**Interview Guide**

**Teacher College Lecturer**

Name of Lecturer:------------------------------------------------------------------------------------

Date of Interview:------------------------------Duration---------------------------------------

Audiotape No:--------------------------------------- Audio Transcript No:------------------------

**Biographical questions:**

* How long have you been a lecturer in the college?
* Which courses do you teach and for which years?

1. What is your understanding of the notion of social cohesion or peacebuilding?
   1. What are the key issues/challenges of social cohesion or national unity in the country?
      1. In what ways can teacher training colleges address some of these issues?
      2. How are these issues addressed in the program at your institution?
2. How do you address issues of social cohesion in your teacher education lectures/ practice/seminars? (provide examples)
   1. How do you ensure equitable participation of students marginalized on the basis of language/gender/disability/other disadvantage?
   2. How do you train/educate teachers not to resort to violence/corporal punishment in the classrooms?
   3. How do the teacher education textbooks and curriculum promote social cohesion and peacebuilding? (give examples)
3. What (if any) are some key interventions (eg. such as ‘Mentorship’ or ‘Fundamental Life Skills’ for teachers, focused on peace education, civic education etc..) aimed at promoting social cohesion and peacebuilding through teacher education? For each intervention, if more than one is being implemented, ask:
   1. What is your understanding of **the purpose of the intervention?** (*Why was it established? When did it start? What does it hope to achieve*?)
   2. What is your **personal involvement** in the intervention**?**  *(What is your role? How long have you been involved?)*
   3. What do you think has been the **greatest success** in achieving the intended outcomes of the intervention? Why? (Short term and long term)
   4. What do you think has been the **greatest challenge** in achieving the intended outcomes of the intervention? Why? (Short term and long term)
   5. Which particular group(s) within CoE and in wider society have **supported the intervention**? Why?
   6. Which particular group(s) within CoE and in wider society have **resisted the intervention**? Why? How?
   7. **What needs to change** for it to function more effectively or better achieve its intended outcomes?

**Pedagogies and codes of conduct**

1. What attitudes and values do you think is important for pre-service teachers to have acquired by the time they qualify? Why?
2. How do you think issues of inequality and difference should be dealt with in the ITE curriculum?
3. Is there a particular pedagogy that is being advocated on the program to enhance the capacity of teachers to promote social cohesion in the classroom?
4. To what extent do you think this promoted pedagogy is able to address the issues it seeks to resolve?
5. Have students had enough exposure to the promoted pedagogy either in the program or in the school where they have done their internship?
6. What is your view about the issue of ‘corporal punishment’ being used as a disciplinary tool in the classroom?
   1. How does the promoted pedagogy take account of this issue?
   2. How does the promoted pedagogy deal with issues of violence in the classroom and school? Are teachers being equipped to deal with incidences of violence?
7. In what ways does the promoted pedagogy build teachers’ own ability for enhancing social cohesion and peacebuilding in their classroom, school and community?
8. Are codes of conduct part of the training for students being used in the CoE?
   1. What social, political, economic or educational problem do codes of conduct attempt to address?
   2. To what extent do you think codes of conduct are able to address the issues they seek to resolve?
9. In what ways do the codes of conduct build teacher ability for enhancing social cohesion and peacebuilding in the classroom, school and community?
10. Do you see any constraints or challenges for students adhering to codes of conduct in schools?

**Gender and violence**

1. In general, is there any challenge in the relations between:

- lecturers / other staff and STs;

- male and female STs?

1. Have you experienced gender discrimination or violence in or around the university or have you heard others experiencing it?
2. What mechanisms are there to report and deal with such incidents? How effective are they?
3. Are there any particular modules or topics within your curriculum that deal with gender issues and gender inequalities or violence? (If yes, ask for copies; and ask further questions on the effectiveness of this)

17.1 What are the local social, economic, political, religious or other factors influencing teacher attitudes to gender discrimination or gender violence?

17.2 How are issues of gender dealt with in the curriculum? What is the evidence of their success or failure in practice?

**INTERVIEW GUIDE:**

**STUDENT TEACHER**

Name of Student:------------------------------------------------------------------------------------

Date of Interview:------------------------------Duration---------------------------------------

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1. Tell me more about you – your background, where you come from.
2. What is your school experience of
   1. Interacting with people from different backgrounds to you?
   2. Feeling that you did/did not belong?
   3. Trust and respect, whether between you and your fellow classmates, or between you, your classmates and the teachers at your school?
3. How has this experience influenced your decision to become a teacher?

3.1 How do you think this experience will influence the kind of teacher you want to be, especially in terms of fostering belonging, trust and respect in the classroom?

1. What do you think is the role of the teacher in shaping how learners think about and deal with issues of social cohesion and peacebuilding?
2. In what ways have you been asked to reflect on your own experience of education and your own background and identity during your course so far?

**Experiences of training and internship**

First of all what does the term ‘social cohesion’ mean in fact for you – how do you think of it?

Then:

1. In your view, what are the main social cohesion or peacebuilding issues in your context/country?
2. In what ways are they addressed in the program? Are there specific modules that deal with issues of social cohesion or peacebuilding?
3. In what ways do you think education can address some of the issues you mentioned?
4. Is there a particular pedagogy that is being advocated on the program to enhance the capacity of teachers to promote social cohesion or peacebuilding in the classroom?
5. To what extent do you think this promoted pedagogy is able to address the issues it seeks to resolve?
6. Have students had enough exposure to the promoted pedagogy either in the program or in the school where they have done their internship?
7. What is your view about the issue of ‘corporal punishment’ being used as a disciplinary tool in the classroom?
   1. How does the promoted pedagogy take account of this issue?
   2. How does the promoted pedagogy deal with issues of violence in the classroom and school? Do you feel that you have been sufficiently equipped to deal with violence as a teacher?
8. In what ways does the promoted pedagogy build teachers’ own ability for enhancing social cohesion and peacebuilding in the classroom, school and community?

**Codes of conduct**

1. Have codes of conduct been part of your training?

14.1 What social, political, religious or other problem do you think these codes try to address, and to what extent are they successful?

14.2 Have these codes impacted on you as a teacher in practice – negatively, positively, or not at all?

**Content knowledge**

I’d like to ask you about your own choice to become a teacher of specific subjects and the materials you have used for this. Again please feel free to answer these questions in terms of your own experience, opinions and perceptions:

1. To what extent do you think that the teaching guides and materials for teaching your subject specialization present opportunities for you to engage school students with the issues of social cohesion and peacebuilding in the classroom and beyond? What about in other subjects?
2. How do you feel that the materials or guides might be less effective in terms of the ways they address these issues in your subject or discipline? What about in other subjects?
3. What materials do you think you would make use of to engage students with these issues effectively in your subject or discipline? What about in other subjects?
4. Does the teaching program for your subject use any specific curriculum or teaching and learning materials for developing your capacity to deal with social cohesion issues in the classroom? What about in other subjects?
5. In your opinion how has your subject program attempted to reflect current debates in the country around unity and reconciliation, social cohesion and peacebuilding? What about in other subjects?