**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** |
|  | Briefing document | **For briefly introducing and explaining the study** | Yes |
|  | ESRC\_Information Sheet | **For introducing and explaining the study** | Yes |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Instrument** | **Type** | **Contextualised** |
|  | Learner Assent Form | **CONSENT (learners)** | Yes |
|  | General Consent Form | **CONSENT (teachers, principal, SGB, policymakers)** | Yes |

1. **Policy**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Instrument** | **Type** | **Contextualised** |
|  | Interview Schedule 1 Macro Policy | **QUALITATIVE** | Yes |
|  | Interview Schedule 2 Curriculum | **QUALITATIVE** | Yes |
|  | Interview schedule 3 Teacher Governance | **QUALITATIVE** | Yes |
|  | Interview schedule 4 Teacher Education | **QUALITATIVE** | Yes |
|  | Interview schedule 5 Civil society and Organisations | **QUALITATIVE** | Yes |
|  | Interview schedule 6 Affirming Rights in Education | **QUALITATIVE** | Yes |
|  | Interview Schedule 7 School Safety | **QUALITATIVE** | Yes |
|  | Interview Schedule 8 Decentralisation | **QUALITATIVE** | Yes |
|  | Interview schedule 9 Values and Peace Education | **QUALITATIVE** | Yes |
|  | Interview Schedule additional interventions | **QUALITATIVE** | Yes |

1. **CPD and textbooks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Instrument** | **Type** | | **Contextualised** |
|  | Interview schedule 9 Values and Peace Education | **QUALITATIVE** | | Yes |
|  | Interview schedule 5 Civil society and Organsiations | **QUALITATIVE** | | Yes |
|  | Textbook analysis template | **QUALITATIVE** | **QUANTITATIVE** | Yes |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Instrument** | **Type** | | | **Contextualised** |
|  | Learner Questionnaire (Grade 8 and 9) | **QUANTITATIVE** | | | Yes |
|  | Teacher Questionnaire | **QUANTITATIVE** | | | Yes |
|  | Learner Focus Group | **QUALITATIVE** | | | Yes |
|  | Principal / headteacher semi-structured interview | **QUALITATIVE** | | | Yes |
|  | SGB / PTC semi-structured interview | **QUALITATIVE** | | | Yes |
|  | Teacher semi-structured interview | **QUALITATIVE** | | | Yes |
|  | 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** |
|  | Student Teacher Questionnaire | **QUANTITATIVE** | | | Yes |
|  | Student Teacher Focus Group | **QUALITATIVE** | | | Yes |
|  | Student Teacher semi-structured interview | **QUALITATIVE** | | | Yes |
|  | Interview Guide Head of Department, Course or Program Convener RW | **QUALITATIVE** | | | Yes |
|  | Interview schedule 4 Teacher Education | **QUALITATIVE** | | | Yes |
|  | Teacher Educator semi-structured interview | **QUALITATIVE** | | | Yes |
|  | Observation - Lecturer RW | **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.