

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |

**Instrument Code**

**Teachers as Agents of Social Cohesion: Rwandan Schools Case Study**

**QUESTIONNAIRE: TEACHERS (P4, P5, S1, S2, S4, S5)**

***The purpose of this questionnaire:***

* *This questionnaire is being administered by researchers from the University of Rwanda, College of Education.*
* *This questionnaire is part of a study examining teachers and their roles in peacebuilding and social cohesion in their schools and classrooms. This questionnaire explores your views about social cohesion, your teaching, your professional development and the school environment.*
* *Thank you for participating in this study. Your participation is* ***very important*** *as you are helping us to better understand teachers’ roles in building social cohesion.*

***How to complete the questionnaire:***

* *There will be specific instructions for each question. Please follow these instructions by marking the appropriate answer with a cross* ***(X),*** *or writing out your answers in the boxes provided.*
* *Please answer the questions carefully with as much detail as you can.*
* *If you have any questions, please feel free to ask any of the research assistants for clarity. We would be happy to assist.*

**1. Teacher Profile**

* 1. Gender

|  |  |
| --- | --- |
| 1 Male | 2Female |

* 1. Age range

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 22-25 | 2 26-35 | 3 36-45 | 4 46-50 | 5 51-55 | 6 older than 55 |

* 1. Nationality

|  |  |
| --- | --- |
|  | 1 Rwandan |
|  | 2 Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

* 1. Do you have a disability?

|  |  |
| --- | --- |
| 1Yes | 2No |

* 1. What is your religion?

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| African Traditional Religion1 | Christianity2 | | Hinduism3 | | Islam4 | | Judaism5 | | No religion6 | |
|  | |  | |  | |  | |  | |  |
| Other (please specify)6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |

* 1. What grades do you teach? *Pleasetick all that apply*

|  |  |  |
| --- | --- | --- |
|  | 1 P4 |  |
|  | 2 P5 |  |
|  | 3 S1 |  |
|  | 4 S2 |  |
|  | 5 S4 |  |
|  | 6 S5 |  |

* 1. How many years have you been teaching in TOTAL?

|  |  |
| --- | --- |
|  | Years |

* 1. How many years have you been teaching at this school?

|  |  |  |  |
| --- | --- | --- | --- |
| 1 0-5years | 2 6-15 years | 3 16-24 years | 4 more than 25 years |

* 1. How many periods do you teach in total per week (Monday – Friday)?

|  |
| --- |
|  |

* 1. Do you live in the same community/area as your school?

|  |  |
| --- | --- |
| 1 Yes | 2No |

* 1. Do you send your children to the school where you teach?***(Leave blank if you do not have children.)***

*Tick the box that best represents your situation. Please tick only* **ONE** *option.*

|  |  |
| --- | --- |
|  | **Select one** |
| 1. My children are currently at school, and they attend the school where I teach | 1 |
| 2. My children have completed school, and they attended the school where I teach | 2 |

* 1. At which institution did you complete your *teaching* qualification?

|  |  |  |
| --- | --- | --- |
|  |  | **Select one** |
|  | University of Rwanda | 1 |
|  | Rukara College of Education | 2 |
|  | TTC/NP (name it) | 3 |
|  | University of Kibungo | 4 |
|  | Gitwe | 5 |
|  | INES | 6 |
|  | IPB | 7 |
|  | UAAC | 8 |
|  | Other (please specify) | 9 |

* 1. What is your HIGHEST teacher training qualification?

|  |  | **Select one** |
| --- | --- | --- |
| 1 | Primary Teachers Certificate | 1 |
| 2 | Diploma in Education | 2 |
| 3 | Bachelor Degree in Education | 3 |
| 4 | Postgraduate Diploma in Education | 4 |
| 5 | Postgraduate Certificate in Higher Learning Institutions | 5 |
| 6 | Masters Degree in Education | 6 |
| 7 | Doctoral Degree in Education | 7 |
| 8 | Other (please specify) | 8 |
| 9 | None | 9 |

* 1. What is your current employment status as a teacher?

|  |  |  |
| --- | --- | --- |
|  |  | **Select one** |
| 1 | Government-paid: permanent | 1 |
| 2 | Government-paid: contract | 2 |
| 3 | Paid by school: contract | 3 |
| 4 | Volunteer | 4 |
| 5 | Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 |

**2. Your Views**

* 1. Please indicate to what extent you agree or disagree with the following meanings of social cohesion.

