler} very approvingly said, yes to minimum wage, that one should do so

I1: / / (Mhm) /

S1: While (1) (ehm), the grammar school {Gymnasium} now, had rather different opinion (1) that would either want or argue (ehm) (1) so (3) it became clear that we do not need it. Or that one should somehow come to different resolutions. #

I1: / / (Mhm) / /

S1: I've then been marked in that way. I just learnt to discuss and argue issues. The grammar school {Gymnasium} somehow makes (3) people smarter (1) yes, I do not know if one could say so in that way. Yeah well, has diversified interests and opinions in people, as the secondary modern school for instance.

I1: / / (Mhm) /

S1: So this has already influenced me. Besides -

I1: {unclear} And these secondary modern school pupils {Hauptschüler}, what do you think what has caused this attitude. (1) How could this, or-

S1: (Ehm)

I1: What could be perceived there

S1: Well, well, that somehow there is already such a small (fight) between the school forms, I don’t know why, but its true. And (ehm) then were already annoyed, because now schools somehow teach the impression of providing no chances anyways.

I1: / / (Mhm) okay / /

S1: Well, I somehow had the feeling-

I1: / / (Mhm) / /

S1: I was not at a secondary modern school {Hauptschule}, but somehow, I perceived there was negative attitude there already.

I1: / / Yes / /

S1: What I then thought, well, for us it was always like that. Cheerful and they were all just sat there and were pulling long faces. I do not know what is taught in secondary modern schools {Hauptschulen}, but-

I1: Would you say that its rather something that is actually more unpleasant or something- 00:35:10-4 # #

S1: Yes, based on my opinion I think so. The all have the same chances and could have so. (Ehm) I would say that it is unreasonable-

I1: (Ehm) Okay. Well. And (ehm) then yes, you already said so in the beginning. Equal opportunities are required and you can achieve anything if you wish. In the beginning you said yes, you should change the educative system. And there is also a debate with different opinions, if you were to decide @ now@. What should change, what should stay the way it is?

S1: I think it should stay that way it is, that it requires certain skills in order to achieve to a secondary school or complete grammar school {Gymnasium} or the like (or equivalent) -

I1: / / (Mhm) / /

S1: It should, however, (1) (ehm) be the case that secondary school pupils have the opportunity of supported. Just go on to further education and then switch to the comprehensive school {Realschule} and then maybe then go to a grammar school, so I think the (ehm), the secondary modern school {Hauptschule} is actually rather invaluable. So-because I just think it (ehm) (2) if the person does not receive support

I1: / / (Mhm) / /

S1: Well, I known someone who went to a secondary modern school {Hauptschule}, but then decided to go on to further education. And he said he was not as supported. He sat there and the teacher had no interest, and was completely unmotivated. And that is also reflected by the pupils. And on the three form of school he went to, he only experienced so on the secondary modern school {Hauptschule}-

I1: / / (Mhm) / /

S1: And since then he has not {unclear} (1) (should maybe secondary modern school) maybe get rid of this system. And replace it some form of another scheme, simply. Grammar Schools {Gymnasium} could stay and simply abolish the secondary modern school {Hauptschule}

I1: / / (Mhm) / /

S1: In the meantime, if you do are not prepared {unclear} (1) a full year is (1)} {unclear}, if you look at the people-there

I1: / / (Mhm) okay, yes. So that's a stigmatization / /

S1: Yes.

I1: {unclear}

S1: Yes, exactly.

I1: The form of school-

S1: Absolutely -

I1: Well, then you said, perhaps get rid of secondary modern school {Hauptschule}. (1) If I understood correct-

S1: @ he @ @ he@ @ he @ Yes that is {unclear} (1)

I1: (Ehm)

S1: Or maybe just organize it differently. In this structure it is relatively difficult when I consider-

I1: / / (Mhm) / /

S1: (Ehm) really really I have not giving much regard to the issue secondary modern school {Hauptschule}, I am not really concerned to be honest. Always read a bit in the newspaper and stuff, but nothing severe that I could recall. @ He@ @ OK @ @yes@

I1: @ he @ @ he@ its hard for (people from grammar school {Gymnasium} with Abitur) {German equivalent of A-levels} {unclear} (1) (ehm) yes (2) that would be (really really be a dilemma} {unclear} if one work and the others on the other hand it would be good-

S1: Yes. Exactly-

I1: Get rid of the secondary modern school method and to then integrate

S1: Yes.

I1: This is the contrary of the {unclear} at the moment. Okay-(2) Yes (1) otherwise, (3)

SCHOOL BELL

I1: What you now also said somehow, when we spoke about the subject (1) {unclear} what is would be issues that are important in politics or that you miss-

S1: (Ehm) so I find, education policy extremely important and (2), above all, as it how it will go on with us {in Germany and Europe...}. So if now, every day when I open papers, I see shortages in education or labour-

I1: / / Ah yes. / /

S1: And the importing of (1) other (1) ahm professionals from abroad. (Ehm) So I think that the education policy and the associated is very important. While I (1) (ehm) (3) discuss issues such as, I just had I (2) I am a bit-

I1: So education is a topic where you say this is important-

S1: Yes, education and family politics, I find most important

I1: family politics? # # 00:40:16-3

S1: On the other hand, (1) I find it is also important to take care of the economy. Getting companies to stay Germany. And it is to provide reasons for the companies to stay here.

I1:. / / Yes / /

S1: And I find rather irrelevant to discussion such issues of taxing the rich. Because I just think that the tax, so that's a rate of 48%, the total of what one earnes and deserves and the more you earn, the more you are taxed for, too. So from there, I find the discussion a bit meaningless in taxing wealthy people

I1: / / (Mhm) / /

S1: And actually, (1) -

I1: [What is (2) {unclear} that you find, somehow useless]

S1: Yes well (1) in the end, if you earn eleven thousand, i am think of 48% tax that adds up to five thousand five hundred euro taxes-

I1: / / (Mhm) / /

S1: If you earn a thousand euros you have just above 600 €. Sure, you can live better of the five thousand five hundred euro than of € 600 (1) but if you raise the taxes for the rich that they are then left three thousands, it wont work. And then there is a question of living standards. Whether you can keep the it up, one has achieved it and has economically.

I1: / / (Mhm) / /

S1: And so I think that someone who manages to reach a position where you earn 15 thousand or eleven thousand Euros, whatever (1) maintains his living status of life which he has earned. (1)

I1: / / (Mhm) / /

S1: While of course on that earns thousand or two thousand euros has less left for living. Of course its stressful for him if he now has only seven or eight hundred Euros

I1: / / (Mhm) / /

S1: But he's so used to the standard of living. And so I think it just (ehm) {unclear}. That a migrant {unclear} (2) and at some point-

I1: @ he @ @ he @ @he @ okay, so you would say it would effect (ehm) in a form of injustice.

S1: Yeah,

I1: That is accompanied,

S1: At least working at it that forms discrimination are stoped.

I1: / / (Mhm) //

S1: I don’t mean that if someone earns less that he did not work as hard, but those who were just ready, and prepared to set family a side, et cetera to make a career at first a point-

I1: / / (Mhm) / /

S1: Yes, that is (1)

I1: Yes. So now did it come back to you or was is (less) important.

S1: Yes, it's just disappeared, well I can think of if I'm the same therefrom. It may come back-

I1: Then you’ll mention it-

S1: Yeah @ he @ @ he @ @ he @

I1: Yes. (Ehm) Are there any other one topics that you would suggest that are not part of the agenda.

S1: Our Foreign Minister should be discussed again.

I1: yes

S1: Because I think it isn’t right, that we have a foreign minister who does not speak English properly.

I1: / / (Mhm) / /

S1: Well, I find (ehm) its an issue that should not be discussed once again. Just as (ehm) at the moment I just heard it on the radio, the switch off times for nuclear power plants.

I1:. / / Yes / /

S1: Because it's simply, I think basically I do not think that nuclear power is bad. But (ehm) (1) {unclear} the current production now makes losses. (Ehm) Repairs will become less the maintenance costs cheaper and no idea. I don’t find it okay. So if you already extended the times of nuclear plants, then you could also ensure that it remains fair if they are large power producers. Normally paying {unclear} and have normal maintenance costs-

I1:. / / Yes / /

S1: Yes.

I1: Okay.

S1: To me, for instance, this subject is not so striking. It will be interesting to see what will still come up in the next two or three weeks. # # 00:44:29-6

I1: / / Yes. So there many issues in public discussions. / /

S1: Yes.

I1: Would you say in general, you generally feel well represent in politics or by politicians in Germany or (1) is there (ehm) one person that you feel represents your opinion-

S1: Well (1) but when I am an enthused voter. (1) (Ehm) I think that is the (ehm) (2) I feel quite well represented. Especially by the (1) a variety of parties there is (ehm), clearly there are the (three or) two major parties. CDU {Christian democrats} and SPD {social democrats}, but (ehm), there are so many smaller parties from which you can also choose (ehm) so that enough people are represented

I1: [(Mhm.)]

S1: That's why I feel fairly well represented (ehm). And as you would wish to feel in Germany

I1: / / (Mhm) / /

S1: Yes.

I1: I’ll just have a quick look (3) maybe (ehm) (6) there is this issue of migration. Would you say that all people in Germany are well integrated, or (1) is there a room for improvement?

S1: I would say there is definitely a room for improvement, they way its been (1) a lot has been done for integration. But many also (I feel) do not want to be integrated. So-So I somehow (1) partially. Well when I was in XYF City last on the XY square. {unclear} (2) many languages spoken were not German. So (1) -

I1: [OK]

S1: Well I, because the {unclear} (1) is issue immigrants again. These often just stay in their culture. In their native culture only its language, so do not even speak German. Instead they speak the language of the country from. And so I think that's a good offer from the government to integrate. And that also the Germans begin to let this into their heads. But there is always (1) the others. It takes two to integrate. The one who wants to be integrated and the other is the Integrated. And (ehm) the person should want to be integrated. But like, the integrated-

I1: / / That should integrate / /

S1: Should and want, and want but there is people who do not want to integrate. Which then simply turn to their culture and I think that's a problem.

I1: / / (Mhm) / /

S1: It's the wrong way to go because of any citizenship test. (1) But (ehm) (1) should make quite clear that the people (1), after a while I'd say, that they have now moved to Germany. And still can not speak German, not even a little or something, but that still does not speak German, you should make it clear that it simply wont work. I mean when I emigrate to a country I should try to learn national language. You should simply adapt and integrate. And that's just not as many, at least I have the feeling. There are also plenty of opportunities for the people that they do not need it. So there is enough. The biggest problem in immigration are the [Citizens from Eastern Europe Country]. There are plenty of [Eastern European] supermarkets, there are plenty of shops that do not speak german, which is speak only [Eastern European language]. Where a German is a virtually a stranger when he walks into the store. (1) And so many need to integrate and that is not simply non-

I1: / / (Mhm) / /

S1: Well, I think you should make sure that you want and need to integrate. (1) Yes-

I1: / / Okay, and (ehm) that would be this one group, that should be integrated / /

S1: Yes.

I1: And then you said, there is the integrators.

S1: Yes.

I1: Uh, yes. What -

S1: [(Mhm.)]

I1: What should the Germans in integrate more into society?

S1: (Ehm) I think we should (1) pay more attention (2) (ehm), the other cultures that live here and understand them. So one would think of (ehm) and begin to deal with why women wear head scarves. Why do (2) (ehm), they only eat halal? On the other hand, what other cultures are also living here-

I1: / / (Mhm) / /

S1: And not to learn [Eastern European Language], but (1) {unclear} (1) this is, at least to understand. (1) If you look at the people coming into germany, you should not judge, thats a Turk or a Russian or a Pole.

I1: / / (Mhm) okay, because your total would be to integrate / /

S1: Yeah -

I1: A total of the situation, what would be there your estimate-

S1: Ehm, the more is done by the German government, and much is being done. And that of the German people or the German citizens (ehm) (1) have the problem that they can not accept it so completely. And it just due to stubbornness in some cases existing stereotypes of prejudice-

I1: / / (Mhm) / / # # 00:50:28-4

S1: Are not capable, (ehm) of letting other cultures {unclear} (1) or not yet capable

I1: Will this have any effect for the coming years? For such things as social solidarity in our society ?

S1: (Ehm) (2) (1) there is always something like the (best) case scenario-

I1: Yes exactly @ha @ @ he @ @hem @

S1: The best case scenario (1) would be one really begins in the next few years or so to finally turn their brains and to think of the people not as intruders. But also to have lived here for twenty or thirty years here. (Ehm) the worst case scenario would, in turn, they, that the cultures really grow further and further apart. (1) And that only two subcultures are then eventually at some point, existing side by side. But the {unclear} (1) -

I1: Yeah well. That would be actually the two sides (you can see also above). (Ehm) then I would have a final question. If you for any group, no matter which one, whatever could do improve something for, in our society. Which would it be and what would you wish for?

S1: (Mmm) (2) so I would hope (1) I take (2) I'm homosexuals (are accepted.) I think (1) so I would hope so. For the group of homosexuals, that when they come into any room, they are not struck down by ten prejudices

I1: / / (Mhm) / /

S1: And right ehm (1) well one look ((yes) gay) yes okay. And thats it-

I1: / / (Mhm) / /

S1: (Ehm) and (ehh) they could easily be integrated much much better. And easily too. I mean these are also normal people who just simply have a different sexual preference. But they still have the same jobs and things like marriage and they have children and -

I1: / / (Mhm) / /

S1: No more disadvantaging, that would be my hope for homosexuals. Definitely-

I1: / / (Mhm) / /

S1: Yes.

I1: In everyday life, and jobs-

S1: In general, the overall rather you just said that they have the same rights, but they have no effect. So if you see staring it really. (1) The state says they do, but they don’t have equal rights (1) If you looked around and ask around. Not at all-

I1: Okay.

