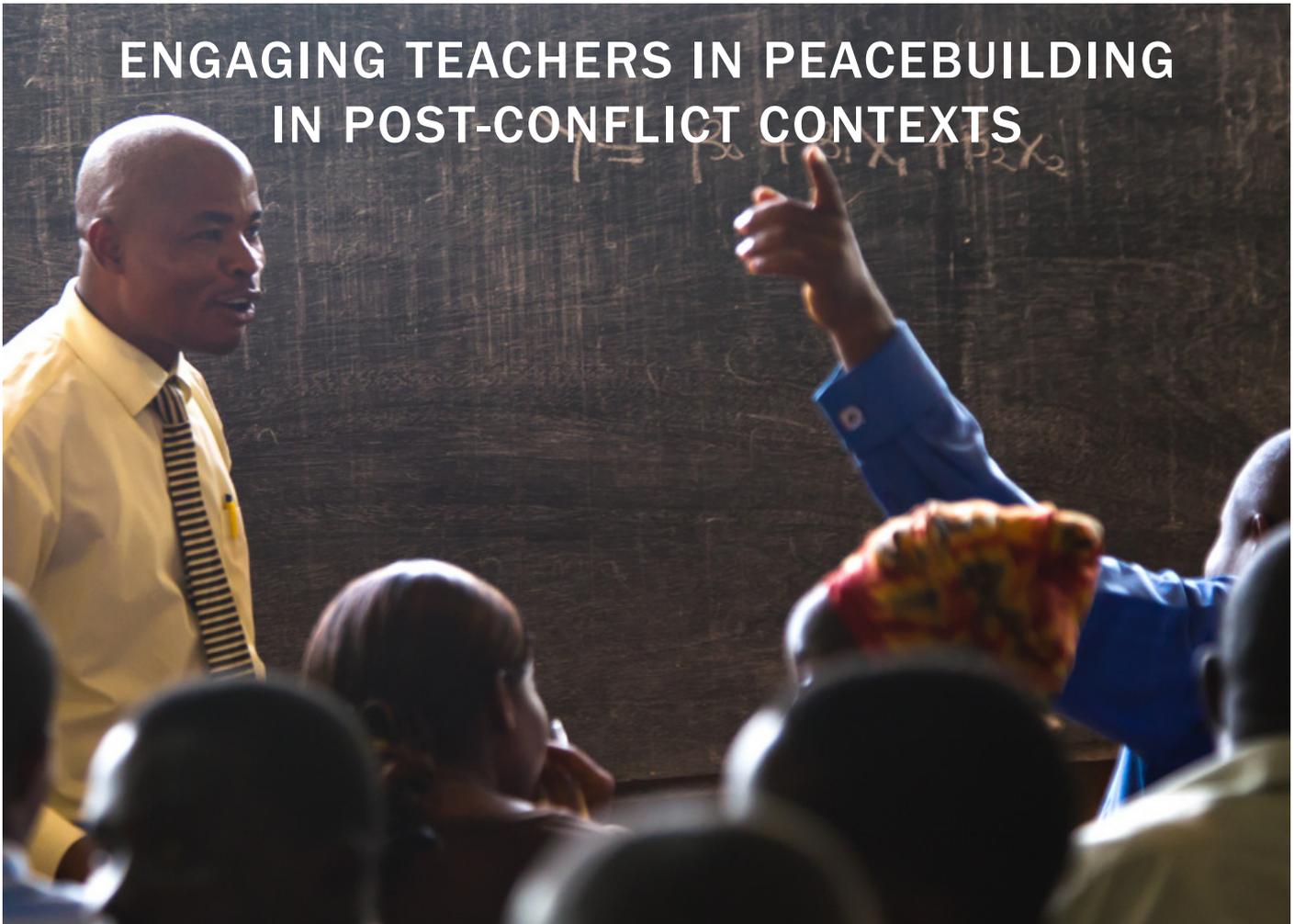


# ENGAGING TEACHERS IN PEACEBUILDING IN POST-CONFLICT CONTEXTS



## The project

Inequalities based on gender, ethnicity, race or religion can be both a driver and outcome of conflict. Structural inequalities in the distribution of education opportunities are cause and symptom of unrest and fragility impeding the achievement of Millennium Development Goals. Equality of access to good quality education contributes to peacebuilding and poverty reduction and restores trust in state functions.

Teachers are key determinants of education quality and play a key role in nation-building, identity construction and peace and reconciliation. Funded by the ESRC/DfID Joint Fund for Poverty Alleviation, this project explores how teachers are supported in their roles as peacebuilders in the post-conflict contexts of Rwanda and South Africa, and links with a wider five-country research consortium on education and peacebuilding.

## Research aims

1. To examine how teachers and teaching are supporting education for peacebuilding
2. To enhance national and global policy dialogue and understanding about teachers as agents of peacebuilding
3. To create and communicate new knowledge to policy experts, policy makers, civil society organisations at local, national, regional and international level on the effects of education peacebuilding interventions
4. To develop indicators and a metrics system for evaluating the efficacy of educational interventions concerned with teachers as agents of peacebuilding.

## Research questions

The main research question being addressed is:  
**To what extent do education peacebuilding interventions in countries promote teacher agency and capacity to build peace and reduce inequalities?**

In answering this question particular attention will be paid to how to mitigate gender, ethnic, religious and socio-economic inequities to, in and through education through the following sub-questions:

1. What is the global and national policy context within which the education interventions are located with particular reference to teachers?
2. How have the selected interventions attempted to ensure that teachers are trained for peacebuilding?
3. How have the selected interventions attempted to ensure that teachers are recruited and deployed to remote and rural post-conflict contexts?
4. How, and in what ways, do the textbooks and curricula teachers use promote peace and tolerance?
5. What is the pedagogy of teachers in the classrooms and the strategies they use in developing peacebuilding skills, and attitudes for reducing conflict, both between boys and between girls and boys?
6. How have the selected interventions managed to ensure that teachers build trust and enhance accountability to the local community?

## Project Team

### Principal Investigator:

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### Research Partners:

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## Research Design

Research will be conducted in partnership with local academics in Rwanda and South Africa to provide context sensitive insights on the efficacy of education peacebuilding innovations in these countries. Field work will take place in three sites in each country, including a rural location. Using a mixed-methods approach, data will be collected through interviews, lesson observations (both teacher training lessons and schools lessons), focus groups, teacher profiling, textbook and curriculum analysis, and school records. This will produce rich, multi-layered data that will allow for in-case and cross-case evaluation of the different dimensions in Rwanda and South Africa - and between them.

Field data will be complimented by a literature review exploring the rationale, theories of change, conceptions of equity, and teacher agency in peacebuilding interventions and analyse global and national policy discourses in the two countries.

[www.sussex.ac.uk/education/cie/peacebuilding](http://www.sussex.ac.uk/education/cie/peacebuilding)

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