**Interviewer:**

**Audio file name:**

**Date:**

# Interview schedule 4: Teacher Education

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**

## General/opening questions

1. Please tell me a little bit about your current post and responsibilities
2. What do you perceive to be main issues affecting peace building in Rwanda?
3. What do you consider to be the key issues/challenges of Teacher Education in relation to peace building in Rwanda?

## Initial Teacher Education questions

1. Is there any component of peace building in teacher training curriculum? (In social sciences, humanities, natural sciences, independent module, extra curricula activities...)
2. Which parts of the Teacher Education curriculum are most relevant to peace building?

Prompts:

• How does this help teacher trainees to understand their role in peace building?

* What are their roles?

1. Are peace building interventions and programmes (e.g. child friendly schools) embedded in the Teacher Education curriculum?

Prompts:

* Which ones?
* How?
* How much time is given to these initiatives?

1. Is the Rwandan history of conflict and genocide addressed in the curriculum? Why and how does this relate to peace building?
2. How does the Teacher Education curriculum take account of social cohesion and social justice issues in the society?
3. What kind of schools do students go to for teaching practice?

Prompts • Urban/ rural areas and in hard-to-place schools?

* Is this the case for all student teachers? (gender, disabled,...)

1. Are the teachers' qualification requirements the same for public, subsidized and private schools? How is this related to peace building?
2. What pedagogic strategies are employed:
3. to implement peace building components in the curriculum
4. to monitor its implementation

## Continued Professional Development questions (CPD)

1. Is there a CPD? What is its content in relation to peace building?
2. Is there a provision of time for CPD collaboration and reflection?

Prompt • How much, of each?

1. What CPD is available to support curriculum change? e.g new curriculum; language of instruction..
2. How does policy change impact CPD, for example the new (2016) curriculum 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.?
* Are priorities and content adapted to local realities?
* What are CPD priorities at National, district, school level

1. Is there continuity or difference between pre/in service, distance/direct, school-based/institution-based teacher education?

## General Teacher Education Questions

1. Which other organizations are involved with teachers in building their capacity for promoting social cohesion in schools and communities? (NGOs, private organizations, FBOs...)
2. How does the Ministry of Education, University of Rwanda and district offices, coordinate with the various actors and players in teacher education to ensure a role of education in promoting social cohesion?