S1: And that precisely stereotypes of men carrying handbags (1) (ehm) should disappear. (2) Yes.

I1: And the women?

S1: YES well. Since then, there are also stereotypes, with women (ehm) short haired and so (fighting bull) @ he@ -

I1:. / / Yes / /

S1: That's just, (ehm) it just simply disappears from our minds. This is just another form of sexuality thats it.

I1: May I ask, was it ever discussed in your school? Except in the context as groups of friends, in the classroom at school-

S1: (Ehm) rather hard. So really yes. (1) (ehm) nope. Not at all, not really. So that's in between, when, and then never actually

I1: @ he @ @ he @ @ he @

S1: NOPE NO nope. No- not really.

I1: @ he @

S1: Yes, it was always much talk of integration and migrants. And domestic and foreign groups, but never homosexuals-

I1: / / (Mhm) / /

S1: Well, never spoke of minority groups in their own country-

I1: So was not over it-

S1: / / Yes / /

I1: Well, so much talk about this issue-

S1: Nope. Somehow never came

I1: All right. Then-

S1: / / All right / /

I1: I thank you very much.

S1: Yes, I thank you. # # 00:54:26-7

I1: You can take something else-

S1: Thank you-

I1: Nothing. @ He @

S1: On the exception-

I1: Do not hesitate, you can also-

S1: Yes.

I1: Well thank you.

S1: Yes.

I1: Nope'-

S1: The XYN {interviewee} isn’t until 14 o’clock

I1: Yes, exactly (2)} {unclear (7) bye-00:54:56-7 # #

**Singapore**

**Interview 1 :**

**Interview Transcript**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** | **ITW West** | **Class:** | **Higher NITEC Network Security** |
| **Date:** | **15/12/10** | **Information :** | **Experiencing Inequalities** |
| **Respondent:** | **Karen** | **Interviewer:** | **Ms Yap Pui San** |

**Pui San: So today we have *Karen* from [XY-Class group], hi *Karen*.**

Karen: Oh, hi.

**Pui San: Hi. Can I ask you erm about your school experience?**

Karen: Er.. basically we’re learning about more on hands-on..

**Pui San: Yes?**

Karen: Like IT administrations, networking, physical router switch.. those configuration la.

**Pui San: Mhm, how is your relationship with your teacher and your friends here?**

Karen: Hmm so far it’s okay la.

**Pui San: Mhm.**

Karen: Yeah.

**Pui San: Erm okay, what do you mean? You enjoy your schooling here?**

Karen: Hmm… yeah… our group is more of study la so.. Yeah. Our GPA is quite high. Yeah.

**Pui San: GPA.**

Karen: Ah.

**Pui San: Okay what do you mean by your group is more on study?**

Karen: Like, some of the group like they don’t really study, they skips class..

**Pui San: From other classes?**

Karen: Huh?

**Pui San: From other-**

Karen: Yeah every class they- every lesson they skip class la.

**Pui San: So what do you think erm makes your group different? Like you are.. more motivated?**

Karen: Hmm… because of.. some of the friend is like more interest in the networking, so we just join and.. yeah.

**Pui San: Because you like the [School in Singapore]?**

Karen: Er.. I like the computer la.

**Pui San: Oh.. Or is it because of your teachers and?**

Karen: Er… not really la.

**Pui San: Because of the-**

Karen: Interest in computer.

**Pui San: Ah I see, I see. How about the home support? Do your parents encourage you in** **your studies?**

Karen: Er yup.

**Pui San: Okay. In what ways?**

Karen: Hmm.. ask me to go school? Yeah.

**Pui San: I see..**

Karen: And go to the poly. And if can go further, go degree la.

**Pui San: They will support you?**

Karen: Mhm.

**Pui San: Erm as in financially?**

Karen: Er yes.

**Pui San: Wow, that’s good. They talk to you about it?**

Karen: Hm?

**Pui San: They talk to you about it?**

Karen: Er we ask.

**Pui San: You- Oh how-**

Karen: Er they are busy so we ask, they say ‘okay can continue’ like this.

**Pui San: Oh so which means that you.. you want to pursue higher education?**

Karen: Definitely in Singapore.

**Pui San: Why?**

Karen: Hm? Cos it’s very high demand on like a lot of foreign talents coming and a lot of competitive la.

**Pui San: Mhm hm. So you think that having a higher education will give you-**

Karen: You’ll get a place lor.

**Pui San: A place in?**

Karen: Working ah. [laughs]

**Pui San: Oh..**

Karen: Yeah.

**Pui San: Okay, I see, I see. Erm so do you think that the education here right, will prepare** **you well for you education in poly or university?**

Karen: Not really la actually.

**Pui San: Why?**

Karen: Cos I think erm poly Maths is quite difficult, that [School in Singapore] didn’t provide any basic fundamental of English and Maths la.

**Pui San: Then how? How ah then? If you go there right you’ll-**

Karen: Die lor. [laughs]

**Pui San: [laughs] I mean seriously, so how would you want to prepare yourself?**

Karen: Go there, re-learn again lor. Ask from friends and helps or-

**Pui San: But you feel that you’re able to catch up?**

Karen: Hope so la.

**Pui San: Uh huh..**

Karen: Mhm.

**Pui San: I see. Now erm how do you er value- erm feel about education? What is education about?**

Karen: About study? Knowledge?

**Pui San: Uh huh, anything else?**

Karen: Interest… is what humans must do la. If not get bored. Yeah.

**Pui San: I see. Interest. Okay. Mhm so what are your expectations in your life? What do you want to achieve in this life? And do you think your education can support you?**

Karen: Er.. never really think about that. I will next- I was thinking about going poly then find a job, like this.

**Pui San: So you- er the main purpose of education is for yourself to get a job?**

Karen: Er.. yes.

**Pui San: Anything else? Besides knowledge and job?**

Karen: Hmmm.. interest in computer. IT.

**Pui San: Oh…**

Karen: Yeah. That’s it.

**Pui San: I see, I see. So erm you said that you wanted to pursue higher education right?**

Karen: Yeah.

**Pui San: So the support that you have will be in the form of er parental support?**

Karen: Yeah, parents.

**Pui San: So they give you financial support and yourself, your own interest?**

Karen: Mhm hm.

**Pui San: Okay, anything that you think could prevent you from erm going for higher education?**

Karen: Definitely will la.. I think.. er.. but.. not very sure la. Buddy will-

**Pui San: Ah, what? What would be some erm.. things that make it difficult?**

Karen: Like if I work in full-time, I cannot concentrate on studying so have to give up on the job, and study full-time and come back again to the work.

**Pui San: Oh.. I see. So are you open to studying part-time or full-time while-**

Karen: Definitely part-time- full-time will be better. If part-time cannot be managed la. That’s what I see. Yeah.

**Pui San: Mhm.. I see, I see. So erm in this school right, are there occasions that you do not agree with your teacher or the school’s decision?**

Karen: Er not really la.

**Pui San: No?**

Karen: I just come here and study, then go back home.

**Pui San: So whatever decision, whatever they tell you to do, you’re happy?**

Karen: Yeah so far it’s okay la.

**Pui San: Or are there any other students? Maybe you’re okay, but have you ever heard of any** **other students who are not happy?**

Karen: Er.. yup.

**Pui San: Ah, what are they not happy about?**

Karen: Why the class test so many, and erm.. they don’t understand what our teacher’s teaching la. Yeah so because they keep playing facebook at the class at the back.

**Pui San: Oh..**

Karen: Then they talking to each other, never pay attention to the teachers.

**Pui San: Then after that they say they don’t understand?**

Karen: Yup. And they don’t have the initiative to try everything.

**Pui San: Okay then what happens after that if they keep on complaining that they-**

Karen: They skip class then.. on the test itself.. you know right? Yeah. Mhm. Fail.

**Pui San: Okay.. So for yourself right, you have not really disagreed with anything? You feel that you’re happy?**

Karen: Not really ah- yeah very happy.

**Pui San: Very happy?**

Karen: Mhm.

**Pui San: What are you happy about?**

Karen: Erm.. learn quite a lot of thing from [School in Singapore] la. Mhm.

**Pui San: Compared to your.. secondary school?**

Karen: Er I went to RP before. But it’s all about present-base..

**Pui San: Problem-based learning?**

Karen: Yeah yeah yeah. It’s.. quite.. I find that I cannot learn anything from that la.

**Pui San: Why?**

Karen: Cos on the exam itself right you can open the power point slide and do the exam. So it’s like what we learning is not- we can just see and copy down la.

**Pui San: But here?**

Karen: Yeah it’s.. normal la. Yeah.

**Pui San: Oh.. So you prefer your- you very much prefer the learning experience here?**

Karen: The examination is like what we study then we apply. It’s not like we can see from a book and just apply. Yeah.

**Pui San: Here?**

Karen: Yeah.

**Pui San: Ah, I see. So erm which secondary school were you from?**

Karen: Er [Secondary school in Singapore].

**Pui San: Oh [Secondary school in Singapore]? That’s near my house. [laughs]**

Karen: Okay.

**Pui San: Okay. Now er compared to in secondary school and now, or even at [College in Singapore], is there any differences in which the teachers and other people treat you? Like you know ‘er you’re from [School in Singapore]’.. is there a difference?**

Karen: When I in.. [School in Singapore] right?

**Pui San: Mhm.**

Karen: Er.. nothing la, I don’t think so la.

**Pui San: No?.. Do you face any like bias treatment? Or people look down on erm students from** [School in Singapore]**?**

Karen: Er no.

**Pui San: No.. So they treat you equally?**

Karen: Yeah.

**Pui San: Erm but how about your learning experience there and here? Any difference?**

Karen: Hmm actually I can say it’s different la cos in secondary school we’re learning the fundamentals basic and here is more on like specific.. I er.. course la. Yeah. Subjects. So.. it’s the same thing la.

**Pui San: I see. So how about the like your.. friends or relatives, people from outside right, if erm sometimes they ask ‘where are you schooling?’, ‘I’m from** [School in Singapore]**.’, do you get like some kind of like response like-**

Karen: No my aunts- cos I quit RP my aunt encourage me to go to [School in Singapore] back and get other supporting. Yeah.

**Pui San: Oh so.. okay. So your purpose is er after that you will move onto-**

Karen: Yeah it’s a stepping stone for me for the [School in Singapore] la.

**Pui San: Right, right. I see. Now erm.. when you think of yourself in university or polytechnic, just now you were saying that erm in terms of English and** **Mathematics, maybe others will have a better foundation in it so does that make you feel uncomfortable?**

Karen: Definitely will la. Cos sometime you won’t understand what they talking about. Sometime their learning is like more faster and like ‘eh? Why? Why am I still stuck here?’, like this la.

**Pui San: So.. but that’s okay? You can overcome that?**

Karen: Hopefully can la.

**Pui San: Any other things that might make you feel uncomfortable?**

Karen: Hmm.. you mean when I go to the poly?

**Pui San: Mhm.**

Karen: Er.. not very sure.

**Pui San: Not sure?**

Karen: Yeah.

**Pui San: Okay. Now erm can you tell me about your friends here? What brings you and your friends together? Your closer friends?**

Karen: Same common interest. We tend to study more? So we can ask question of each other’s er.. the.. if we have the problem right, we can solve together?

**Pui San: Right.**

Karen: Yeah.

**Pui San: So your closer friends are from** [School in Singapore]**?**

Karen: Yeah.

**Pui San: Or from your secondary school no?**

Karen: Also have.

**Pui San: Okay. Erm does er.. factors like ethnicity, race, gender come into place? Or it doesn’t matter? Are you open to making friends from other races?**

Karen: Er.. No. But basically we are like.. our first language is mandarin, so our friends will be like left out, for other race.

**Pui San: Oh.. okay.**

Karen: Yeah.

**Pui San: So-**

Karen: Then they keep say ‘Channel 5 please, Channel 5.’Yeah.

**Pui San: So it’s because of the language?**

Karen: Yeah so one of the friend left us la.

**Pui San: Oh..**

Karen: And join others group.

**Pui San: Join other school?**

Karen: Others group.

**Pui San: Oh..**

Karen: Yeah.

**Pui San: But she’s probably a Malay or a Indian?**

Karen: Er.. [South Indian].

**Pui San: Orh orh.. I see, I see. So it’s because of language barrier?**

Karen: Yeah.

**Pui San: I see. But other than that, so long as you have common interest? You’re okay?**

Karen: Er.. Yeah.

**Pui San: I see. Is there a Student Council in your school?**

Karen: Oh yes.

**Pui San: What do they do?**

Karen: Not very sure.

**Pui San: Not sure?**

Karen: Yeah.

**Pui San: Do you have friends who are from the-**

Karen: Yeah yeah have. They do project… and not very sure what they doing.

**Pui San: Do they erm, for example if there are students who are unhappy with certain things right, do they represent students and feedback to the management?**

Karen: [laughs] I not very sure about this.

**Pui San: Not sure..?**

Karen: Yeah.

**Pui San: Okay. Now if you have some kind of difficulty, would you go to them to help you?**

Karen: Hmm not really la.

**Pui San: Why not?**

Karen: I don’t think they can solve my problem. [laughs]

**Pui San: You don’t think so?**

Karen: Yeah.

**Pui San: And you’re not willing to try?**

Karen: Er.. no. Never think of that before.

**Pui San: Oh.. Okay. I see. Now how do you normally erm.. spend your free time?**

Karen: Erm…. I’ll be working? And learn driving?

**Pui San: Oh, learning driving?**

Karen: Yeah.

**Pui San: I see. Anything else?**

Karen: Hmm… flip all those what we have learnt before.. the books. Yeah.

