**Interview guide: Policy**

**3.2.1.2 Overview of key education policies**

Interviewee:

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| --- | --- | --- | --- |
|  | DBE | TBD |  |

**Biographical questions:**

* Gender of the interviewee
* Post/title of the interviewee
* How long have you been in this post?
* Linguistic group
* Religious belonging

**Opening question:**

* Please tell me/us a bit about your current post and responsibilities

**Need to be clear who these questions are to be addressed to**

1. What are the key, macro education reforms taking place in the country?
2. Which of these seem most relevant to peacebuilding and why?
3. What, in your view, is the possible linkage between education inequalities and peacebuilding?
4. Are transformative policies to address educational inequalities already in place (and is there evidence of their effectiveness)?
5. What are the main processes for education policy development?
6. Has this always been the case?
7. Are there any times when the process diverts from what you have explained?
8. How do you think the average teacher and learner are involved in the process? (I am trying to identify policy makers ideas/notions of teacher and learner agency)
9. Do you regard this as adequate? Why, why not?
10. What are the main priorities in the current education sector plan (how were these determined)?
11. Has this always been the case?
12. How do you think the average teacher and learner contribute to determining the main priorities? (I am trying to identify policy makers ideas/notions of teacher and learner agency)
13. Do you regard this as adequate? Why, why not?
14. In South Africa, are there aspects of education policy which are of particular importance to peacebuilding? Why?
15. What is the possible linkage between these education policy areas and PB?
16. Are there current education policies and programmes being implemented that are making a contribution to peacebuilding (examples, how)?
17. Do current education policies have an impact on integration and social cohesion (examples)? If not, what kind of policies would you suggest?
18. In your view, is the education system unified or fragmented? (If you think it is, ) How is it fragmented and why? Are particular instances where different school types and children are educated separately based on [race,] gender, ethnicity, religion, social background? What are the implications of this for peacebuilding and social cohesion? What are the prospects for change in this area, who advocates for change, who resists and why?

**DBE**

Interviewee:

**NOTE: Combine or separate this section after deciding who to interview the above section**

**1. The link between education and social cohesion**

1.1 With regard to the current government’s initiative to improve social cohesion, what would you see the potential role of education to contribute to strengthening or rebuilding social cohesion at large?

1.2 In MTSF outcome 14, there are tasks assigned to the DBE (table). What would you think? Do you think anything is missing?