**Cape Peninsula University of Technology**

**Centre for International Teacher Education (CITE)**

**Research on social cohesion and education**

**Interview guide**

**Interviewee:**

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* Please assign these questions to your colleagues. There are two interviewers from CITE, so if necessary please divide these four themes into two, and assign to two colleagues.
* We have placed an asterisk next to the most important ones if you do not have time to respond to all questions.

**Key themes:**

This interview guide includes the following four themes.

1. Overview of education policy and social cohesion
2. Values in Education
3. Language of instruction and social cohesion
4. Migrant and refugee education and social cohesion

1. **Overview of education policy and social cohesion (section 3.2.1.2)**
2. **Confirmation of factual information**
   1. \*\* We learnt that ‘Directorate for Social Cohesion and Equity in Education’ was reorganised from the Directorate for Race and Values. When was it and why?
   2. \*\* Please confirm our understanding on the current key policies in education. Are we missing any?

i) Long-term plan:

Does “Schooling 2025” still stand as long-term policy? If so please share the copy. Or is it going to be revised as plan for 2030 to be aligned with the NDP?

ii) Mid-term plan:

(1) Action plan to 2019 – please share the copy (not found online)

(2) Mid-term strategic plan (available online)

What are the differences between these two plans? Is the former for education sector as a whole, and the latter for the DBE?

iii) Annual plan: (available online)

1. **Macro education policy issues**
   1. What are the key, macro education reforms and new policy priorities in South Africa?
   2. What, in your view, is the possible linkage between education inequalities and peacebuilding / social cohesion? (depending on your answer to this question, your responses to 2.3, 2.4, 2.5 may be same)
   3. \*\* Which of current education policies and programmes have an impact on addressing inequalities (examples)? And is there evidence of their effectiveness?
   4. \*\* Which of current education policies and programmes have an impact on integration and social cohesion (examples)?
   5. \*\* Which of current education policies and programmes seem most relevant to peacebuilding and why?
   6. How do you think the average teacher and learner are involved in the education policy development process? (I am trying to identify policy makers ideas/notions of teacher and learner agency)
   7. Do you regard this as adequate? Why, why not?
   8. \*\* In your view, is the education system unified or fragmented? (If you think it is,) How is it fragmented and why? Are particular instances where different school types and children are educated separately based on [race,] gender, ethnicity, religion, social background? What are the implications of this for peacebuilding and social cohesion? What are the prospects for change in this area, who advocates for change, who resists and why?
2. **MTSF Outcome 14**
   1. \*\* Is the DBE going to implement all the activities assigned to the DBE in MTSF outcome 14? Or are there any changes?
   2. If that involves provincial departments of education, what are their roles?
   3. Is ‘National Stakeholder Forum’ already established? Who are the members and what is their TOR?
   4. What is the status of ‘National Action Plan against Racism, Xenophobia, Sexism and Related Intolerances’?
3. **Social Cohesion Programme Guide** (draft)
   1. \*\* What would be the key expected outcome from implementing Social Cohesion Programme at school level? What would be the mechanism to generate that outcome?
   2. \*\* What would be the key expected outcome from implementing Social Cohesion Programme for society at large? What would be the mechanism to generate that outcome?
4. **The New Strategy for Values in Education (section 3.2.3.2)**
   1. \*\* What is the relation between the new strategy for values in education and social cohesion strategy? Is the latter included in the former?
   2. \*\* Is the draft new strategy for values in education ready? Is it possible to share? If not, when would it be ready?
   3. \*\* If the draft cannot be shared, please tell us the direction it is taking, key principles and differences from the previous Manifesto in values in education.
   4. \*\* Why the DBE is developing a new strategy now? Any specific reason?
   5. How are you planning consultation with teachers?
   6. \*\* What is the expected role of teachers in implementing the strategy? Is there any implication for teacher training?
   7. How does the new strategy balances patriotism and potential risk of increased xenophobia?
   8. How, to your mind, how the values in education / social cohesion strategy is integrated and mainstreamed in the work of other Directorates? Or is it going to be a closed / independent initiative?
5. **Language of instruction and social cohesion (section 3.2.3.3)**
6. \*\* What is the role of language policy in peacebuilding?
7. \*\* Is it possible for a language in education policy to address inequalities in education and socio-economics?
8. (if yes) How so? What would the policy considerations be?
9. (yes/no) What are the constraints or challenges?
10. What do the proposed changes to language in education through the Incremental Implementation of African Languages mean for existing language in education policies and frameworks?
11. Does the IIAL appropriately manage issues of home language proficiency – is it foreseeable to have a positive impact on the performance of learners who would ordinarily be made to learn in a second or third language?
12. \*\* Does South Africa’s language of instruction policy reflect the diversity of the country?

* Who is included or excluded by the current arrangements?
* What are the implications for integration and cohesion?
* Are there additional policy options, would they be supported, by whom and why?
* What are the arguments of those who oppose change?

1. **Migrant and refugee education and social cohesion (section 3.2.3.5)**
2. Do you think there is any relationship between arrangements for refugees and/or migrants and peace in South Africa? If so, what are the linkages and why are they important?
3. \*\* What policies and practices are currently in place for the education of refugees and migrants? What are the legal responsibilities, who are the key agencies?
4. Are there any gaps between legal responsibilities, education policies and practice? What are the inconsistencies and why?
5. What would be required to improve the situation of refugees and migrants through educational reforms? What are the arguments for and against changes?
6. \*\* How does the problem of statelessness impact on the ability of refugees to access welfare and education rights in South Africa?
7. \*\* What does the South African state’s ratification of the AU Convention on Refugees mean for its obligations towards refugees in the country? Are these being met?
8. \*\* What would be required to improve the situation of refugees and migrants through educational reforms? What are the arguments for and against changes?