**Interviewer:**

**Audio file name:**

**Date:**

# Interview Schedule 5: Organisations and civil society

Thank the interviewee for their time, offer them the overview flyer about the research project and explain the interview will take about 45 minutes and will be recorded. Invite questions about the process/research.

As well as recording the interview please take general notes.

## Biographical data

Gender of the interviewee:

Post/title of the interviewee:

Length in post:

**After consent from the interviewee, turn on the recorder**

## Opening questions

1. Please tell me a little bit about [the organization] and its work with teachers and/or peacebuilding
2. Please tell me a little bit about your current post and responsibilities.
3. What do you perceive to be the main issues affecting peacebuilding in Rwanda?
4. What do you consider to be the key issues/challenges for Teachers in relation to peacebuilding in Rwanda?

**Select the relevant questions for the organisation and skip the irrelevant ones.**

## Equality

1. Who are the vulnerable people in Rwanda?

Prompt:

•Why are they vulnerable?

1. How does this vulnerability affect peace-building?
2. Have you had any experience of interventions or programmes designed to address this?

Prompts • What was your experience?

* Did it achieve what it set out to?
* What were some of the challenges it faced?

1. Are any particular incentives being used to address the under-representation of specific groups /constituencies (gender, disability, religion...) in the teaching workforce?

Prompts:

* Can you briefly describe them?
* Are they working in your opinion?
* What are the challenges they are facing?
* Could they be improved, and how?

## Teachers

1. What are the main challenges facing teachers in Rwanda?
2. Have you had any experience of interventions or programmes designed to address this?

Prompts:

* What was your experience?
* Did it achieve what it set out to?
* What were some of the challenges it faced?

1. How are teachers recruited?

Prompts:

* Nationally or regionally, with incentives, low entry criteria, at targeted groups (gender, regional affiliation, graduates from specific subject areas) etc.
* What are the challenges involved?

1. Are any particular groups/constituencies under-represented in the teaching workforce?

Prompts:

* Who are they and why do you think this is the case?
* Is this the same across primary and secondary teachers?
* How do you think this impact on peacebuilding?

1. Are any particular incentives being used to address the under-representation of specific groups /constituencies in the teaching workforce?

Prompts:

* Can you briefly describe it?
* Is it working in your opinion?
* What are the challenges it is facing?
* Could it be improved, and how?

1. Are teachers consulted and represented in the development of policy, curriculum and interventions? If so how?
2. Which other organisations are involved with teachers in building their capacity for promoting social cohesion in schools and communities?

## Management

1. What is the career path for teachers?

Prompts:

* Length of ITE, level of award (degree, diploma, certificate), licenses, career stages (newly qualified, senior, management etc.), CPD, etc.
* Is this the same for primary and secondary teacher education?

1. What are the main challenges in teacher attrition and career trajectory? How does this interact with peacebuilding?
2. Is there any provision for targeted groups /constituencies of teachers within this career path structure?

## CPD

1. Are teachers formally afforded time in their teaching schedule for continued professional development, collaboration, and reflection?

Prompt:

* How much, of each?

1. Is there a Teacher Education curriculum for CDP? Can you briefly outline the contents and delivery?
2. How does policy change impact CPD, for example the new (2016) curriculum and LoI changes?

Prompts:

* Has this been planned for?
* How?
* Is there liaison with those responsible for curriculum and textbooks?

1. How does CPD work under decentralization?

Prompts:

* What is the role of the school districts, school management etc.?
* Is there any conflict of interest between national and local priorities?
* Are priorities and content adapted to local realities?

23. What interventions would you recommend for us to study in relation to peace-building?