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**Instrument Code:**

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

**Teachers as Agents of Social Cohesion: South Africa Schools Case Study**

**- INTERVIEW SCHEDULE: TEACHER (SOCIAL STUDIES, LIFE SKILLS, GENERAL PAPER, POLITICAL EDUCATION, HISTORY, ENGLISH)**

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

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

Interview duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview audio-file backed up to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview audio-file back-up date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A. ADMINISTRATIVE DETAILS**

Name of teacher (optional):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sex: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Teacher’s highest academic qualification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s subject specialisation (Social Studies, Political Education, General Paper, Life Skills, History or English) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long have you been teaching at this school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you train in the areas you are currently teaching? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Interview Schedule Guide: Teachers

**B. INTERVIEW QUESTIONS**

**OPENING**

1. Could you begin by telling me a bit about your teaching position at 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. **How do you understand the term ‘social cohesion’ in terms of the definition above?**

**CURRICULUM, PEACEBUILDING AND SOCIAL COHESION**

1. **How do you approach issues of peacebuilding and social cohesion in curriculum in line with the definition above in the subject you teach?**
   1. How does the curriculum provide you with specific ways to help you deal with social cohesion?
   2. How do you deal with sensitive and difficult topics such as genocide ideology in your classroom?
   3. What would you change or add to the curriculum to make it deal more effectively with issues of peacebuilding and social cohesion?
   4. Do the textbooks and workbooks in your subject area engage with issues of social cohesion? How so?

**TEACHING APPROACHES**

1. **How do you deal with sensitive and difficult topics such as genocide ideology in your classroom?**
   1. How do you deal with issues of medium of instruction in your classroom in order to help learners better understand the content of your lessons?
   2. How do you deal with issues of gender in your classroom in order to help learners build healthy relationships?
   3. How do you deal with issues abuse in your classroom in order to help learners resolve their differences in less violent ways?

**PROFESSIONAL DEVELOPMENT**

1. **What, if any, additional training have you had to help you deal with issues of peacebuilding and social cohesion, whether as a staff member or in your subject specifically?**
   1. If training in social cohesions issues has been provided during your time as a teacher at this school, can you speak to us about these programmes, for example by whom was it delivered, what was it about, was it adequate, and was it effective?
   2. If you were able to receive more training in helping you deal with issues of social cohesion, in what specific topics would you like to receive additional training?
   3. Is there any added value in CPD programmes that you undertook? (probe: promotion, salary increment, self esteem etc.)
   4. In line with CPD progammes, gaining knowledge of social cohesion/peacebuilding and promotion, salary increment, self esteem etc, what’s more important to you?

**YOUR SCHOOL ENVIRONMENT**

1. **In which ways do the facilities at your school affect the process of teaching and learning?**
2. How would additional resources at your school, for example, trained counsellors, assist you in dealing with various social cohesion challenges?

7

1. **How would you describe the relationship between the school and the community in which the school is located?**
2. **What kinds of relationships between the school and the broader community would you like to have?**

8. In closing, is there anything you can add on how teaching can promote peacebuilding and social cohesion in Rwandan schools?

-The End-