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  | Strongly disagree1 | Disagree2 | Agree3 | Strongly agree4 |
| --- | --- | --- | --- | --- | --- |
|  | The degree of social integration and inclusion in communities and society at large |  |  |  |  |
|  | Mutual solidarity amongst individuals and communities |  |  |  |  |
|  | Listening to and understanding people’s ideas even if one disagrees. |  |  |  |  |
|  | Accepting people who are of a different background. |  |  |  |  |
|  | Learning about what happened in the past and how it affects how we live in Rwanda today. |  |  |  |  |
|  | Reducing inequality and poverty |  |  |  |  |
|  | Securing decent work for all |  |  |  |  |
|  | Reducing crime and violence |  |  |  |  |
|  | Tolerance for Ndi Umunyarwanda |  |  |  |  |
|  | Eradicating all forms of discrimination |  |  |  |  |
|  | Being a good citizen |  |  |  |  |

* 1. Of the items above (2.1), write down in the box below the numbers of the **Three (3)**items you feel are most important for Rwanda.

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |

* 1. Among the following social challenges, what do you regard as the **Three(3)main** social challenges in your school and within your school’s community that impact on your teaching?

*Tick the main****Three (3****) challenges in the list below.*

|  |  |  |
| --- | --- | --- |
|  |  | **Select three** |
|  | Peer bullying | 1 |
|  | Discipline at school | 2 |
|  | Religious conflict | 3 |
|  | Gender discrimination | 4 |
|  | Genocide ideology | 5 |
|  | Safety | 6 |
|  | Parent abuse | 7 |
|  | Poor family ties | 8 |
|  | Poverty | 9 |
|  | Inequality | 10 |
|  | Gender violence | 11 |
|  | Crime | 12 |
|  | Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 13 |

* 1. What do you think are the important values and attitudes you need to instil in your learners?

*Tick the main* ***Four (4)*** *items that you regard as most important.*

|  |  |  |
| --- | --- | --- |
|  |  | **Select four** |
| 1 | Respect for authority | 1 |
| 2 | Respect for the environment | 2 |
| 3 | Respect for the Constitution | 3 |
| 4 | Tolerance for Ndi Umunyarwanda | 4 |
| 5 | Civic awareness | 5 |
| 6 | Participation in political life (e.g. voting) | 6 |
| 7 | Gender equality | 7 |
| 8 | Commitment to social justice | 8 |
| 9 | Care and empathy | 9 |
| 10 | Inclusiveness (i.e. towards the disabled, the vulnerable and the poor) | 10 |
| 11 | Other (please specify) | 11 |

**3. Classroom Practice**

* 1. Please tick the subject that you teach during this academic year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1Kinyarwanda | 2 Additional Language (English/French) | 3Mathematics | 4Life Skills | 5Other (please specify  -------------------------- |
| 6ICT | 7Natural Sciences (biology, physics, chemistry, geography) | 8Social Sciences (history, political education, economics, social studies | 9  Creative Arts (music, drama, fine art) |  |

* 1. Which learning areas did you specialise in during your initial teaching qualification. *Tick those that apply.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1Kinyarwanda | 2 Additional Language (English/French) | 3Mathematics | 4Life Skills | 5Other (please specify  -------------------------- |
| 6ICT | 7Natural Sciences (biology, physics, chemistry, geography) | 8Social Sciences (history, political education, economics, social studies | 9  Creative Arts (music, drama, fine art) |  |

* 1. What learning strategies do you use to teach sensitive issues and topics such as genocide ideology?

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Never1 | Sometimes2 | Often3 | Always4 |
| 1 | Whole class teaching |  |  |  |  |
| 2 | Use drama and role play |  |  |  |  |
| 3 | Have learners work in pairs |  |  |  |  |
| 4 | Have learners work in groups |  |  |  |  |
| 5 | Use educational technology |  |  |  |  |
| 6 | Create opportunities for class discussion |  |  |  |  |
| 7 | Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

* 1. Below is a list of the general aims of Rwanda National Curriculum. In your view, how relevant are these aims for social cohesion?