**Pui San: Flipping your books?**

Karen: Yeah.

**Pui San: Are you able to able to pursue your interest in** [School in Singapore]  **itself? Some of your hobbies.**

Karen: Hmm.. pleasure ah.. getting the certification lor.

**Pui San: Er certification?**

Karen: Yeah.

**Pui San: How about some CCAs that you have here? Like erm.. are they able to support your hobbies?**

Karen: Er no.

**Pui San: No ah.. why not?**

Karen: Yeah cos we graduating soon. Cos we from ***Dover***, so we join the IT club. Then there it merge to the all 5 campus right? The management was like corrupted or what. Like our president was not our chairman.. I think like nobody go into the club already.

**Pui San: Oh..**

Karen: So we.. we skip that la.

**Pui San: Ah.. I see, I see. Now erm has education changed your life in any way?**

Karen: Er definitely yes la. Learn more thing and.. know more things la.

**Pui San: How about.. other things? Besides learning, gaining knowledge?**

Karen: Yeah when you go outside you’ll know what’s this, what’s that.

**Pui San: You think it does?**

Karen: Yes, yes.

**Pui San: Okay. Now erm have you ever been treated unfairly in any way?**

Karen: Unfairly ah, unfairly.. No I don’t think so.

**Pui San: Or have you seen people around being treated unfairly?**

Karen: Erm.. no?

**Pui San: No? You think it’s fair?**

Karen: They like no problems la.

**Pui San: Okay..**

Karen: Yeah.

**Pui San: No problems how about even around you, or you watch news in other countries. Do you think equality exists?**

Karen: Yes. Like Malaysia, they treat the Chinese people like.. other race people that are not from Malaysia. Yeah so they say they are not er Malaysians.

**Pui San: How do you know? Are you Malaysian?**

Karen: Er.. No? I watch the news. [laughs]

**Pui San: What does the news say?**

Karen: Say they say a minister say that those Chinese living in Malaysia is not er Malaysians. Yeah so..

**Pui San: Oh.. So how did you feel when you heard that?**

Karen: Er.. just like this lor. What can I say?

**Pui San: Are you unhappy? Or-**

Karen: Definitely will la. And the education they what they say like er.. even if you are.. got.. your subject get very high A or A right, they will let the Malay first, then the Chinese.

**Pui San: I see.**

Karen: Yeah.

**Pui San: So you feel that it’s not fair?**

Karen: Yeah. Definitely.

**Pui San: This unfairness right, does it motivate you to do something for your Chinese race?**

Karen: Er.. for me ah? No la. Yeah cos I just a small residents so cannot do anything la.

**Pui San: But given a chance when you grow older, would you like to do something for your..?**

Karen: Yes. Yeah.

**Pui San: You would think so?**

Karen: Mhm.

**Pui San: What do- are the possible things that you can do?**

Karen: Fight for your own race la. Yeah.

**Pui San: You want to do it?**

Karen: Yeah. But not in the war or what. Yeah.

**Pui San: Peaceful manner?**

Karen: Yeah of course.

**Pui San: Why would you want to fight for your race?**

Karen: Get your own rights la.

**Pui San: You think it’s important?**

Karen: Yes.

**Pui San: Why?**

Karen: So people will respect you, and give what the rights you have la.

**Pui San: Mhm.. mhm.. I see. Now er can I ask, where are you staying currently?**

Karen: Er [Town in Singapore]?

**Pui San: Oh [Town in Singapore].. [laughs] That’s where I’m staying.**

Karen: Oh okay.. [laughs]

**Pui San: Now are you happy with your neighbourhood?**

Karen: Not really eh.. She always come to my door and-

**Pui San: Who is she?**

Karen: My neighbor.

**Pui San: Oh okay.**

Karen: She keep knocking my door. Like-

**Pui San: To do what?**

Karen: “Why you place the flowerpot at that side? The whole corridor is that one.”

**Pui San: Okay..**

Karen: Then I cannot erm.. Yeah la. Everything is like.. Yeah.

**Pui San: Okay so.. what did you- how did you respond to that?**

Karen: I not at there. Is my mother. And she was like ‘wah what is she’ and.. like this. Yeah.

**Pui San: So did you mother take any action?**

Karen: Hm?

**Pui San: Take any action against that neighbor?**

Karen: No she- my mother won’t say anything, ‘okay okay I’ll do that, I’ll do that’. Yeah.

**Pui San: Why-**

Karen: Got one time is like from the third level right, I staying at the second level. Then the person knock on the door like I owe them money la. Very loud. Then after that I say ‘er yes?’ then ‘why are you drilling the walls, the top wall?’ I say ‘no, I was sleeping. Nobody is there’, ‘oh really ah?’ wah it’s like-

**Pui San: That same neighbor?**

Karen: Er no it’s on top one.

**Pui San: Okay..**

Karen: Yeah.

**Pui San: Now-**

Karen: It was about 10am at least.

**Pui San: So when you have all these unreasonable neighbours right, erm in your view, would you want to do something to stop them from doing that?**

Karen: If they do not disturb me I will not do anything la.. Just ignore them.

**Pui San: But they knock on your door right?**

Karen: Yeah I say it’s not I do. If they want to call police I say ‘can la, come and see my house nobody. Only I is sleeping.’ Right?

**Pui San: But would you want to.. I mean if it persists right, what would you do? If it keep on** **recurring? The problem.**

Karen: I say ‘what you want? Just ask la.’ Like this.

**Pui San: Would you want to speak to someone of higher authority like your MP or something?**

Karen: If can solve in.. between us right, I would solve la. Don’t want to go to the authority there.

**Pui San: Why?**

Karen: Hm?

**Pui San: Why not?**

Karen: It will- I think it will make thing more worse?

**Pui San: Like how?**

Karen: Have to- the family have to go down to the authority and say what happened what happened, and do the paper work.

**Pui San: Troublesome? Or-**

Karen: Yeah yes, yes.

**Pui San: Very troublesome ah?**

Karen: Yeah.

**Pui San: Oh I see. But it can solve your problem what.**

Karen: I don’t think so. [laughs]

**Pui San: You don’t think so?**

Karen: Yup.

**Pui San: I see. Now erm.. How do you-**

Karen: It will-

**Pui San: Hm?**

Karen: It will make more anger the the neighbor right? If we do that. Yeah.

**Pui San: Orh okay, I see. So it doesn’t solve the problem in the long run. Right? You saying.**

Karen: Yeah.

**Pui San: Erm.. can you- you have been in school for more than 10 years or so right? In Singapore?**

Karen: Yes yes.

**Pui San: How would you describe the system here? The educational system.**

Karen: Hmm.. quite okay but recently they take out the N levels right? Is like wah.. I hope that I can born later then can skip my [School in Singapore] life, and go to poly. Mhm.

**Pui San: So do you think that the system is fair?**

Karen: Eh.. when they categorize the express, normal acad and normal tech, is.. I don’t think it’s fair la.

**Pui San: Not fair?**

Karen: Not fair la.

**Pui San: How about besides this? Taking away of the N level, your other er views about the system? Do you think it’s fair, generally?**

Karen: I don’t think so.

**Pui San: Hmm.. why?**

Karen: Cos people will look on us oh, we are from this.. NA, NT.. ah.

**Pui San: Mhm.. the streaming- different streams. Like express and all?**

Karen: Yeah. They will like the- for example our school right, my secondary school right, if they have lack of teachers right, they will let the teacher go teach the express then the normal tech will go to the hall and sit for the whole periods.

**Pui San: Do nothing?**

Karen: Yes.

**Pui San: Oh.. how do you know?**

Karen: Hm? Cos we share the teachers. Yeah. Same subject la.

**Pui San: So you were from the Normal Tech?**

Karen: Yes.

**Pui San: So you were seated in the hall doing nothing?**

Karen: For.. yeah. I was sec 2 I was like sitting in the hall after the whole time.

**Pui San: And then they deploy the teachers to the express classes?**

Karen: Yeah.

**Pui San: Why do you think they do so?**

Karen: Not really, I don’t know why.

**Pui San: Why? Not sure?**

Karen: Maybe our normal tech is like no use or.. what.

**Pui San: And how do you feel about it then?**

Karen: Quite sad ah. Like we throughout the second years we never do anything.

**Pui San: You didn’t do anything?**

Karen: Not really ah. Cos the relief teacher come and like one week, then never come already. Then they have to find another teacher for us. Yeah.

**Pui San: Where is your teacher?**

Karen: Hm? We don’t have the.. like so-called the permanent teacher for us la.

**Pui San: They didn’t allocate?**

Karen: Allocate for the express la.

**Pui San: Oh..**

Karen: Mhm.

**Pui San: How many erm normal tech classes do you have?**

Karen: 2.

**Pui San: So it’s the same for both classes?**

Karen: Yes.

**Pui San: Oh so it’s not making full use of the time?**

Karen: Yeah.

**Pui San: But erm.. I mean there are so many of you right? Did you, or your parents actually you know brought up the matter to the management?**

Karen: Oh we- for me I didn’t tell my parents la.

**Pui San: No?**

Karen: No.

**Pui San: How-why?**

Karen: Hm?

**Pui San: Why?**

Karen: Maybe I still.. don’t know why la. Just oh come to school, oh sit there. I never think about that la.

**Pui San: How about your.. nobody complained?**

Karen: Yeah. I don’t think so have la. Yeah.

**Pui San: Then you go to school and do nothing?**

Karen: Only for English periods.

**Pui San: Oh..**

Karen: Not throughout the whole..

**Pui San: So you felt that it’s quite sad?**

Karen: Yeah.

**Pui San: I see.. And nobody tell you why the arrangement is in such a way?**

Karen: I think because of my classmates. They always make the teacher very sad.. Yeah.

**Pui San: Oh…**

Karen: So…

**Pui San: Mhm.. okay so it’s not fair in that sense right?**

Karen: Yeah.

**Pui San: Any other things that are not so fair?**

Karen: Mhm.. yeah nothing. Don’t think so. Yeah.

**Pui San: Nothing? Okay. Now erm if given a chance right, would you like to pursue your** **education overseas? Your studies?**

Karen: Not really.

**Pui San: Why not?**

Karen: Scared of others environment? They will like-

**Pui San: You are afraid?**

Karen: Yeah.

**Pui San: But you may.. see more things? Learn more things?**

Karen: Depends la. If I grow older maybe will?

**Pui San: Uh huh.**

Karen: Yeah. Maybe la. Not.. really.

**Pui San: I see, I see. Okay.. Erm so if I ask you to describe your experience up till now, in school, in the Singapore education system, how would you put it?**

Karen: Good? Yeah.

**Pui San: So far good?**

Karen: Yes.

**Pui San: Is it better- was it better at the primary level, secondary or** [School in Singapore]  **now?**

Karen: It’s different la.. Cannot compare with the primary and secondary together right.. yeah. But the hours is okay like compared to the others like China. They have to study from 9 to 6pm. And.. yeah. Mhm.

**Pui San: So you think ours is alright?**

Karen: Alright.

**Pui San: Anything that erm.. we could improve on? Like do better?**

Karen: Hmm… I think they taking out the streaming right? For the express and normal acad is it?

**Pui San: Uh huh?**

Karen: Yeah I think can take out that.

**Pui San: You.. so you feel that erm.. there should not be any streaming?**

Karen: Yes.

**Pui San: Why?**

Karen: Hm?

**Pui San: So if there’s no streaming that means erm they just randomly group people into classes right?**

Karen: Yeah then so base on there we can see the score? Then those people score very good right they will go to the JC, if not go to the poly.. so we won’t-

**Pui San: But still there’s some kind of streaming right, if you say good then they go to JC..**

Karen: Oh based on their score, not based on their classes.

**Pui San: Orh..**

Karen: It’ll be very bad if people will look down on all these type of people. Yeah.

**Pui San: Oh so you’re saying, let’s say I’m from A class, it can be mixture of people from different results?**

Karen: Yes.

**Pui San: Then how- orh okay. You think that will be better?**

Karen: Should be better.

**Pui San: Why?**

Karen: Cos in Primary school we also do this right? Yeah. We don’t really say ‘oh you’re from this or from that’.. Mhm.

**Pui San: You mean people really say ‘oh you’re from the last class’ that kind of thing? Do** **people say that you’re from normal tech?**

Karen: Some- our teacher even say that. ‘Ah you hopeless la.’

**Pui San: Hopeless?**

Karen: Yes.

**Pui San: In secondary school?**

Karen: Yes. Not me la, my friends la.

**Pui San: Why would they say that? Your friends make them angry or what?**

Karen: Yeah they skip class, they never do the homework, some things like that.

**Pui San: Oh.. Then how did your friend respond?**

Karen: They’ll never come?

**Pui San: Then how do you feel? Hearing such words?**

Karen: What can I say? I see the student is like.. my classmates er really- he’s like really like hopeless la.

**Pui San: As in skip classes..**

Karen: Yeah. Like defiance.. Yeah.

**Pui San: Mhm.. so you think skipping classes is hopeless? But how about if the person skips** **classes, not interested, it means that the person is hopeless?**

Karen: Er… no I think it’s like they wasting their time to come this course. Yeah.

**Pui San: Mhm. I see. So so far right, how far do you believe that you have achieved your** **expectation in life? What do you want to do when you grow up?**

Karen: Er IT administration? Administrator sorry.

**Pui San: IT.. Ah.. So do you think- how far have you achieved your goals? Are you on the right track?**

Karen: So far is I studying the IT. Yeah. So in the poly I may take IT business?

**Pui San: Ah.. I see, I see. Okay alright we have come to the end. Thank you.**

Karen: Thank you.

