|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Finding 6: Continuous professional development | Analyse how teachers in the selected subjects are trained for social cohesion | Teacher (RQ 4) | 4-5 | TBD |  |

**CPD Methodology:**

**RQ4.** How have the selected interventions attempted to ensure that teachers are trained for peacebuilding,

* ***Teacher professional development:*** Describe the teacher training processes, esp. how are teachers trained for peacebuilding? Describe the professional development processes. What facilities, programmatic interventions, policies, are in place? How are teachers’ taught to deal with conflict on an on-going basis? How has violence impacted teacher training and CPD? What are the policies in relation to teachers based on gender/ethnicity/conflict-affected zones/rural areas as far as teachers’ professional development is concerned?

### Dimension Five (RQ4): Teacher Preparation

We will focus onhow teachers are educated both **pre-service** and **in-service**, concentrating on teacher professional development, innovative modalities of training teachers where there is a shortage, and how teachers are equipped for peacebuilding pedagogies and curricula in initial and continuing professional development programmes.

Methods:

One teacher training institution will be sampled in each city/region included in the study (a total of 3 – see research sites below), selected to cover a range of primary, preservice/inservice, residential/distance teacher education courses.

Indicative questions

* How are teachers trained for peacebuilding?
* What role does training have in embedding new peace-orientated educational initiatives? How does it achieve this?
* Does teacher education curriculum content account for its post-conflict context, e.g. through inclusion of conflict sensitive education approaches and new curriculum topics?
* **Are teachers formally afforded time in their teaching schedule for continued professional development, collaboration, reflection post initial training?**
* **Is there continuity or difference between pre/in service, distance/direct, school-based/institution-based teacher education?**
* How does teacher education influence teacher understandings of their role in peacebuilding and mitigating gender, ethnic, and social inequalities and exclusions?