**Interview Guide**

**Head of Department or Course / Program Convener**

**A. ADMINISTRATIVE DETAILS**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Sex\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of university: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Highest academic qualification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any subject content area specialization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current position at teacher training institution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

Interview conducted on (device description): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview electronic file format (.wav .mp3 .mp4 *et al*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Interview transcription date completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Biographical and opening questions:**

* How long have you been head of department / course convener / program convener in the college?
* Which courses do you teach on (if any?) and for which years?
* What modules have you played a role in designing or structuring?

**Understanding of social cohesion:**

1. What is your understanding of the notion of social cohesion?
   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?
      3. What is the key mechanism or module through which this is done in your program / course?
2. How do you address issues of social cohesion and peacebuilding in the teacher education practice/seminars on the program / course? (provide examples)
   1. How do you ensure equitable participation of students disadvantaged 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, social justice and peacebuilding? (give examples)
   4. How does the teacher education curriculum promote social cohesion, social justice and peacebuilding? (give examples)

**Implementation and interventions:**

1. What (if any) are some key interventions aimed at promoting social cohesion and peacebuilding through teacher education in this program / course? (Eg. focus on human rights, peace education, inclusive education, life skills, social justice, workshops etc..)  
   [Note to interviewer: For each intervention, if more than one 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**

1. What attitudes and values do you think are 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? (Eg. rich vs poor, rural vs urban, language differences )
3. Please describe the various pedagogical approaches that are advocated on the program?

6.1 Is there a particular pedagogy that is being advocated on the program to enhance the capacity of teachers to promote social cohesion and peacebuilding in the classroom?

6.2 To what extent do you think this/these promoted pedagogy(-ies) is/are able to address the issues it / they seek(s) to resolve?

1. To what extent do you think students had enough exposure to the promoted pedagogy (ies) either in the program or in the school where they have done their internship?
2. What is your view about the issue of ‘corporal punishment’ being used as a disciplinary tool in the classroom?

8.1 How does the promoted pedagogy take account of this issue?

8.2 How do the promoted pedagogies deal with issues of violence in the classroom and school? Are teachers being equipped to deal with incidences of violence?

1. In what ways do the promoted pedagogies build teachers’ own ability for enhancing social cohesion and equity in the classroom, school and community?

**Codes of conduct**

1. Are codes of conduct part of the training for students being used in the CoE?

10.1 What social, political, economic or educational problems do codes of conduct attempt to address?

10.2 To what extent do you think codes of conduct are able to address the issues they seek to resolve?

1. In what ways do codes of conduct build teacher ability for enhancing social cohesion and equity in the classroom, school and community?
2. Do you see any constraints on student teachers adhering to codes of conduct in schools?

**Gender and violence**

1. In general in your program of teacher education at your institution, do you see any challenge in relations between:

- lecturers /other staff and STs;

- male and female STs?

1. Are there any particular modules or topics within your curriculum that deal with gender issues and gender violence? (If yes, ask further questions on the effectiveness of this)

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

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

1. What mechanisms are there to report and deal with such incidents? How effective are they?
2. Have staff or students experienced gender violence in or around the university or have you heard others experiencing it?