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  | Not relevant1 | Somewhat relevant2 | Relevant3 | Very relevant4 |
| --- | --- | --- | --- | --- | --- |
| 1 | Expressing the knowledge, skills and values worth learning in Rwandan schools |  |  |  |  |
| 2 | Equipping learners with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in the society as a citizen |  |  |  |  |
| 3 | Social transformation |  |  |  |  |
| 4 | Active and critical learning |  |  |  |  |
| 5 | Produce learners who demonstrate an understanding of the world as a set of related systems |  |  |  |  |

* 1. *In line with Life Skills , please tick* ***ONE (1)*** *topic you think is most relevant for teaching learners respect and tolerance.*

|  |  |  |
| --- | --- | --- |
|  |  | **Select only one** |
| 1 | Development of self esteem in society | 1 |
| 2 | Health, social and environmental responsibility | 2 |
| 3 | Constitutional rights and responsibilities | 3 |
| 4 | Physical education | 4 |
| 5 | employment/ economic development | 5 |

* 1. Which **ONE (1)** of the above topics do you enjoy teaching the most? ***(Complete Only If Applicable)***

|  |  |  |
| --- | --- | --- |
|  |  | **Select only one** |
| 1 | Development of self esteem in society | 1 |
| 2 | Health, social and environmental responsibility | 2 |
| 3 | Constitutional rights and responsibilities | 3 |
| 4 | Physical education | 4 |
| 5 | employment/ economic development | 5 |

* 1. Which **THREE (3)**aspects below do you prioritise in your teaching?

|  |  |  |
| --- | --- | --- |
|  |  | **Select three** |
| 1 | Democracy | 1 |
| 2 | Social justice | 2 |
| 3 | Equality | 3 |
| 4 | Inclusiveness | 4 |
| 5 | Accountability | 5 |
| 6 | The rule of law | 6 |
| 7 | Respect | 7 |
| 8 | Reconciliation | 8 |

* 1. Please indicate which of the following actions mentioned in the *REB’s Action Plan* are implemented in your school and classroom.

*Tick all those that apply.*

|  |  |  |
| --- | --- | --- |
|  |  | **Select all those that apply** |
|  | Printing and distributing the Bill of Responsibilities booklets, posters and flyers together with Values in Action manuals in the school | 1 |
| 1. . | Activities in the school showing engagement with the Bill of Responsibilities | 2 |
|  | Learners participating in Moot Court and other Democracy Programmes | 3 |
|  | Saying the Preamble of the Constitution at the school assembly | 4 |
|  | Flying the national flag in school | 5 |
|  | School has booklets and posters (Frame) of national symbols and orders | 6 |
|  | One African language is taught in the school | 7 |
|  | Art is offered in the school | 8 |
|  | National Action Plan against Racism, Xenophobia, Sexism and Related Intolerances implemented in the school | 9 |
|  | There are inclusive sport events in the school | 10 |
|  | There are programmes and interventions in the school to increase voter turnout in the school | 11 |
|  | Most of the parents in the school participate in the election of the School Governing Body | 12 |

(Replace with REB Action Plan)

* 1. Of the selection you have ticked in **3.8**,write down the numbers of the ***Three(3)***items you feel are most important for your school and teaching.

|  |  |  |
| --- | --- | --- |
| 1. | 2. | 3. |

* 1. Which of the following approaches do you use to discipline learners?

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  | Never1 | About once a month2 | About once a week3 | Every day4 |
| --- | --- | --- | --- | --- | --- |
|  | I call for parents/guardians |  |  |  |  |
|  | I keep them after school or deny them a break |  |  |  |  |
|  | I give them manual work (digging, sweeping, cutting grass etc.) |  |  |  |  |
|  | I send them to the head teacher/discipline master/DOS |  |  |  |  |
|  | I physically discipline them (cane, slap, pull their ears, kneel down etc.) |  |  |  |  |
|  | I prevent them from doing activities that they enjoy (e.g. sports, art etc.) |  |  |  |  |
|  | I shout at them |  |  |  |  |
|  | Other |  |  |  |  |

**4. Professional Development**

This section asks you for your views on your professional development as it relates to supporting you to promote social cohesion in your school and your classroom.

**Initial teacher education**

* 1. How well do you feel *your* ***initial teacher education*** programme has prepared you for dealing with the following in your teaching?