**Interview 2 :**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** | **ITE East Suia** | **Class:** |  |
| **Date:** | **13/08/10** | **Information:** | **Experiencing Inequalities** |
| **Respondent:** | **Thomas (CH)** | **Interviewer:** | **Dr Christine Han** |

**Christine: So today’s the XX August right?**

Thomas: Yah.

**Christine: We are at [Post Secondary Institution in Singapore] and this is Mr *Jacob’s* class, the 1st group and your name is?**

Thomas: Thomas.

**Christine: Thomas? And it’s Christine Han doing the interviewing. Ok, and this is the group that is doing is it Network Security?**

Thomas: Yes.

**Christine: Ok. [Pause] Oh, I actually don’t have your questionnaire, hold on, give me a minute.**

Thomas: Ok sure.

**Christine: Ok, the code is [XYZ] right ok. So this is about your experiences in education. How would you describe your school experience? From the time you went to school until now?**

Thomas: Consider it as fun, sometimes is fun yah, making new friends yah.

**Christine: So it’s a positive experience, a good experience?**

Thomas: Good experience ah? I can learn new things for the IT.

**Christine: What do you think about education?**

Thomas: It’s important in Singapore for you to get a job.

**Christine: To get a job?**

Thomas: Without qualification, I don’t think you can get a good job… do have to study ah.

**Christine: To get a job? But do you like it, do you want to do it?**

Thomas: Education ah, yah for things I am interested, like IT I interested that’s why I choose this course.

**Christine: But in school you weren’t that interested is it?**

Thomas: You mean when I come to school ah?

**Christine: No, in the past.**

Thomas: Oh, in the past ah?

**Christine: Now you are interested in this course lah you were saying.**

Thomas: Yah, I think I prefer hands-on ah.

**Christine: You prefer hands-on?**

Thomas: Than theory.

**Christine: So you prefer something like this than what you did in school?**

Thomas: Yes.

**Christine: What kind of expectation do you have? What do you think you would do after this?**

Thomas: A lot of jobs they need technology right, like IT so if I choose this course I think I can use it for my future job.

**Christine: But what do you think you would be doing a few years’ time?**

Thomas: A few years’ time ah?

**Christine: Ah.**

Thomas: Something related to this course ah and I hope I can go poly after this.

**Christine: So you want to go poly ah and anything after poly or stop at poly?**

Thomas: I think I would stop at poly ah yah.

**Christine: Why?**

Thomas: I don’t think I can go further.

**Christine: You don’t think you can? Why not?**

Thomas: Not smart enough for me.

**Christine: Really ah, you think so?**

Thomas: That’s what I think so.

**Christine: Who gave you the idea that you are not smart enough?**

Thomas: That’s what I think ah, I am not right for studying ah.

**Christine: You’re not?**

Thomas: I am not that type.

**Christine: So you prefer to do hands-on thing is it, so after poly you want to go out and get a job?**

Thomas: I have to go for my NS first.

**Christine: Ah, and then get a job?**

Thomas: Yah. After that I get a job.

**Christine: Ok. Is that what you want for yourself? Are you happy with that or you want something more?**

Thomas: I am happy with this.

**Christine: You are? What kind of job do you think you will get?**

Thomas: Depends, do with IT? Something to do with IT.

**Christine: Are you optimistic you would get an IT job? Or do you think not so sure. What do you think?**

Thomas: I think is ok ah.

**Christine: Can ah, the economy can or not? Can get a job like that?**

Thomas: Because there are a lot of hackers nowadays.

**Christine: A lot of hackers.**

Thomas: Yah, so we can… prevent the hackers ah.

**Christine: So you think there would be a demand for people like you.**

Thomas: Yah… easy ah.

**Christine: Ok. In your school that you came from is there a setting, is there like streaming the good and not so good students?**

Thomas: Oh yah, yah, you mean in secondary schools ah? Yah there is, there is normal tech and normal acad.

**Christine: Ah, and which stream were you in?**

Thomas: Last time I was from normal tech which I jump to normal acad.

**Christine: Oh really? So you improved lah.**

Thomas: Improved but in the end still deproved ah, cause I think I played too much.

**Christine: Played too much ah? Is the streaming fair or not ah do you think?**

Thomas: Hmm… in that school is fair ah yah. Is considered fair.

**Christine: So if you say it is fair you are saying you are in there because you deserved to be there or or..?**

Thomas: Deserve ah… if I don’t study hard I would go in the normal tech. If I put in effort I would go to normal acad what.

**Christine: So you think it was what you did that made you go…?**

Thomas: Is what I did that put me in normal tech.

**Christine: Were you happy in normal tech and normal acad?**

Thomas: Normal tech I wasn’t that happy ah.

**Christine: Why?**

Thomas: Because my parents… which parents would like their child to be in normal tech… something about disgrace ah to the parents.

**Christine: Ah… ok. But not your parents, you yourself?**

Thomas: For me? I am not so comfortable in normal tech also.Is like… is a code tosay you are stupid, that you can’t study.

**Christine: But do you think you are?**

Thomas: A bit of it ah, because I can’t study ah, I really can’t study ah.

**Christine: Really ah, but you are better at hands-on thing is it?**

Thomas: Yah I am more a hands-on, I can’t sit in one place.

**Christine: But if it’s hands-on you can sit in one place longer is it?**

Thomas: Yah.

**Christine: Was there anything in school that your teacher, that you disagreed with the school or teacher about?**

Thomas: School ah? Yah…

**Christine: Anything happened that you disagreed with the school or the teacher?**

Thomas: I think for students, long hair I don’t think is a must to cut it because I don’t think it will affects in your study what.

**Christine: Right, so must cut your hair above your … certain…?**

Thomas: Yah, is for some ah.

**Christine: So were you ever punished for that?**

Thomas: You mean in [Post Secondary Institution in Singapore] or?

**Christine: School.**

Thomas: My school yah, some teachers would get a scissors and cut for you.

**Christine: And how did you feel about that?**

Thomas: Unhappy already ah. Cause they are not trained to be a hairdresser what.

**Christine: Right.**

Thomas: So they would just take their scissors and anyhow cut for you.

**Christine: So you felt it was not a good rule because it doesn’t affect your study.**

Thomas: Yah, I don’t think it does.

**Christine: Ok and now in** [Post Secondary Institution in Singapore]**?**

Thomas: [Post Secondary Institution in Singapore] ah? They are not so strict already.

**Christine: Got other rules or not ah? Like can you grow ponytail and all that?**

Thomas: Other rules such as?

**Christine: Or are there any other rules for appearance like hair?**

Thomas: In this ah?

**Christine: Yah.** **Still have rules ah but not so strict?**

Thomas: We have rules for hair, smoking all this.

**Christine: Ok, but it’s not so strict lah.**

Thomas: Yah, not as strict as secondary school.

**Christine: Do you pay for your school here ah? Your** [School in Singapore]**?**

Thomas: Yah, have to pay fees what.

**Christine: Is it high, is it ok?**

Thomas: Not so sure about the cost ah because it is my mum that pays.

**Christine: But is it hard for her or not or is it ok?**

Thomas: No, no, no, it’s ok.

**Christine: Not so much. You mentioned that the rules are a bit different, the rules are not so strict here. Are there any other different ways in which… has** [Post Secondary Institution in Singapore] **treated you differently from school in any other way?**

Thomas: Yes, [Post Secondary Institution in Singapore] treats us as adults. They give us more space for learning, actually they say we are matured enough to think so they won’t control us as much.

**Christine: And do you feel about that?**

Thomas: I feel better here, because more freedom in speech, like we can just talk and ask questions. Is not like secondary schools, you have to raise up your hands.

**Christine: Is this your 1st choice,** [Post Secondary Institution in Singapore]**?**

Thomas: Yah, 1st choice.

**Christine: It was? You didn’t want to go polytechnic or…?**

Thomas: I can’t get into polytechnic for my ‘N’ level results.

**Christine: Right.**

Thomas: So I have to go in higher NiTech 1st.

**Christine: What’s that?**

Thomas: Higher NiTech. Because there is NiTech and Higher NiTech. So for ‘N’ level we should have better results then go to Higher NiTech.

**Christine: Right.**

Thomas: So it need 2 years before we can proceed to poly if you can.

**Christine: Right.**

Thomas: But from NiTech you have to go to Higher NiTech then to poly.

**Christine: Right. So you prefer to come here directly is it?**

Thomas: Yah, I won’t retake my ‘O’ levels because I don’t think I am good enough for ‘O’ level.

**Christine: Ok, so you came straight from … ‘N’ level?**

Thomas: Secondary school, yah ‘N’ level.

**Christine: You didn’t take your ‘O’ level, ok get it. So are you happy to be given a place here? Was the course you wanted to do?**

Thomas: Actually the course is not so much which I prefer it because I check with my friends from another course and they say that and I heard there is something which I like about that course.

**Christine: Ok, maybe chose the wrong one is it?**

Thomas: Yah, maybe I didn’t research properly ah, cause I thought IT is just computer stuff all this, but acceptable lah, can still go with it.

**Christine: You are still happy with it? Ok. And were your family happy when you came to [School in Singapore]?**

Thomas: Of course they are not so happy with it.

**Christine: Not so ah, they were hoping for you to go poly is it?**

Thomas: Yah, every parents hope that their son will have good qualification all this what, so [Post Secondary Institution in Singapore] for me I think is some sort of disgrace also ah. When I go out with friends they will joke about ‘hey [name of institution] guy’all this.

**Christine: Right. But are they supportive? In your study?**

Thomas: Yah they will support me, they say ‘ study hard and go to poly’, is still the same lah.

**Christine: So do you want to go to poly because of them or because of you?**

Thomas: I go to poly because of my job and to prove to my parents and just to get a better future ah.

**Christine: Do you have your friends mainly in** [Post Secondary Institution in Singapore] **or from outside as well?**

Thomas: [Post Secondary Institution in Singapore] friends you mean?

**Christine: Your friends ah, are they mainly from** [Post Secondary Institution in Singapore] **or outside?**

Thomas: Oh, majority are from poly yah.

**Christine: Poly ah, how come? They are your school friends is it?**

Thomas: From secondary school friends. Because I sometimes mix with the express stream.

**Christine: Ok, so do you have in common?**

Thomas: In common ah? [pause] same interest ah, like sports.

**Christine: Football is it?**

Thomas: Yah, football, basketball… yah all this ah.

**Christine: Some are all mainly boys ah?**

Thomas: Yah mainly boys.

**Christine: Is there a student council or student rep here?**

Thomas: Yah, there is. Student council.

**Christine: Are you involved?**

Thomas: No, I am not involved in it.

**Christine: Would you like to be involved?**

Thomas: No, no lah. [laughs]

**Christine: Why?**

Thomas: I don’t have the time for all this schedule.

**Christine: Time? But do you think they do an important role?**

Thomas: The student council ah?

**Christine: Are they powerful?**

Thomas: No, they are not powerful.

**Christine: Have you changed anything?**

Thomas: Anything ah? I don’t think so. Nothing is being changed.

**Christine: Do you think the school,** [Post Secondary Institution in Singapore] **listens to its students? If you have anything you felt was important can you go and talk to anybody and ask them?**

Thomas: You can talk to them but sometimes I don’t think they will like give, like they won’t care much about you because you are just a student what. You are not like a high rank person or what, so they just take it and leave it ah, for some of them ah.

**Christine: Ok, but you don’t know any occasion where some student views have changed anything.**

Thomas: Hmm… no.

**Christine: Nothing… ok. When you look at the economy now, are you hopeful? Or do you think quite difficult?**

Thomas: For the economy now?

**Christine: Ah.**

Thomas: You mean to get a job or?

**Christine: Ah get a job.**

Thomas: I think quite difficult now, because there is overseas talents that are better than us. I think we can get a place if we fight with them. They will get a better position.

**Christine: Do you know any friends affected by this overseas talent thing?**

Thomas: No… most of them are still studying.

**Christine: But how do you know they make things difficult for you?**

Thomas: Cause in those newspapers are those foreigners what, like those ang mos they get jobs such as IT all this and for Singaporeans is hard unless you are really good at it ah.

**Christine: So do you think it will be difficult for you to get a job in future?**

Thomas: In future ah? Most likely ah, if my qualifications stuck at [Post Secondary Institution in Singapore] ah so I have to proceed higher education to get better job.

**Christine: So if you graduate from poly do you think it will be easier to get a job?**

Thomas: Actually now diploma isn’t that great already ah. If I can further studies I will further studies, if not I will stop at diploma and try to get a job.

**Christine: Go further studies means what, go to?**

Thomas: Uni or maybe private school like that.

**Christine: So you are thinking about that are you?**

Thomas: Something like that ah, if I can.

**Christine: What is your chance of actually doing that? You think it’s a good chance or not so good chance?**

Thomas: No, it’s not a good chance.

**Christine: Why?**

Thomas: I think getting into the poly is a struggle for me, yah that’s it.

**Christine: So you talk about education for practical reasons right? Does education do anything else for you or is it just getting a job?**

Thomas: It does for me, if without education I don’t think I would speak English and for Maths I don’t think I can count my money, all this. Education is important in your life also, without it you can’t write. Yah to write and read.

**Christine: Has education influenced any of your ideas then?**

Thomas: Ideas?

**Christine: Ah, like your values and ideas. Such as like the way you treat people or is it from education, from family or from somewhere else?**

Thomas: Education as well as family. Because from young my mum will teach me how to be well mannered and all this and in school they also have such thing as civic morale I think.

**Christine: But did it influence you?**

Thomas: A little maybe.

**Christine: Like what?**

Thomas: Like the environment, like the world’s going to end all this, and for the global warming all this.

**Christine: So you remember all that ah?**

Thomas: Yah so you have to some kind of save the earth lah. Like don’t throw things on the floor all this.

**Christine: And how about government all that? Do you remember anything from your civics?**

Thomas: Government ah? No.

