**SUPPLEMENTARY MATERIALS:**

Village Number:
Interview Number:
Individual Identifier:

TEACHER SEMI-STRUCTURED INTERVIEW 2012

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of interview start: \_\_\_\_\_\_\_\_\_\_ Time of interview end: \_\_\_\_\_\_\_\_\_\_

Name of interviewers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Translator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Village Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current job title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Responsibilities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Qualifications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you teach using French, Malagasy or both languages?

Time (to date) in current job role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SEMI-STRUCTURED INTERVIEW GUIDE:

1. Do you teach science, math, or conservation topics at any point in the school year? (If yes, proceed with interview.)
2. What specific topics in science, math, or conservation do you teach?
3. How many students do you teach and in what age ranges?
4. How many of your students move on to higher education? What are the most important factors influencing whether they move on to higher education?
5. How many of your students speak fluent French? To what extent do you think French language ability affects students’ ability to move on to higher education?
6. When you teach science, math, or conservation: how much time do you spend on these topics compared to other topics?
7. Do you test your students throughout the course of the school year or assign year-end grades? If so, does student performance change during a school year? If yes, how does it change, and why do you think this is the case?
8. Do the students participate in any regional or national tests on math and science? If so, how do local students compare to those elsewhere in the region or nation? Why do you think this is the case?
9. What percentage of students seems somewhat interested in science, math, or conservation as a career, compared to other career options?
10. What percentage of students seems very interested in science, math, or conservation as a career, compared to other career options?
11. If speaking with faculty: what are the job prospects after graduation from university, for students who have majored in science, math, or environmental studies? Please elaborate with details.
12. Is there anything else you’d like to tell me?