*Tick the box that best represents your view. Tick only one box for each statement.[The table continues on the next page]*

|  |  | Not at all prepared1 | A little prepared2 | Quite prepared3 | Very well prepared4 |
| --- | --- | --- | --- | --- | --- |
|  | How to develop your own teaching and learning materials to meet the needs of your learners |  |  |  |  |
|  | How to use your own teaching and learning materials to meet the needs of your learners |  |  |  |  |
|  | How to teach learners from diverse backgrounds |  |  |  |  |
|  | How to discipline your learners |  |  |  |  |
|  | How to teach learners who have diverse needs |  |  |  |  |
|  | How to teach nation building |  |  |  |  |
|  | How to make children from other countries feel included |  |  |  |  |
|  | How to create a safe classroom environment |  |  |  |  |
|  | How to deal with children with learning disabilities |  |  |  |  |
|  | How to foster good relationships within classrooms |  |  |  |  |
|  | How to deal with learners whose home language is different to the school language |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not at all prepared1 | A little prepared2 | Quite prepared3 | Very well prepared4 |
|  | How to engage with learners about topics such as democracy, politics and human rights |  |  |  |  |
|  | How to teach learners about sensitive topics such as genocide ideology |  |  |  |  |
|  | How to handle gender based violence in your school |  |  |  |  |
|  | How to handle economic differences among students in your schools |  |  |  |  |
|  | Knowledge about polices relating to social cohesion and tackling discrimination in schools |  |  |  |  |

**Continuing Professional Development/In-service Teacher Education**

*Continuing professional development, or CPD, is also referred to as in-service education and training(INSET).*

* 1. What are the **Three(3) most important reasons**for you to undertake professional development programmes focusing on social cohesion?

|  |  |  |
| --- | --- | --- |
|  |  | **Select three** |
|  | I would like to improve my pedagogical knowledge about learners with different needs | 1 |
|  | I would like to develop my knowledge about how I can teach to promote tolerance and respect | 2 |
|  | I would like to know more about teaching approaches that better address learners with different needs in classroom | 3 |
|  | I would like to know more about the new policies and approaches to promote social cohesion in schools | 4 |
|  | Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 |

* 1. In the last year (2015), how many days did you spend on **continuing professional development?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 0 days | 2 1-5 days | 3 6-10 days | 4 11-15 days | 5 more than 15 days |

* 1. In the last year (2015), how many of these have been on **programmes related to social cohesion;** that is programmes and activities which focused on for example, dealing with genocide ideology eradication, Ndi Umunyarwanda, unity and reconciliation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 0 days | 2 1-5 days | 3 6-10 days | 4 11-15 days | 5 more than 15 days |

* 1. In the last year (2015), what form didthe CPD programmes related to social cohesion you participated in take?

*Select* ***Three*** *(3) items which are applicable from the table below*

|  |  | **Select Three** |
| --- | --- | --- |
|  | Attending workshops/ seminars / conferences | 1 |
|  | Short courses / skills programmes | 2 |
|  | Qualifications (full / part-time) | 3 |
|  | Onsite support in schools | 4 |
|  | Attending school meetings | 5 |
|  | Discussion with colleagues | 6 |
|  | Visiting and learning from other schools | 7 |
|  | Reading educational material | 8 |
|  | Online activities (e.g. webinars, online learning) | 9 |
|  | Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 10 |

* 1. Write the numbers of the **THREE**(3) forms of CPD provision from the list above that is most effective for learning about social cohesion.

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |

* 1. In which areas do you feel you require additional training in order to develop further as a teacher?

*Please tick all relevant boxes.*

|  |  | **Select allthose that apply** |
| --- | --- | --- |
|  | How to develop and use teaching and learning material to meet the needs of your learners | 1 |
|  | Teaching methodologies and techniques to deal with diverse learners in your classroom | 2 |
|  | Effective classroom discipline strategies | 3 |
|  | Classroom management techniques that respond to the needs of diverse learners | 4 |
|  | Knowledge about nation building | 5 |
|  | Knowledge about dealing with diverse learners | 6 |
|  | How to make children from migrant backgrounds feel included | 7 |
|  | How to create a safe classroom environment | 8 |
|  | How to deal with children with learning disabilities | 9 |
|  | How to foster good relationships within classrooms | 10 |
|  | How to deal with learners whose home language is different to the school language | 11 |
|  | How to engage with learners about topics such as democracy, politics and human rights | 12 |
|  | How to critically engage with learners on sensitive topics (such as genocide ideology) | 13 |
|  | How to deal with gender based violence within the school community | 14 |
|  | Knowledge about socio-economic differences | 15 |
|  | Knowledge about policies relating to social cohesion and tackling discrimination in schools | 16 |

* 1. From the list above (Q4.7) write numbers of the **THREE(3) areas of** training you think aremost important for you to promote social cohesion?