**Christine: Nothing? Ok. You are a bit young for the elections right?**

Thomas: Yah. I don’t think so.

**Christine: You can’t vote yet?**

Thomas: I am 19 this year.

**Christine: So the election this year probably you can’t vote right?**

Thomas: I am not sure about all this.

**Christine: If you can vote when you are 21, oh you have to vote right?**

Thomas: You have to?

**Christine: I mean in Singapore you have to vote it’s compulsory. In other countries you see a lot of students say you know ‘I may not want to vote because I don’t feel like it’ but you have. Do you ever talk about politics to your friends, about government all these things?**

Thomas: No.

**Christine: Never? Not interested?**

Thomas: They are not interested in all these ah.

**Christine: Do you think that if we have a different government it will make any difference in Singapore?**

Thomas: I think the current government is already good. Everything is stable, it’s better than other countries I think.

**Christine: What other countries?**

Thomas: Such as Malaysia? You see their traffic is all like no traffic lights, they don’t have any rules and their police you can bribe money, but is not in Singapore. Singapore is more strict there is no bribes and everything is good in Singapore.

**Christine: So you don’t want to see a different government you are happy with them?**

Thomas: Except for GST ah, it’s quite high.

**Christine: Goods services tax?**

Thomas: Yah, yah, yah.

**Christine: That affects you.**

Thomas: Other than that is good ah.

**Christine: Everything is good ah. Have you ever have any experience either in your personal life or in your family that was difficult?**

Thomas: Experience ah?

**Christine: Yah, anything you can think of? Either it’s difficult or you disagreed with.**

Thomas: Disagree with… with my parents ah?

**Christine: Anything… parents or family or…**

Thomas: Yah, my mum is more strict on me so I have lesser freedom than other guys. I would like have a timing to come back like this. Maybe I am just their only child that’s why she is more strict with me, in case anything happened to me ah, that’s why.

**Christine: So do you think it’s a good thing or a bad thing or?**

Thomas: Sometimes I would think why I wouldn’t get freedom, why I can’t get out of the house all this but if you think it in a better ways is like they are… is good for you I think. Is good for you that you come back early or else you get into fights, you lose your life.

**Christine: So you kind of agree with it lah, ultimately.**

Thomas: Yah.

**Christine: How about here at** [Post Secondary Institution in Singapore], **have you experienced anything that was uncomfortable or something that you weren’t happy about?**

Thomas: I experienced that one of my friend, he was working with another guy whose is better in studies or this and is a practical test and they did the same thing which the better guy did. My friend was given a lower mark for that, that’s why my is unhappy about it.

**Christine: This is here is it? So do you think he was given a lower grade?**

Thomas: Why do we think ah? He say he did all the things… not all the things ah, they partition half half and did what he was supposed did but the marks given was not expected to be. The better is ‘A’ and my friend was ‘D’.

**Christine: ‘A’ and ‘D’ ?**

Thomas: Yah, the gap was so much, so I think that was something unfair about it. That is why I choose not work with the better guys also. I prefer to do it solo or with another same, yah.

**Christine: So you are saying if you were the better guy the teacher tends to…**

Thomas: Yah they will look at the better guy.

**Christine: And then… give him higher marks is it?**

Thomas: Yah.

**Christine: Has it ever happened to you before?**

Thomas: No.

**Christine: But you see it happened to other people?**

Thomas: Yah.

**Christine: How about when the teachers punish you know?**

Thomas: Our teachers don’t punish here. They just scold sometimes.

**Christine: But if they scold is it the same thing… the good and bad students?**

Thomas: They treat us as adults so they won’t ask us to stand aside. They will just say ‘hey lower down your volume’.

**Christine: So apart from that example have you ever considered they were fair to all of you?**

Thomas: Yes, it’s fair, is fair.

**Christine: No matter if you are well behaved or not?**

Thomas: Yah, yah.

**Christine: I asked you this before but…I have to clarify… so you were saying there was… you don’t think you can change things much at the** [Post Secondary Institution in Singapore]**, if you want to change anything, anything you are unhappy about, your course anything.**

Thomas: Change ah, if I want to change my course I don’t think I have time for that ah.

**Christine: No, no, no, I mean change the way things are done.**

Thomas: Such as?

**Christine: Ok, in England lah the case where everytime the teacher didn’t come they were just left alone. They went to the principal and say’ we cannot be left alone, we want a substitute teacher’ so the school said ‘ok we listen to you’ that kind of thing. So if you want to change anything in the school, is there a person you can talk to you think that will make a difference?**

Thomas: Yah I can talk to my form teacher.

**Christine: You think he’ll listen and help?**

Thomas: Yah, in case of facilities that has problems or what we can find him and…

**Christine: Have you ever done that before?**

Thomas: No, because everything is all right now. If there are students that are so called rebellious like when you are doing group work, they don’t want to work with you, they don’t want to coordinate, cooperate with you, I’ll tell teacher. Sometimes teacher will listen to you. Yah, he will listen and think about it.

**Christine: How about your neighbourhood? Do you live around here?**

Thomas: [Town in Singapore].

**Christine:** [Town in Singapore].**… can you change anything in your neighbourhood as well?**

Thomas: Neighbourhood ah, I think it’s ok around it.

**Christine: But over here if you want to change things in the class you can tell the teacher right? But neighbourhood can you do the same thing?**

Thomas: I don’t think I can tell anyone.

**Christine: Nothing ah.**

Thomas: Yah I can’t do anything.

**Christine: What do you think is the most important thing for education? What would education be most concerned with?**

Thomas: Job, occupation yah.

**Christine: To help you get a job is it?**

Thomas: It is very important for job ah.

**Christine: But should it be that or should it b something else?**

Thomas: You mean something else ah, not necessary job ah, like your everyday life, like how well mannered are you… all this ah.

**Christine: Do you do that?**

Thomas: I think it comes from the family ah.

**Christine: So school doesn’t really…?**

Thomas: Yah school doesn’t really, it just teaches you.

**Christine: So on the whole, your experience with education, has it been fair to you?**

Thomas: Fair… yah is fair, is fair. But sometimes it tends to be when student is good the teacher will just look at the student and talk to him about it care less about the other students who are not so well behaved or not good at studies. So he just focus on that student and some of them will feel unfair and say ‘why are you not talking at the back, you are just talking in the front’. Yah we have experienced that before.

**Christine: So teacher tends to concentrate on the better ones?**

Thomas: Yah

**Christine: But compared to other countries do you think we have a good education system?**

Thomas: Other countries ah, Australia all this they are good ah, I think they are fair that’s why some of the students they also go for overseas studies because they have good education level over there.

**Christine: To a higher standard and also fairer is it?**

Thomas: Yah.

**Christine: In what way is it fairer over there?**

Thomas: Fairer ah… they teaches everybody, lecturers all this I think is fair to all students ah.

**Christine: So you say unlike Singapore they don’t favour smarter ones is it?**

Thomas: Yah Singapore concentrate on the smarter ones, that’s why they got those [Post Secondary Institution in Singapore], poly all this, yah that’s it.

**Christine: Your friends’ experience, were they similar to yours or different?**

Thomas: You mean the better guy ah?

**Christine: I mean your friends. Do they feel the same way about education as you?**

Thomas: Yah most of them yah. I think so.

**Christine: You know when you all were divided into different groups right, normal tech and all that, do you think you all should have been put into 1 class?**

Thomas: I think should be put in 1 class.

**Christine: Why?**

Thomas: Cause so there is no separation of smarter and the stupid ones so that they can like study together, improve together like the smarter ones and the stupid ones they can teach each other. But they group all the smarter ones and all they are smart so the stupid ones will be stupid forever. Yah, I think they should join up, normal tech and normal acad. I think there shouldn’t be a problem ah.

**Christine: But you said on the whole your educational experience has been positive right? You have been quite happy.**

Thomas: Yah I am quite happy with it.

**Christine: And you said you weren’t sure you would reach your dream or goal or not.**

Thomas: Not sure.

**Christine: You going to get a job all that. So in a sense, in a way your experience was … there is some difficulties now… you are put in normal tech and you say sometimes the teachers tend to favour the smarter ones so what made you carry on? At one point you went to normal acad class right, so what made you work hard and continue?**

Thomas: I think about my future and my parents ah. I can’t stop my educational level at this ‘N’ level, it’s hard to get a job and that’s it ah. There’s one part when I failed my ‘N’ level and my parents were very upset. Yah so I think I should decide to study better, study well so that to make them feel happy ah. So I decided to carry on with my [Post Secondary Institution in Singapore].

**Christine: And were they happier that you carried on, your parents?**

Thomas: Yah they are happier.

**Christine: So they would be even happier if you went to poly lah?**

Thomas: Yah their aim for me is to go poly what if I able to make it ah.

**Christine: So is it mainly for them you are doing this?**

Thomas: Is for them and myself. Yah for myself as well important.

**Christine: But you said you could have gone to normal acad right? I mean you could have stayed there if you have been working harder, so what happened?**

Thomas: What happened … I think due to my laziness and friends influence like after school I don’t study we will just do sports, basketball play play play play until the last part then we will study. There’s not enough time for me to recap all those.

**Christine: Would you do it differently if you could go back? Or would you do the same thing again?**

Thomas: I doubt so because it’s my character that I can’t stay focused for a long time.

**Christine: But from now on are you more optimistic now that you are on a more hands-on type of course?**

Thomas: Ah?

**Christine: Do you feel you have a better chance of doing well over here?**

Thomas: Yes, I would have a better chance because not much theory for me to study, just practical, is just practicing then after that we will just go for our test.

**Christine: This is your 2nd year right?**

Thomas: Yah this is my 2nd year.

**Christine: So how are your grades so far?**

Thomas: Average ah, 2.25.

**Christine: Out of 5?**

Thomas: 4.

**Christine: Ok so 2.25 out of 4, so better than average is it?**

Thomas: Some sort ah.

**Christine: Are you happy with your grades?**

Thomas: No. [laughs]

**Christine: Why?**

Thomas: I should have done better in the 1st year if I didn’t like play too much.

**Christine: Better at playing football and basketball ah?**

Thomas: No, is not football or basketball. Is just like in class I don’t listen and I just keep talking talking talking. That’s why.

**Christine: So are you better this year or the same?**

Thomas: Hmm… I will try harder this year ah to get better grades ah for me to proceed to poly.

**Christine: What kind of grades do you need for poly?**

Thomas: 2 ah for the cut- off point… for IT.

**Christine: So your 2.25 so you are still within…**

Thomas: There is chance yah, still within the range.

**Christine: And do you think you will get the support you need to do well?**

Thomas: Yah, teachers will help when I call for help all this.

**Christine: And your family?**

Thomas: Family ah? Actually they don’t care much about me, about studies ah cause is like they … I already so old and they can’t care much about me doing my studies. Sometimes they would just say, ‘hey why are you not studying’. I would say ‘I study in school’ all this ah.

**Christine: But if you need anything your parents would give you lah, would they?**

Thomas: Yah.

**Christine: They will? You know what can you do to change things for yourself?**

Thomas: Oh, you mean I don’t pay attention ah?

**Christine: Ah. All these things.**

Thomas: What can I do ah?

**Christine: Do you think you can change things on yourself?**

Thomas: Can ah, I think I need private tutor maybe better.

**Christine: Is it?**

Thomas: Yah, like there’s no disruption around me. Yah then can talk to the teacher and can start anywhere.

**Christine: But can you change anything?**

Thomas: To my attention ah?

**Christine: Ah. Is there anything that you can do to make yourself do better?**

Thomas: Just stay focus.

**Christine: But can you do it? Is it a matter within your control?**

Thomas: Yah is within my control actually, yah discipline ah. But I can try ah if I want it.

**Christine: But you said you are the kind of person… not focused. So you find that you can’t control that in a way.**

Thomas: If there is something for me like benefits ah, I think I can ah.

**Christine: Motivation?**

Thomas: Motivation yah.

**Christine: Ok so what will motivate you?**

Thomas: Motivation? Um… I am not sure about it.

**Christine: What does motivate you ah?**

Thomas: What motivates me ah?

**Christine: Ok, that year you worked very hard you went to acad right? What motivated you to do that?**

Thomas: Due to my friends ah, yah.

**Christine: So your friends work hard you work hard?**

Thomas: Yah we will study together in a group all this.

**Christine: And then they stopped studying so you, is that why you…?**

Thomas: Normal tech group of friends and normal acad, I got 2 groups. So normal tech I would study with that group of friends then normal acad ,there’s more slack already ah, yah that’s why I deprove ah. I dropped my grades.

**Christine: So you went to normal tech your grades improved and then you went to normal acad, so what happened, ah that you came down again? Or did you stay at normal acad?**

Thomas: No what, I still stay at normal acad.

**Christine: Oh you still stay at normal acad?**

Thomas: But just ‘N’ level…

**Christine: That you didn’t do so well.**

Thomas: Yah.

**Christine: Why is it because you studied with the wrong group of people or what?**

Thomas: Uh… no [laughs] Due to my efforts. I didn’t put in much effort.

**Christine: So it wasn’t your friends it was yourself is it?**

Thomas: Friends is during the lesson like I would keep talking all this, yah.

**Christine: Ok, I’ll just go through quickly your responses [pause] So you are saying that students from poor families have fewer chances than rural area, why ah? And also immigrants have fewer chances, why’s that?**

Thomas: Ah what? Immigrants ah.

**Christine: You said immigrants and children from poor families and children from farming families have less chance to get good education or good jobs, why’s that?**

Thomas: Lesser chance, because due to the background, won’t get enough cash to buy books or to buy accessories, those pens or this that’s why they won’t have the right equipment to study ah.

**Christine: Is your family background quite good right? You have some books in the family and …**

Thomas: Yah, yah my family background quite good.

