**All Instruments and consent forms ESRC checklist:**

Note: All instruments and consent forms were contextualised for each country (Rwanda / South Africa) based on research instruments and protocols outlined within the 'Methodological framework for analyzing the role of teachers in Peacebuilding' (2014)

1. **Consent forms and information sheets**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Instrument** | **Type** | **Contextualised** |
|  | ESRC\_Briefing document | **For briefly introducing and explaining the study** | Yes |
|  | ESRC\_Information Sheet | **For introducing and explaining the study** | Yes |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Instrument** | **Type** | **Contextualised** |
|  | ESRC\_Assent forms\_Learners | **CONSENT (learners)** | Yes |
|  | ESRC\_Consent form\_General | **CONSENT (teachers, principal, SGB, policymakers)** | Yes |

1. **Policy**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Instruments** | **Type** | **Contextualised** |
|  | **Interview Schedules for Macro Policy**  IS TRC and education  IS International Actors  IS-a Overview of Policy  IS-b Overview of Policy  IS-a Stat  IS-b Stat  IS SC Policy DBE  Relational stakeholder analysis:  - IS Relational stakeholder analysis [All]  - IS Relational stakeholder analysis [DBE SC&EE]  - IS Relational stakeholder analysis (generic) | **QUALITATIVE** | Yes |
|  | **Interview Schedules for Curriculum**  IS Language of Instruction | **QUALITATIVE** | Yes |
|  | **Interview schedules for Teacher Governance**  IS Teacher Trust and Accountability  IS Teacher Governance  IS Recruitment and Deployment | **QUALITATIVE** | Yes |
| 1. IS | **Interview schedules for Teacher Education**  IS Policy-ITE | **QUALITATIVE** | Yes |
|  | **Interview schedules for Civil society and Organisations**  IS TRC and education  IS Relational stakeholder analysis [All] | **QUALITATIVE** | Yes |
|  | **Interview schedules for Affirming Rights in Education**  IS Citizenship  IS RefugeeIDPandmigranteducation | **QUALITATIVE** | Yes |
|  | **Interview Schedules for School Safety**  IS -a School-based violence  IS -b School-based violence  IS -c School-based violence  IS School safety DBE | **QUALITATIVE** | Yes |
|  | **Interview Schedules for Decentralisation**  IS Relational stakeholder analysis [DBE SC&EE] | **QUALITATIVE** | Yes |
|  | **Interview schedules for Values and Peace Education**  IS Values in Education | **QUALITATIVE** | Yes |
|  | **Interview Schedule additional interventions**  IS Gender cross cutting | **QUALITATIVE** | Yes |

1. **CPD and textbooks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Instrument** | **Type** | | **Contextualised** |
|  | Stakeholder Interview Protocol | **QUALITATIVE** | | Yes |
|  | Teacher Interview Protocol | **QUALITATIVE** | | Yes |
|  | Textbook analysis template\_revised\_June2016 | **QUALITATIVE** | **QUANTITATIVE** | Yes |

1. **School Case studies (x6 schools minimum): 2 rural / 2 semi urban / 2 urban**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Instrument** | **Type** | | | **Contextualised** |
|  | ESRC\_Learner Questionnaire\_FIN | **QUANTITATIVE** | | | Yes |
|  | ESRC\_Teacher Questionnaire\_FIN | **QUANTITATIVE** | | | Yes |
|  | ESRC\_Learner Focus Group\_FIN | **QUALITATIVE** | | | Yes |
|  | ESRC\_SSI\_Principal\_FIN | **QUALITATIVE** | | | Yes |
|  | ESRC\_SSI\_SGB\_FIN | **QUALITATIVE** | | | Yes |
|  | ESRC\_SSI\_\_Teachers\_FIN | **QUALITATIVE** | | | Yes |
|  | ESRC\_Fieldworker observation form and checklist | **Checklist of documents to collect from schools & observations about the school** | | | Yes |
|  | ESRC\_ School Observation Schedule\_FIN | **Fieldworker observations about the school** | **QUALITATIVE** | **QUANTITATIVE** | Yes |
|  | ESRC\_ Classroom Observation Schedule\_FIN | **Classroom Observation** | **QUALITATIVE** | **QUANTITATIVE** | Yes |

Note:

PTC: In Rwanda PTC’s are Parent-Teacher Committees. They function as Education governance bodies at the individual school level.  
SGB: In South Africa SGB’s are School Governing Bodies. They function as Education governance bodies at the individual school level.

1. **ITE case study instruments (x 3 Initial Teacher Education institutions)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Instrument** | **Type** | | | **Contextualised** |
|  | Interview Guide Head of Department, Course or Program Convener - SA | **QUALITATIVE** | | | Yes |
|  | Student Teacher Focus Group - SA | **QUALITATIVE** | | | Yes |
|  | Interview Guide Student Teachers - SA | **QUALITATIVE** | | | Yes |
|  | Interview Guide Teacher Educator- SA | **QUALITATIVE** | | | Yes |
|  | Observation - Lecturer SA | **Fieldworker observations about ITE lectures** | **QUALITATIVE** | **QUANTITATIVE** | Yes |

Note: School case studies and HEI’s

The research conducted in schools and Higher Education institutions drew on data from schools and higher education institutions involved in initial teacher education within each country. The final data from schools and HEI’s used within the study is reflected below for each country:

* Minimum x6 School Case studies: 2 rural / 2 semi urban / 2 urban
* Minimum x3 Initial Teacher Education institution case studies

However, in each country a greater number of schools was surveyed and studied than in fact required, which is reflected in the overall total data collected for each country:

* South Africa: A total of 9 school case studies
* Rwanda: A total of 10 case studies

Additionally, the research within HEI’s was based principally on qualitative data and only drew selectively upon quantitative data gathered. As such the ‘Quantitative Student Teacher Questionnaire’ administered across HEI’s institutions within Rwanda, was only administered selectively within the South African country research and so is not included.