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |

**5. Your School Environment**

* 1. Think about your autonomy as a teacher, or your freedom to make decisions as a teacher.

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Strongly disagree1 | Disagree2 | Agree3 | Strongly agree4 |
|  | I can choose how to plan my lessons |  |  |  |  |
|  | I can choose the content I teach |  |  |  |  |
|  | I can choose how to teach learners |  |  |  |  |
|  | I can choose how to assess learners |  |  |  |  |
|  | I can choose how to manage the classroom |  |  |  |  |
|  | I can choose how to discipline learners |  |  |  |  |
|  | I can choose how to engage with parents |  |  |  |  |
|  | I can choose how to work with other teachers |  |  |  |  |
|  | I can join any teacher organisation I want |  |  |  |  |

* 1. Does your school have a code of conduct?

|  |  |
| --- | --- |
| 1 Yes | 2No |

* 1. Which of the following values do you believe should be reflected in your school’s Code of Conduct?

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Strongly disagree1 | Disagree2 | Agree3 | Strongly agree4 |
| 1. | Democracy |  |  |  |  |
| 2. | Social justice |  |  |  |  |
| 3. | Equality |  |  |  |  |
| 4. | Inclusiveness |  |  |  |  |
| 5. | Accountability |  |  |  |  |
| 7. | The rule of law |  |  |  |  |
| 8. | Respect |  |  |  |  |
| 9. | Reconciliation |  |  |  |  |

* 1. How often did the following occur in your school over the last month?

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  | Did not occur1 | Some days2 | Most days3 | Every day4 |
| --- | --- | --- | --- | --- | --- |
|  | Peer bullying |  |  |  |  |
|  | Drug or alcohol-related violence |  |  |  |  |
|  | Fighting |  |  |  |  |
|  | Gang-related violence |  |  |  |  |
|  | Corporal punishment |  |  |  |  |
|  | Sexual violence |  |  |  |  |
|  | Gender based violence |  |  |  |  |

* 1. In your view, what are the most common effects of the items above on your learners’ performance in schools?

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Rare1 | Common2 | Very common3 |
|  | Learners lose their ability to concentrate in class |  |  |  |
|  | Learners miss classes |  |  |  |
|  | Learners drop out of school |  |  |  |
|  | Learners have less time to learn |  |  |  |
|  | Learners’ academic performance suffers |  |  |  |
|  | Learners become depressed |  |  |  |
|  | Learners become afraid of violent teachers |  |  |  |
|  | Victimised learners become violent towards others |  |  |  |
|  | Learners see violence as the best way to solve problems |  |  |  |
|  | Learners suffer physical harm |  |  |  |

* 1. What actions in your school do you think would enhance the environment to promote social cohesion?

*Tick the box that best represents your view. Tick only one box for each statement.*

|  |  | Strongly disagree1 | Disagree2 | Agree3 | Strongly agree4 |
| --- | --- | --- | --- | --- | --- |
|  | Schools should be able to expel violent learners |  |  |  |  |
|  | There should be increased security at schools |  |  |  |  |
|  | Each school should have a dedicated social worker |  |  |  |  |
|  | Learners should be involved in decision-making at schools so they learn to be responsible for others |  |  |  |  |
|  | The School Management Team should be required to develop an explicit policy for social cohesion in line with the MINEDUC/REB’s social cohesion strategy |  |  |  |  |
|  | Schools are not well-run; if they were better run they could promote social cohesion more effectively |  |  |  |  |
|  | The MINEDUC/REB should play a stronger role in ensuring that corporal punishment does not occur |  |  |  |  |
|  | The Rwandan Community Policing Programme should be implemented in all schools |  |  |  |  |
|  | Better relations between teachers and parents/guardians |  |  |  |  |
|  | Effective Parents/Teachers’ Associations (PTAs) |  |  |  |  |

Should you want to provide additional information that comes to mind after you have completed this questionnaire please contact: [ndabagav@yahoo.ie](mailto:ndabagav@yahoo.ie)

For information about the UR-CE or this study, please contact:

Office of the Principal, UR-CE

P.O.Box 5039

Kigali - Rwanda

**Thank you for taking the time to complete this questionnaire**