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**Instrument Code:**

**(Code to be added to transcript)**

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

**INTERVIEW SCHEDULE: STUDENTS’ FOCUS GROUP -**

**A. ADMINISTRATIVE DETAILS**

Student FocusGroup #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Female Students in Focus Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Male Students in Focus Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview transcription date completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions for fieldworkers**

*Start off by introducing yourself and sharing something interesting about yourself.*

*Play a fun icebreaker! The students won’t necessarily feel comfortable to share unless they feel comfortable with you.*

**LEARNING MORE ABOUT YOU**

1. **Please introduce yourselves by telling me your namesand something interesting about you.**
   1. Why did you decide to come to this school?

***Social Cohesion******is understood******as******the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities****.*

*In terms of this definition, a community or society is cohesive to the extent that the inequalities, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/or eliminated in a planned and sustained manner - this with community members and citizens as active participants, working together for the attainment of shared goals, designed and agreed upon to improve the living conditions for all.*

*Source: http://www.dac.gov.za/taxonomy/term/380*

**YOUR VIEWS**

1. **What does being a Rwandan mean to you?**
   1. When the government speaks about the need for tolerance, respect and social cohesion in Rwanda what do you think they mean? What do you understand these terms to mean?
   2. When you think about the community where you live, what are relationships like between people of different backgrounds?

**TEACHERS AT YOUR SCHOOL**

1. **Describe the three main characteristics that you associate with your ideal teacher (the one who helps you deal with challenges you face)?**
2. **Describe your relationship with your teachers in the school.**
   1. Do you think teachers at this school generally respect their students? Tell me more.
   2. Do you trust your teachers? Tell me more.

**YOUR CURRICULUM AND TEXTBOOKS**

1. **In which learning area/subject do you learn the most about issues like respecting others, how to handle conflict, handle genocide ideology, and how to be a responsible Rwandan? What have you specifically learnt in these areas/Subjects ?**
2. Please tell us about the kinds of textbooks you use in Life Skills, History and Citizenship; English, Social studies, political education, General paper that help you to think about being a better person, friend, Rwandan, and African.
3. What topic in the Life skills curriculum have you most enjoyed learning? Please tell us more about this.
4. What other topics are you interested inlearning about? Please tell us more about this.

**YOUR SCHOOL**

*SCENARIOS NOTE to Fieldworkers:* Try to find out from the Head Teachers or someone else at the school which of the three (3) scenarios below are most appropriate for the students at your school site.

***Imagine the following happens:***A fight breaks out amongst students in your classroom. One student beats up another student. Fellow students break up the fight. The fighting students are then sent to a senior teacher to sort out the issue. It turns out that the beaten student had been bullying and teasing the other student.

OR

***Imagine the following happens:*** On the playground, a group of boys surround a young girl and shout and point at her in a mocking way. The young girl is crying, and you ask some friends what is happening. They say that the young girl is being mocked and shamed because she supposedly associates only with girls and not boys.

OR

***Imagine the following happens:*** During a school assembly, a young student is called up to the front of the assembly and told to stand next to the Head Teacher. The Head teacher tells the assembly that the young student does not respect the school regulations, as s/he refused to participate in school activities on a Saturday. The Head teacher tells the student to come to school the following Saturday to participate in school activities to prove that s/he wants to be a student at your school.

**Questions 6:**

* 1. **How do you feel about this? What do you think should be done?**
  2. How have your teachers taught you to deal with incidents like these?
  3. If you were a teacher how would you deal with this in your classroom?
  4. **What would you like to learn at school that help you build relationships with students from different backgrounds, who speak different languages, or are a different nationality to you?**
  5. If there was one thing that your school could do to build better relationships between students from different backgrounds, what would that be?

**YOUR FRIENDSHIPS**

**Question 7:**

* 1. **Please tell us how you became friends with the people you regard as your friends.**
  2. What makes them your friends?
  + THE END -