**IRB Application Reference # 2010N4337**

**A Case Study of the Effects of Student Civic Action on One Secondary School in Chile**

**INTERVIEW & FOCUS GROUP QUESTIONS**

All interviews and focus groups will be semi-structured (Glesne, 2006), meaning that several specific guiding questions will be asked in each session and that additional questions will unfold in a facilitated discussion format based on responses to the guiding questions. Questions, responses, and discussion will be interpreted during the session. Thus, questions will be asked in English and the interpreter will translate. A Spanish language version is not attached because the questions will be asked in English and because the interpretive process intentionally engages simultaneous translation of spoken conversation rather than written script.

Alumni Interviews

1. What were the goals of the national student protests of 2006 (la revolución de los pinguinos)?
2. What do you think were the goals of the Excelsior student body in joining the protests?
3. How have the protests affected education in Chile?
4. How have the protests affected education in Colegio Excelsior?
5. Have the protests affected Colegio Excelsior in other ways?

Administrator Interviews

1. What were the goals of the national student protests of 2006 (la revolución de los pinguinos)?
2. What do you think were the goals of the Excelsior student body in joining the protests?
3. How did the school respond to the protests, both when they were happening and afterward?
4. How have the protests affected education in Chile?
5. How have the protests affected education in Colegio Excelsior?
6. Have the protests affected Colegio Excelsior in other ways?
7. Have the protests affected how you lead the school?

Teacher Focus Group

1. What were the goals of the national student protests of 2006 (la revolución de los pinguinos)?
2. What do you think were the goals of the Excelsior student body in joining the protests?
3. How did the school respond to the protests, both when they were happening and afterward?
4. How have the protests affected education in Chile?
5. How have the protests affected education in Colegio Excelsior?
6. Have the protests affected Colegio Excelsior in other ways?
7. Have the protests affected how you teach?

Student Focus Group

1. We have heard that the goals of the national student protests of 2006 were [insert key examples from interviews and focus group above] and that the goals of Excelsior students joining the protests were [insert key examples from interviews and focus group above]. In what ways have these goals been met or not?
2. How important are these goals to you now?
3. When you consider these goals, what would you like to see different or the same at Colegio Excelsior?
4. Are there different goals you have now?
5. How do you advocate for the goals you have or endorse?
6. How does the school help you in advocating for these goals or not?

Parent Focus Group

1. What were the goals of the national student protests of 2006?
2. How effective have those protests been in reaching those goals?
3. How important are those goals to you?
4. Are there ways that the protests have changed how the school educates?
5. What would you commend the school for in relation to those goals?
6. What would you recommend to the school in relation to those goals?

Civic Leader Interviews

1. What were the goals of the national student protests of 2006?
2. How effective have those protests been in reaching those goals?
3. How important are those goals to you?
4. Are there ways that the protests have changed how the school educates?
5. What would you commend the school for in relation to those goals?
6. What would you recommend to the school in relation to those goals?