**Christine: So you have the advantage lah?**

Thomas: Yah, I got what I have, pens, books, bags all this ah.

**Christine: Everything needed ah? Ah but, all children have the same chance of success regardless of family background you said? Don’t you agree?**

Thomas: Hmm… they should have the same chances ah.

**Christine: But you just said that if they are poor and all that then they won’t have the same chance, it’s more difficult for them? [laughs]**

Thomas: [laughs] I think I just tick this one. I think I just go through this.

**Christine: So you changed your mind about this is it?**

Thomas: Yah.

**Christine: [Pause] Oh you have volunteered ah, have you? You have boycotted products and collected for charity because you find that exciting. What organization was that that you volunteered with? Oh, convinced friend of a political issue as well. You tried to convince a friend on a political issue.**

Thomas: You mean in donation ah?

**Christine: Ah.**

Thomas: Like I would ask him to donate money ah, cause is for some children who are in need in Africa or something like that. Last time in secondary school we have all this.

**Christine: Oh so you all had to do your 6 hrs of voluntary work is it?**

Thomas: CIP.

**Christine: Ah, CIP. But did you ever try to convince your friend on a political issue?**

Thomas: As in?

**Christine: Government or whatever it is?**

Thomas: No, no. I just ask them to join in for CIP all this.

**Christine: So you encouraged them to do ah?**

Thomas: Yah.

**Christine: Oh so you recycle in everything lah? But you also participated in online platform on social and political problems? What kind of problems?**

Thomas: Just survey ah online.

**Christine: On what thing?**

Thomas: My friends would give me 1 survey about government ah from their poly courses . I just help them with it.

**Christine: Oh so you just help them is it?[Pause] So you feel you are able to help… oh ok. You are not sure if you can help yourself or not but you can help your career and people close to you.**

Thomas: Yah.

**Christine: [Pause] Oh, you don’t want to vote in an election and you are not interested at all ah?**

Thomas: Yah.

**Christine: Why ah? Actually must vote you know in Singapore?**

Thomas: Must ah?

**Christine: If there is a contest instead of a walkover right, you have to vote you know?**

Thomas: I am not sure about this government thing, because I am not interested in all this.

**Christine: Not at all ah? So you won’t protest or you won’t… but you will… but you will volunteer… you will collect money.**

Thomas: Yah.

**Christine: Cause they are no interest to you, why ah?**

Thomas: Our government ah?

**Christine: Yah.**

Thomas: Maybe I am still too young for all this.

**Christine: You think maybe when you are older you might be?**

Thomas: When I am older maybe.

**Christine: Ok.**

Thomas: To fight for rights.

**Christine: Ok thank you very much for your time that was very helpful.**

Thomas: Sure.

**Christine: Thank you, thanks a lot.**

End

**Interview 3 :**

**Interview Transcript**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** | **ITW West** | **Class:** | **Higher NITEC Network Security** |
| **Date:** | **24/11/10** | **Information :** | **Experiencing Inequalities** |
| **Respondent:** | **Muhammad Syed** | **Interviewer:** | **Ms Yap Pui San** |

**Pui San: Ok, today is the XXNovember, so we have *Syed* with us and he is from Network Security. Okay hi *Syed*, so I’ll ask you a few-**

Syed:Hi.

**Pui San: Questions. [laughs] Can you describe your school experience? How is school like for you?**

Syed: School is.. fun la. Very.. make new friends, like.. *Callum*.. er.. the new guide- new girlfriend. That’s all the.. Yeah.

**Pui San: Any bad experiences?**

Syed: Er no..

**Pui San: Not at all?**

Syed: Not at all.

**Pui San: Okay, so how do you feel about education? What is education to you?**

Syed: Education is something to.. bring out an individual. Like er ask to.. to learn more la..

**Pui San: Then what are the expectations? After you have had an education? Right, what do you expect to do with that certificate?**

Syed: I expect nothing la. I want to work as a sailor ah. Although my father ‘just take higher NITEC’ the course or what defer the NS thing la.

**Pui San: Defer NS?**

Syed: Yeah.

**Pui San: So does your education here at higher NITEC right, does it help you to become a sailor?**

Syed: Er no.

**Pui San: Not at all?**

Syed: No. [laughs].

**Pui San: So that is solely for deferment purposes?**

Syed: Yeah deferment purposes ah.

**Pui San: I see.**

Syed: Got no choice then I just take this course la.

**Pui San: Mhm, I see. How is school like for you? Is the school fair to you? The school management?**

Syed: Yeah the school management is fair ah, but sometime the teacher are not fair la. Because they like-

**Pui San: How are they not fair?**

Syed: They like er.. teaching only for the one who.. who clever than the not clever one ah.

**Pui San: So what do they do to the cleverer ones?**

Syed: They guide them along la and then the not clever one they just don’t care about them la.

**Pui San: Don’t care?**

Syed: Ah.

**Pui San: How do you know?**

Syed: Cos I see their way, teaching.

**Pui San: Example?**

Syed: Example ah.. how ah.. how- I don’t know how to explain la but..

**Pui San: Like in class?**

Syed: Like in class.. they teach.. only who understand, can understand la. If you don’t understand, if they never.. repeat what they talking about la.

**Pui San: Oh.. then how about the cleverer ones?**

Syed: Clever one.. okay ah. They try to help each other ah.

**Pui San: Ah, I see. So erm.. is there any occasion right that you don’t agree with the teacher? And did you voice out?**

Syed: Er no la.

**Pui San: But is there any chance that you don’t agree?**

Syed: No ah. I lazy ah.. to voice out.

**Pui San: But you support whatever the teacher says?**

Syed: Sometime ah.

**Pui San: How about the times that you are not.. example?**

Syed: I just.. just go home ah. [laughs]

**Pui San: Doesn’t matter?**

Syed: Doesn’t matter ah. Just go home ah. Take my bag and leave.

**Pui San: Er can you give me the last time when you were unhappy about something? That your teacher says?**

Syed: Cos ah, got this point of time got test ah, then the teacher is late. Then we all waiting for the teacher. Then we wait around one hour ah, then the teacher didn’t come, then I just left with my friend ah.

**Pui San: So you were not very happy?**

Syed: Yeah not happy with the punctuality. Yeah.

**Pui San: Your what?**

Syed: With the teacher punctuality.

**Pui San: Punctuality?**

Syed: Ah..

**Pui San: But you didn’t voice out?**

Syed: I voice out but the teacher say he on the way, he on the way. Then I on the way back home ah.

**Pui San: So you went back home ah?**

Syed: Yeah.

**Pui San: Okay.. Can I check, do you have to pay for your school fees?**

Syed: Yeah I pay by GIRO.

**Pui San: Okay, is that any concern?**

Syed: Er no.

**Pui San: No concern? Okay.. er.. which secondary school were you from?**

Syed: I from [Post Secondary Institution in Singapore].

**Pui San: Ah. Is there any difference between your secondary school and current** [Post Secondary Institution in Singapore]**?**

Syed: No ah.

**Pui San: In the way that they treat students?**

Syed: Maybe… no.

**Pui San: Same?**

Syed: Same ah.

**Pui San: Hmm.. do you foresee yourself let’s say erm taking a diploma or a degree next time? Do you want to take a diploma or degree?**

Syed: Er no.

**Pui San: Why not?**

Syed: I got career in the future, I no need them. I mean I don’t need diploma and all la.

**Pui San: So you think that being a sailor, you do not need to have a diploma, degree.**

Syed: Yeah.

**Pui San: Mhm.. okay. Then but how about the education in** [Post Secondary Institution in Singapore]  **right, do you think it prepares you well, if let’s say you have friends who want to go for diploma, do you think the education here supports you?**

Syed: Depend on the person la. If they interested in the course then I think they can make it la.

**Pui San: So it’s about your personal interest?**

Syed: Yeah, personal.

**Pui San: Then does your family know that you have no intentions to take a diploma or a degree?**

Syed: My family knows la.

**Pui San: And how do they respond? Do they support or do they feel that you should go for it? Higher education.**

Syed: They support my choice ah, cos I can think for myself. I no need them to take care of my future.

**Pui San: Orh, so they say that they support?**

Syed: Yeah.

**Pui San: Mhm hm. So can you tell me-**

Syed: How about-

**Pui San: Uh huh?**

Syed: Er no nothing.

**Pui San: Yeah?**

Syed: Oh cos my brothers all got university or degree all.. then..

**Pui San: All of them?**

Syed: Er two of them la. One is NS, yeah.

**Pui San: So doesn’t the same expectation applies to you?**

Syed: Er no la.. I like a different from them ah, like that.

**Pui San: Like how different?**

Syed: Like er.. dunno la. Like I’m not interested in studying ah.

**Pui San: But erm how about- your parents are okay with that? Or do they expect you to be like your brothers?**

Syed: My parents okay with my decision la. No need to push me because my brothers make them proud already la. Yeah.

**Pui San: They told you it’s okay?**

Syed: It’s okay.

**Pui San: Okay, can you tell me about your friends in** [Post Secondary Institution in Singapore]  **and outside** [Post Secondary Institution in Singapore]  **right, who do you normally- what kind of friends do you mix with? Same race? Er same gender? Or..**

Syed: I mix with any race ah.

**Pui San: Where are your friends from?**

Syed: Many ah. Some got [Towns in Singapore], all East, West, North..

**Pui San: Wow that’s many.. what brings you together?**

Syed: Er what brings us together.. like family ah.

**Pui San: Oh they’re your family friends?**

Syed: Like family la. My friend.

**Pui San: But like no like, do you have hobbies, common interests? Why are you all together?**

Syed: Cos we got er hobbies of bike la, bike. Er we got a team, all like to er.. how to say ah? Like..

**Pui San: Soccer?**

Syed: No ah, riding bike.

**Pui San: Oh, so you like to ride on bike? Racing?**

Syed: Yeah, like something like that la.

**Pui San: I see, but must take care of safety.**

Syed: Yeah.

**Pui San: Okay, do you have a student council here?**

Syed: No.

**Pui San: No? Okay. Can you tell me right, just now you told me that you want to be a sailor next time? You don’t want to study anymore right? Why that decision?**

Syed: Cos-

**Pui San: I mean you’re still young right? Why you decide not to study anymore?**

Syed: Cos can earn more money that a degree like.. cos if you got higher education you got more higher pay right, like in future, maybe now higher pay. But in the future like everything will be become low la but the pay is low but the market is all the thing, the food all become high price. Somehow it’s not worth it la.

**Pui San: Not worth the studying?**

Syed: In future la.

**Pui San: So you think that working is more worthwhile?**

Syed: Yeah.

**Pui San: I see. Now how has education changed your life? From primary school, secondary school, how has it affect your life?**

Syed: Er.. not sure la.

**Pui San: Not sure? Have you ever been treated unfairly? In school, outside school?**

Syed: Er no.

**Pui San: No? Or have you seen your friends being treated unfairly? Maybe because of certain reasons that..**

Syed: Er no.

**Pui San: No? so everything has been fair so far? But I thought just now you mentioned that erm your teachers right? Er.. they guide- they give guidance to the so-called more cleverer students?**

Syed: Yeah.

**Pui San: Yeah.. Now seeing- if you say that the teachers are not fair right, erm does it motivate you to do something to change this fact?**

Syed: Er no.

**Pui San: No? Just leave it?**

Syed: Yeah I think.

**Pui San: Don’t you want to do something about it?**

Syed: I try ah, but I think.. don’t want la.

**Pui San: You try? What have you tried?**

Syed: Try to study well la.. but.. I like 50-50, not 100% la in my work.

**Pui San: Mhm.. Do you think ah, there’s equality in this society, in this world?**

Syed: You mean like er..?

**Pui San: Is- are things fair?**

Syed: No ah. Yeah. Sometimes we must work hard ah for future.

**Pui San: Must work hard?**

Syed: Ah.

**Pui San: Okay. Okay, other than that, can I check with you erm.. have you experienced any erm.. difficult situation in** [Post Secondary Institution in Singapore]  **now? Any difficult situation that you face?**

Syed: Er no.

**Pui San: Everything is alright?**

Syed: Yeah. But there’s no er.. smoking area for thing ah. [laughs]

**Pui San: Okay.. So if let’s say if you think that you need to smoke and all this right, do you think it’s possible for you to feedback to your teacher that “you know, we need to have a smoking area”?**

Syed: Er teacher doesn’t concern about smoking la. They don’t care la. Cos for them smoking is bad la.

**Pui San: Mhm hm.**

Syed: But for me it’s nothing la. Unless we got money to buy cigarette. It’s our own money what, we never steal, then can smoke ah.

**Pui San: Mhm. So you think it’s your personal right?**

Syed: Yeah.

**Pui San: I see. What other rights do you think you have? Like er.. in school and in your neighbourhood, anything that you can fight for that you see when it’s not fair, that you can fight for?**

Syed: No.

**Pui San: No? Okay, now erm.. what do you think right education should be about? It should be concerned about what?**

Syed: It should be concerned about..

**Pui San: Why people need to study?**

Syed: To study because to.. improve themselves la. Their study.. how they can manage and get a diploma, a certificate or what.

**Pui San: But why do we need all these things? Like diploma, degree. So what?**

Syed: Cos their parents told them to do, so they do so they become older, they think they dunno, they just follow their parents and last they regret of studying then end up don’t have [inaudible 12:14]

**Pui San: Any personal meaning to it? Studying? Any personal meaning..why you should study?**

Syed: Er no.

**Pui San: Not at all?**

Syed: Yeah.

**Pui San: Okay.. then er can you describe the Singapore education system? How do you- what are your feelings to the education system in Singapore?**

Syed: Education system in Singapore is good ah-

**Pui San: Good or not good?**

Syed: Good.

**Pui San: Good? Why good?**

Syed: Cos the facility all- they got computers all, yeah all..

**Pui San: From primary school, to secondary school, to** [Post Secondary Institution in Singapore]**?**

Syed: Yeah.

**Pui San: You think it’s good?**

Syed: Yeah.

**Pui San: Hmm.. any area for improvement?**

Syed: Hmm.. no.

**Pui San: So you think it’s good is because of the facilities, you said computers and all this?**

Syed: Yeah.

**Pui San: Any other reasons why is it good?**

Syed: Er no.

**Pui San: No? Okay if we say that there’s one area for improvement, what would you suggest? That the education system needs to improve?**

Syed: Er give more.. er.. remedial- not remedial la. More papers ah to revise, like the answer like that la. That means we do.. can guide la. The answer can guide us how to do.

**Pui San: Orh okay.. so from primary school all the way to now right, how would you describe your experience in school? How do you feel about school?**

Syed: Maybe.. okay ah. Feel.. I feel like want to try to study more but I think again ah, I stop at higher NITEC only.

**Pui San: Why?**

Syed: Cos I got career, future. [laughs] Yeah that’s all.

**Pui San: But how about- if you have a diploma or degree it may help in your career as well?**

Syed: No ah, I think.. no.

**Pui San: You don’t think so? But how about if let’s say there are 2 sailors, one has a higher NITEC cert, the other one has a degree, do you think they will be treated the same? Or differently?**

Syed: Will be the same.

**Pui San: Same? You think so? Alright. Okay I think that’s all, thank you so much Syed.**

Syed: Thank you.

End

**Interview 4 :**

**Interview Transcript**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** | **ITE West SUia** | **Class:** | **NST2 M** |
| **Date:** | **13/08/ 10** | **Information:** | **Experiencing Inequalities** |
| **Respondent:** | **Sally** | **Interviewer:** | **Dr Jasmine Sim** |

**Jasmine: Ok I put here so it can be heard. This interview will just clarify some of the questions that you did… I’ll ask you more.**

Sally: Yes.

**Jasmine: Can you let me know your name?**

Sally: Sally.

**Jasmine: Ok Sally from um… what class is this?**

Sally: [XYZ-Class].

**Jasmine: [XYZ-Class]… um… this is** [Post Secondary Institution]**?**

Sally: Yah.

**Jasmine: So that’s Sally… I am Jasmine. Ok I am going to ask you a few questions, so you just tell me to your best of your ability. Everything is confidential.**

Sally: Ok.

**Jasmine: Ok, how would you describe your school experience?**

Sally: As in what?

**Jasmine: Like for example your relationships with teachers and students, support from home for example.**

Sally: School experience ah?

**Jasmine: Do you like school?**

Sally: I don’t like school as in the relationship with people is not as good as I think.

**Jasmine: Ok, you have to speak louder. Why do you say it’s not as good… to your expectation is it?**

Sally: Not to my expectation but when you are… as long as there is people around there is bound to be some conflict to happen so I don’t like the school.

**Jasmine: Like what kind of conflict are you talking about?**

Sally: When you are doing, like an example, when you are doing lab then you have different opinions then you start arguing with each other, then in the end you don’t talk to each other, is the main thing.

**Jasmine: Then does the teacher come in to help, to solve your problem?**

Sally: Yah, when we ask teacher for help then the teacher will come and help.

**Jasmine: Ok, so for that reason you don’t quite like the school experience?**

Sally: Yah.

**Jasmine: Is it… do you have been in this** [Post Secondary Institution]  **for 3 years already?**

Sally: No, 1 year plus.

**Jasmine: 1year plus, so you don’t like that kind of experience so was it different from your past school experience?**

Sally: [laughs] Actually the past school experience is also the same, that is why I don’t like any schooling.

**Jasmine: You don’t like any schooling? Ok what about, schooling is one thing education is one thing, how do you think how do you feel about education? Do you value education?**

Sally: Value as in…?

**Jasmine: Value as in do you think it’s important? Do you think it helps you? How do you feel about education?**

Sally: I don’t think education is important, as long as you got the knowledge of how to do a business, how to run a business on your own, how to earn the1st goal is ok if you don’t have any education.

**Jasmine: Ok, do you think that education even here in** [Post Secondary Institution]  **or in previous schools help you think about how to earn your, how to start your 1st business and things like that?**

Sally: Yah, somehow they teach.

**Jasmine: They do?**

Sally: Yah.

**Jasmine: Ok. So if you don’t think education is very important, how do we know how to start a business?**

Sally: You can learn from… some older generation learn from their parents or what to run a business so is not important to have any education. In the end it’s up to you to do it or learn it from others.

**Jasmine: Ok, so you in your opinion you don’t think that it is something that is important for yourself.**

Sally: Yah.

**Jasmine: And you think that these kinds of things like business can be learnt not within the education setting but like from parents, or even from others what you see, is that right?**

Sally: Yah.

**Jasmine: What life expectations do you have, that means to say what life goals do you have? What is your ambition? And do you think education here like in** [Post Secondary Institution] **and you previous schools can help you attain your life goals, ambitions?**

Sally: But I don’t have any life goals now.

**Jasmine: Why? What do you want to be?**

Sally: Not sure, too much choices already.

**Jasmine: Too many choices, what are some of your choices?**

Sally: No I mean as in there is many different occupations to choose from then it’s hard to choose which one you really want and you have interest in it.

**Jasmine: Ok, such as… what are example of things which you might possibly want to do?**

Sally: Might…?

**Jasmine: What were some of your choices?**

Sally: I don’t have any choices now.

**Jasmine: What do you want to do? Have you ever thought about it?**

Sally: No. I think it’s no point thinking about it now.

**Jasmine: Why?**

Sally: Education level doesn’t make you what you want to do

**Jasmine: So you think education help you achieve what you want to do?**

Sally: I still think it doesn’t help.

**Jasmine: It doesn’t help, so you think that what you want to do is really up to you, is not about how educated you are where you are educated is it?**

Sally: Yah.

**Jasmine: Ok, why do you think that? Why do you think that education doesn’t help you attain your life goals… or your dreams?**

Sally: Sometimes education I think is that someone force you to come to school to learn something.

**Jasmine: Don’t you think learning is useful?**

Sally: It may be useful to others but I don’t think it’s useful to me.

**Jasmine: You want to tell me more why it’s not useful to you? Why you think it’s not useful to you?**

Sally: My thinking is very negative so I would think like, anyway the world will end one day so what for you study so hard and in life you meet with a lot of problems then in the end you give up so easily so what’s the point. Then you will meet with sickness like accident, injury whatever, then you will, you don’t know next day what will happen so if you die early it doesn’t matter whether you get a good education, that’s what I think.

**Jasmine: Ok, does your school practice streaming?**

Sally: Here?

**Jasmine: Yes,** [Post Secondary Institution]**.**

Sally: No, but primary school and secondary school we have.

**Jasmine: So if the** [Post Secondary Institution] **doesn’t practice streaming here how do you all get into different classes?**

Sally: I think that class is because they progress from NiTech but we are from ‘O’ levels so we just come straight.

**Jasmine: So what class you are in depends on your previous school is it, previous education is it?**

Sally: Yah.

**Jasmine: So you are from ‘O’ level you come straight into NiTech.**

Sally: Higher NiTech.

**Jasmine: Higher NiTech.**

Sally: Yah.

**Jasmine: So for those without ‘O’ levels will go into NiTech first?**

Sally: Yah.

**Jasmine: Ok, so in that sense how you are placed in the classes depends on your previous qualification right?**

Sally: Yah.

**Jasmine: Why do you choose to come here after ‘O’ levels?**

Sally: My result can’t meet the poly cut off point so I came here.

**Jasmine: Do you want to do to poly because you can go to poly after this right?**

Sally: Yah, but my result here isn’t as good as I think.

**Jasmine: You don’t think it’s good enough?**

Sally: Yah.

**Jasmine: Are there times, are there occasions that you did not agree with the school’s decision or what teachers say or what the school says? Are there times?**

Sally: [Laughs] Most of the time.

**Jasmine: Ok, you want to give me example? What kinds of things you do not agree with what school says or what the teacher decides?**

Sally: The school want us to wear school attire that we bought from the school but I think it’s like as long as we wear a black pants is all right, no need to buy from the school.

**Jasmine: So the black pants that you wear now is bought it from the school?**

Sally: Yah. They say it’s compulsory so you can’t do anything.

**Jasmine: Ok, so I am sure you are not the only one who is unhappy right?**

Sally: Yah. [laughs]

**Jasmine: Ok, so what did you all do? Did you all go and tell the principal?**

Sally: We can’t do anything coz they use the exam to threaten us. They say if you don’t wear school attire then you don’t take the test so what can we do, we just wear it.

**Jasmine: So only on the day of the exam you have to wear.**

Sally: No.

**Jasmine: Everyday?**

Sally: Yah.

**Jasmine: So every day you don’t wear you cannot, they threaten you?**

Sally: We cannot enter the class or they ask us to go home.

**Jasmine: So you all have no way to protest?**

Sally: Yah.

**Jasmine: Cannot bring up to the teacher and the teacher tell the…**

Sally: We bring it up they also can’t do anything what, is in the end is the I don’t know whose hand.

**Jasmine: So how? You all just follow, comply?**

Sally: Just follow.

**Jasmine: But you are happy, not happy?**

Sally: No.

**Jasmine: So you I mean ok, you just follow, is it every time you all will present your case or you all just resigned to fate, cannot just forget it?**

Sally: Just forget it. No point.

**Jasmine: You think they won’t change?**

Sally: Yah, most of the time the school don’t change.

**Jasmine: Most of the time?**

Sally: Yah.

**Jasmine: Are there things that when you all are unhappy you bring it up the school’s changed?**

Sally: No. Teacher will take their decision, we can’t do anything.

**Jasmine: You really think you can’t do anything.**

Sally: Yah.

**Jasmine: Do you have to pay for your schooling here?**

Sally: Yah.

**Jasmine: How much is the fees?**

Sally: They minus it from the Giro.

**Jasmine: Ok, do you know how much is the school fees?**

Sally: I don’t know.

**Jasmine: Do you think you should be paying school fees?**

Sally: I don’t think so, since they want to give us a education they should do it for free. They shouldn’t charge any money.

**Jasmine: But you don’t know how much your parents are paying?**

Sally: Yah.

**Jasmine: Compared to your previous school, what school were you from?**

Sally: [Secondary school].

**Jasmine:** [Secondary school]**, ok compared to your previous school which school do you prefer?**

Sally: I don’t prefer any school.

**Jasmine: You don’t prefer any school? Between the 2 schools no preference? Ok, if there are no preference are there, the way they treat you as a student, are there differences? How [Secondary School] treated you and how** [Post Secondary Institution] **treats you, do they, is** [Post Secondary Institution]**’s way of treating you as a student is it better than [Secondary school]?**

Sally: I think secondary school is better.

**Jasmine: Why?**

Sally: The teachers are more caring, they care about your results. They care about what problems you are having. When you come to [Post Secondary Institution] they think you are young adults already you should handle everything on your own. That’s the difference.

**Jasmine: What do you think about this? You don’t like?**

Sally: It’s not that I don’t like but sometimes it’s the way they treat people that I don’t really like. Like in [Post Secondary Institution] they treat top students as, ok you are a good student I must push you forward, then the least able student you don’t get anything out of here coz they don’t give you whatever chance you want.

**Jasmine: Ok what sort of things they give to the top students? And what sort of things they don’t give to the not so good students?**

Sally: Good student they send them for competition, they can mix the students like the least able and able students to go for competition but they choose to send the best.

**Jasmine: What sort of competition?**

Sally: Like world skills all this.

**Jasmine: Ok.**

Sally: Always the best students will be sent there, so it’s like… although no one said anything I think they feel… I don’t know how to say lah.

**Jasmine: Ok, so you think that’s not very fair.**

Sally: Yah.

**Jasmine: You think everyone should be treated more equally.**

Sally: Yah.

**Jasmine: So you think your opportunities here… just because I am not a top student …**

Sally: It’s not only here, it’s everywhere. As long as you are in school somewhere or working for people, if they think you are talented you are talented, that’s their thinking.

**Jasmine: Then that’s not very fair right, some people have to nurture one right?**

Sally: Yah, that’s the problem.

**Jasmine: But, it’s not like you born good you should be good all the time but some people born or develop later right?**

Sally: Yah if everyone’s thinking is like yours, wow the world would be so …

**Jasmine: So you think in secondary school is also like that.**

Sally: Secondary school no, some teacher will give the chance but here, no.

**Jasmine: Here, you think in [**Post Secondary Institution] **is not like that, they don’t give you a chance because you are adults?**

Sally: No, is because they really want to win the prize and make the school more famous, that’s why they do all this thing.

**Jasmine: Why ah, why must the school be more famous? So they can attract more better students?**

Sally: Yah. [laughs] Because more people getting good grades are coming here so, if they do some more of this thing then more students would come in then [Post Secondary Institution] would improve.

**Jasmine: But higher NiTech is a very good class already.**

Sally: Yah, that’s the problem. And more good students coming in.

**Jasmine: Do you see yourself going to higher education? Like going to university, even polytechnic?**

Sally: No.

**Jasmine: No, why?**

Sally: See myself, do I want to?

**Jasmine: Yah.**

Sally: No, I don’t want to.

**Jasmine: No you don’t want to, so after this you want to go out and work already?**

Sally: Yah.

**Jasmine: What kind of work do you want to do?**

Sally: I think I work part-time 1st.

**Jasmine: Are you working now?**

Sally: Yah.

**Jasmine: Working part-time? What are you doing?**

Sally: Service line.

**Jasmine: Service line, so do you have time to study or not?**

Sally: No, after working I am very tired so …

**Jasmine: So everyday you work?**

Sally: Not everyday. Saturday Sunday.

**Jasmine: So what does your family… what do your parents think about you know you said to me that you don’t think you want to go on.**

Sally: Of course every parent would want their child to go further but sometimes is whether you… like I said it’s up to you what, it’s your choice. So I don’t think it suits me so I don’t want to go for this.

**Jasmine: So your parents will force you or not?**

Sally: They don’t force me.

**Jasmine: They let you make the decision.**

Sally: Coz it’s my life right.

**Jasmine: Certainly. So what do you expect to gain from education?**

Sally: I don’t think I gain anything.

**Jasmine: You don’t think you gain anything or you don’t expect you can gain something.**

Sally: I don’t expect I can gain something.

**Jasmine: You don’t expect? Ok, tell me about your friends in college and out of college. You got friends here?**

Sally: Sometimes I don’t know whether to consider as friends or not.

**Jasmine: Ok, why?**

Sally: I don’t really trust people lah.

**Jasmine: What about outside?**

Sally: No.

**Jasmine: Also the same?**

Sally: Yah.

**Jasmine: Why don’t you trust people?**

Sally: I think nobody can be trusted. You don’t know when the person will back-stab you again.

**Jasmine: Do you hangout with people or not?**

Sally: Hangout will lah, but very rarely.

**Jasmine: So why would you hangout with your group of friends? What bring you all together?**

Sally: Going for movie or what.

**Jasmine: How do you spend your free time?**

Sally: Stay at home, watch video.

**Jasmine: Or work right, you said weekend you work… ok. What else do you do besides attending class in** Post Secondary Institution**, are there any interest?**

Sally: No.

**Jasmine: You don’t take up any CCA or …?**

Sally: No.

**Jasmine: You don’t use the sports facilities?**

Sally: No.

**Jasmine: Do you have student council here?**

Sally: Yah.

**Jasmine: Are you in the student council?**

Sally: No, I find that it is so…

**Jasmine: So what?**

Sally: Student council like, I find that people join to get some authority down there so I don’t like it.

**Jasmine: You don’t like it so why do people join to get authority so you don’t like it?**

Sally: Because you have more authority over someone who is not in the student council then they can force them to do things, like if they made a mistake, you can correct them but I don’t the way they treat us.

**Jasmine: How did they treat you all?**

Sally: Like they think just because they are student counsel they have the authority to ask you to do anything they like, so I think I am being bullied or what.

**Jasmine: You think you are being bullied by… but the student councilors would be supervised by teachers right?**

Sally: Yah, but when teachers are not around they can do anything what, it’s not like the teachers are here 24/7.

**Jasmine: What kind of things would they do? What kind of punishment would they do?**

Sally: I haven’t made one yet lah but in primary school I met one, the prefects… they are like so unreasonable. You just step out of the canteen with your food but you haven’t start eating yet they ask you to go back, they shout at you.

**Jasmine: But here… not so bad right because you all are adults what?**

Sally: No, it’s because I haven’t meet one student counsel here.

**Jasmine: You haven’t met?**

Sally: Yah.

**Jasmine: But have you heard about them… and what the things they do?**

Sally: No.

**Jasmine: What kind of decisions do they make, student council, what is their job do you know?**

Sally: No.

**Jasmine: You know that last year, the year before the economy was not doing very well, does that affect the way that you make your decision? Like you said ‘Oh, you just go out and start a business but does it… influence the fact that you attend [**Post Secondary Institution] **before going out to work so that you get more skills, so that you find a better job?**

Sally: No.

**Jasmine: Coz you don’t think it helps is it? [laughs] In your situation here… really I am asking you the same thing again. How do you think, how does education help your personal development? The way you are, you think education, schooling help you to be a better… doing better in your development?**

Sally: I think some development is… it depends on how your parents nurture you when you are young and the people you mix around with and what you have been through. That caused you to become more developed.

**Jasmine: Who do you mix with, you secondary school friends or your [**Post Secondary Institution] **friends?**

Sally: I don’t mix with anyone.

**Jasmine: You are more of a loner, would you describe yourself more like you like to keep to yourself?**

Sally: Yah.

**Jasmine: Do you think in education, whether in secondary school or here influence the way you think about issues, about people?**

Sally: Much the same.

**Jasmine: Much the same, you think family is more important in influencing you to think about issues.**

Sally: I think it’s what I think that is important.

**Jasmine: But what makes you think? What influence the way you think?**

Sally: It’s just I think this way.

**Jasmine: Are you aware that we are going to have elections soon?**

Sally: I don’t know.

**Jasmine: Can you vote? You cannot vote still right, because you are 18 years old only is it?**

Sally: 20?

**Jasmine: 20. But do you know that maybe there will be elections?**

Sally: No.

**Jasmine: Do you hear about last time, a few years back the elections?**

Sally: Yah.

**Jasmine: Did your parents vote?**

Sally: Yah.

**Jasmine: Were they excited… let say would you be excited to vote, to participate?**

Sally: No.

**Jasmine: Why?**

Sally: Because PAP is always the one winning, so is no point.

**Jasmine: What is your constituency?**

Sally: As in?

**Jasmine: Who is your MP?**

Sally: I don’t know. I don’t care about all this.

**Jasmine: You don’t care… so do you read the newspaper?**

Sally: Yah, but only the entertainment news.

**Jasmine: Only the entertainment news… so do you think the government is responsive to your needs?**

Sally: Can give example or not?

**Jasmine: So it’s important if you think you want the government to meet your needs you vote right? You participate right?**

Sally: No. But if… I also don’t know how to answer. [laughs]

**Jasmine: Have you ever experienced in your education, things that are controversial, in conflict with your own belief, your family or religion? It goes against your beliefs. Have you ever experienced here?**

Sally: Somehow not yet.

**Jasmine: Not yet? In your past school experience?**

Sally: No.

**Jasmine: Have you ever experienced any uncomfortable or difficult situations, difficult conflicts… in [**Post Secondary Institution]**?**

Sally: No, but now if I meet with any problem ah, I’ll just forget it.

**Jasmine: Or you’ll just switch off lah.**

Sally: Yah, switch off.

**Jasmine: Are there any possibilities for you to say or to speak up in decisions on your course? Like this course at NiTech High you are doing. Do you speak up… make decisions?**

Sally: I don’t speak up… I don’t want to help make decisions.

**Jasmine: Why?**

Sally: Sometime you give suggestions, your classmates would boo at you or what. I don’t like that.

**Jasmine: Why?**

Sally: I don’t know why they do it.

**Jasmine: Wouldn’t your teachers be encouraging?**

Sally: Sometimes they laugh with the students, I don’t know.

**Jasmine: Sometimes they laugh with the students?**

Sally: Yah.

**Jasmine: So in the sense you don’t try to speak up or give suggestions in class?**

Sally: Yah.

**Jasmine: And you think the teachers are not very responsive or caring?**

Sally: They are responsive only to certain students like let say the good students, you think if you are average or below average you are nothing to them.

**Jasmine: You really think so?**

Sally: Yah.

**Jasmine: What makes you think that the teachers are only responsive to the good students?**

Sally: Coz when they are speaking they are already looking at the good students and not looking at the rest of the class, that’s the main thing.

**Jasmine: But maybe because you never speak.**

Sally: No… no, I mean when they are giving lectures they don’t need to ask any questions, when they speak they only look at the good students. Then the students, not so good one they don’t give a damn.

**Jasmine: Then how do you feel?**

Sally: [Sigh] Not my problem also. I don’t really care.

**Jasmine: But you pay school fees you know? You come here, you have to pay school fees! Don’t you think that the teachers must listen to you? Don’t you think you must go and tell the teachers to pay attention to you also?**

Sally: Yah when we say that we pay our school fees to the teacher to teach us then they will say ‘I also waste time to teach you’.

**Jasmine: Is it? The teachers will say that?**

Sally: Yah, some teachers lah.

**Jasmine: A few of the teachers, generally not everyone does this right?**

Sally: [laughs] Course not everyone.

**Jasmine: But you have encountered teachers that say ‘ay, I also waste my time teaching you’?**

Sally: Yah lah.

**Jasmine: You have ah?**

Sally: Yah.

**Jasmine: How many times?**

Sally: 1 time.

**Jasmine: How many teachers?**

Sally: 1 teacher.

**Jasmine: Then how? You got complain or not, did you complain to the principal?**

Sally: No, forget it.

**Jasmine: So?**

Sally: I just take it she is crazy or what.

**Jasmine: Are there any possibilities for you to make changes in your neighbourhood?**

Sally: I don’t intend to make any changes.

**Jasmine: You don’t intend to make any changes?**

Sally: Yah.

**Jasmine: So you don’t think you would be able to make a change to where you live or…?**

Sally: If it’s good enough there is no need to change what.

**Jasmine: Ok, so you don’t intend to?**

Sally: Yah.

**Jasmine: Ok, let’s come back to education, although I know you said you don’t care about education right? You don’t think that there is any value in education, but I want to come back to education again ok?**

Sally: Hmm.

**Jasmine: What do you think that you know, education even in [**Post Secondary Institution] **education, what do you think that the vision, the primary goals should be? Just now you shared with me that their primary goals seems to be winning competitions right so that they look good right?**

Sally: Most of the schools does that.

**Jasmine: Ok, if you are the principal, what do you want [**Post Secondary Institution] **to focus on? What do you want [**Post Secondary Institution**’s] education to focus on? To develop what?**

Sally: To develop talents.

**Jasmine: Talent? Such as?**

Sally: Give them the relevant skills for them to work in the workforce lah.

**Jasmine: Mr *Jacob* giving you the right skills to work in the workforce? Or you NiTech High, higher NitTech?**

Sally: Yah lah, but sometimes don’t understand the thing, they don’t have the skill what, in the end.

**Jasmine: So you don’t understand? But if you don’t understand can ask or not?**

Sally: Ask already, still don’t understand.

**Jasmine: So then the teachers will… you know in secondary school right, you all have remediation right? Remedial class right, stay back … can’t you… won’t the teachers stay back to help you or you can consult the teacher?**

Sally: Yah, consult already but…

**Jasmine: Still don’t understand?**

Sally: Yah.

**Jasmine: Then how?**

Sally: Then depend on yourself.

**Jasmine: Depend on yourself? Still don’t understand how?**

Sally: Then forget it.

**Jasmine: Then forget it? But you pay school fees you know?**

Sally: That’s why I say school fees is really shouldn’t be counted inside.

**Jasmine: You don’t know how much you pay? Ok, how would you describe the educational system? You know, you have been in primary school, secondary school, now** Post Secondary Institution**, how do you describe it? Is it fair? Would you say fair, good, unfair, why?**

Sally: Primary school, fair, Secondary school, half half, here, totally unfair.

**Jasmine: Totally unfair, why? Why is it totally unfair?** Post Secondary Institution **say they are very fair, they develop people and all that, how is it unfair?**

Sally: It’s crap. [laughs]

**Jasmine: Crap ah? [laughs] Why is it crap?**

Sally: I don’t know lah, I think it’s what I think lah but other people may not think the same as I do.

**Jasmine: Why is it crap, why do you think is crap?**

Sally: Coz people always say one thing and do another thing, that’s why I always think is crap.

**Jasmine: Like what? Give me an example what they say one thing and they do another thing.**

Sally: Like they say, like you say they give every student a chance to… how to say…

**Jasmine: They say they give every student a chance to develop their talents.**

Sally: Yah, but in the end it’s only the best student that get everything.

**Jasmine: You think so.**

Sally: Yah.

**Jasmine: Do you think other people feel like that?**

Sally: I think most of it.

**Jasmine: Most of them?[Pause] Ok, should all students be taught in group work in the same class or inan individual way? Do you think the teacher… do you prefer group work or do you prefer more individual attention?**

Sally: I think individual better.

**Jasmine: But what is the normal thing that happens in [**Post Secondary Institution]**?**

Sally: As you can see it’s group work.

**Jasmine: Do you like that?**

Sally: No.

**Jasmine: Do you see value in that?**

Sally: Everyone having in 1 area to look at 1 system, how to do that lab is like…

**Jasmine: Not effective.**

Sally: Yah. That means some will know how to do the lab some will not know.

**Jasmine: Do you want to ask any questions? Ok, overall I come back to education experience [laughs] again, …. Ok how would you, you know this [**Post Secondary Institution]**, from your primary schooling up to now how would you describe your educational experience up to now?**

Sally: Disaster.

**Jasmine: Disaster? Why?**

Sally: I don’t like education.

**Jasmine: You don’t like?**

Sally: Yah.

**Jasmine: Doesn’t it help you?**

Sally: I think it’s a waste of my time.

**Jasmine: But it helps you in the way you think, it gives you ... helps you learn particular languages, communication.**

Sally: As long as you are able to speak 1 language and you are able to communicate, I think …

**Jasmine: But who taught you if you don’t go to school?**

Sally: My family… you just speak and you know.

**Jasmine: Ha? You just speak and you know?**

Sally: From young you just speak your own language and you will like …

**Jasmine: But we come to school we will learn English, we learn better English, isn’t that good?**

Sally: No need, I think 1 language is enough. Since China is opening what so everyone is coming so you can speak Chinese to them.

**Jasmine: How far do you think you have, up to now, how far do you think you have reached your goal or your dreams?**

Sally: [laughs] I said I have no goals or dreams.

**Jasmine: You have no dreams ah? Don’t you like dream what you want to be, whether it’s ….**

Sally: No, not realistic.

**Jasmine: Not realized? Ok, I think that’s about all for me. You’ve got any questions you want to ask? You want to tell me anymore things, don’t want ah? Ok thanks Sally right?**

Sally: Yah.

**Jasmine: Ok thank you.**

Sally: Thank you.

End